



Issue 10 – April 2015



Welcome to the April edition of the Additional and Complex Needs newsletter from College Development Network. It's been a busy start to 2015 with a range of workshops being delivered both in Stirling and out and about in your colleges.

As usual if you would like to contribute anything to future newsletters or would just like to discuss whether something would be of interest, please email lorna.peggie@cdn.ac.uk

Please feel free to share this e-zine with colleagues who would find it of interest.

College Development Network (CDN) Recent Training Events

Disseminating Assistive Roles and Technologies: a Jisc FE & Skills Project (DART)



The DART project is Jisc funded, and designed to provide participating colleges with the chance to receive 'deep' mentoring or support to help develop their knowledge, skills and their experience of assistive or enabling technology in the context of their own college and their own unique situation. Assistive technologists from Independent Specialist Colleges (supported by Jisc's accessibility and inclusion subject specialists) are involved in providing bespoke and collaborative support. This year Borders College and the City of Glasgow College represent two of the ten UK wide colleges who are currently receiving deep support.

In addition to this deep support, the DART project deliver workshop events open to all staff from FE colleges across Scotland; these events take place twice in the academic year in both Scotland and England. The first Scottish DART event took place in December 2014 at CDN, with the second workshop on 11 March 2015. This event attracted staff from a number of different roles (Learning Support, Librarians, Assistive Technologist, Equalities Managers and Lecturers) from 11 FE colleges across Scotland.

The day focused on a number of themes, firstly support for institutions who are working towards developing Assistive Technology (AT) roles. Trevor Mobbs of Beaumont College and Mike Thrussell of Henshaws independent specialist colleges shared insights into the definition of the Assistive Technologist role within the context of the independent specialist college and delegates discussed the differences in this role within the context of a more general FE college environment. They also highlighted CPD opportunities open to people working with assistive technologies.

The second theme was eSafety, and two sessions focused on the approaches taken regarding policy, procedure and risk assessment. Annie Swan, Supported Programmes Lecturer at Glasgow Kelvin College spoke about the work that the college have been involved in with Common Knowledge UK in creating student led media/multi-media based eSafety resources. The wonderful range of videos produced by the students of Glasgow Kelvin College can be found at

[Common Knowledge UK website](#)

Common Knowledge UK offers innovative learning, peer education, drama and safe social networking. People with learning difficulties are at the heart of their activities. If you would like to know more about CKUK [follow this link](#).



Future College Development Network (CDN) Training Events

PDA Inclusiveness

CDN are taking notes of interest from staff employed in the FE sector for places on the PDA Inclusiveness course which is due to start in September 2015.

This award contains two mandatory units at SCQF Level 9 - the same level as the Teaching Qualification (FE). To achieve this award, you should complete both Facilitate Inclusive Learning Strategies (FILS) and Needs Assessment Process (NAP): Promoting Inclusiveness for Learners with Additional Support Needs.

The two courses combined make up the full SQA accredited PDA Inclusiveness: Facilitating Strategies to Support Learners with Additional Needs at SCQF Level 9 (general degree level). It is highly recommended that candidates complete FILS first prior to progressing on to NAP. FILS provides a solid grounding in the concept of Inclusiveness, and how this is implemented and supported within a further and higher education context. Critically, this enables candidates to examine how they can work within their educational context to reduce and remove barriers to learning, meaning a reduction in the need for 'special measures' for students that may otherwise have additional support needs. From this foundation, candidates can move on to a student-centred Needs Assessment Practice where they can focus on completing contextualised needs assessments, working within a practice focused on inclusiveness.

To find out more complete the on-line enquiry form which you will find on the Professional Learning Platform, under Needs Assessment Practice 2015. Use this [link](#) to register without obligation.



For further information please contact the Course Co-ordinator: Carol Boyle at: carol.boyle@cdn.ac.uk

Other Upcoming Events

CALL Scotland

CALL Scotland is organising two days of free exhibitions and demonstrations of hardware and software for students with additional support needs by a number of Britain's leading suppliers.

The focus of the days is primarily on the use of technology in schools and further and higher education, but the equipment and software on display will be of interest to anybody looking for information on the use of ICT to help people with disabilities.

Location and dates for the exhibitions are:

- Edinburgh - 10 June 2015
- Clydebank - 11 June 2015

Suppliers will describe their key products in timetabled sessions and there will also be short presentations by staff from CALL Scotland and local practitioners on how they use technology to aid inclusion in schools and colleges.

The days are free to attend and run from 0845 until 1600. Follow this link for more information [ICT and Inclusion Website](#)

Lead Scotland National Conference

'Can We Make Things Better? YES WE CAN!!' Delivering positive outcomes for disabled & disadvantaged learners.

The Lead Scotland National Conference will be held on Thursday 11 June 2015, Central Scotland

The conference will be of interest to anyone working with learners with disabilities and additional support needs (including staff working directly with learners and those in management/coordination roles) in the following fields:

- Colleges and universities
- CLD providers
- Careers advisers/guidance staff
- Employers and work placement providers
- Employment support agencies
- Voluntary sector support organisations
- Local authority staff
- NHS boards

Bookings will be open shortly. For further information please refer to [Lead website](#)

SQA



Developments at National 1 and 2

Current development at National 2 involves the review of existing Access 2 Units that do not form part of the National 2 Courses. This new development will provide a suite of 29 Freestanding Units including 13 Employment Skills Units.

The Unit Specifications for these Freestanding Units were published at the end of January 2015 and Unit Support Notes and Unit Assessment Support packs (including 1 exemplar assessment activity) will be available for centres to deliver from August 2015.

Lapsing Periods

- New or revised Units at National 1 will replace all existing Access 1 Units from August 2015.
- The new National 2 will run in centres alongside Access 2 until August 2016.

Information about lapsing periods should be added to the National 1 and 2 pages in the coming weeks. In the meantime, timescales for the phasing out of old Qualifications can be found via the following link [SQA Timescales](#).

National Literacy Units

For National Literacy Units at National 3, 4 or 5 a wide range of support is allowed when the four literacy skills are being assessed to help any disabled learners and learners with additional support needs (ASN), including various ICT applications.

In February 2015, SQA published two guidance documents on supportive practices in the assessment of talking, and on assessing talking and listening skills with deaf or hearing impaired learners. These documents have been added to the Supportive Practices webpages and are available directly at the following links:

[Supportive practices in assessment of Talking in National Literacy Units.](#)

[Assessing deaf candidates in Talking and Listening in National Literacy Units.](#)

CALL Scotland and SQA hosted a joint ICT and Literacy seminar on 29 January 2015. This explored how technology can be used to support learners with additional support needs in assessment of literacy skills and the tools and techniques available. The seminar was recorded and can be viewed from [CALL Scotland's website](#).

Please remember that for National Literacy Units or for other subjects, centres can contact SQA directly via aarequests@sqa.org.uk for advice about what support might be possible for individual learners with specific needs.

National Developments

A Simplified Approach to College Funding

The Scottish Funding Council (SFC) has been working with the Principals/Regional Chairs Working Group to develop a new simplified approach to funding colleges. This is on schedule to be implemented in 2015-16 and is currently parallel running the system with three regions in the 2014-15 academic year.

Key Features:

- credit targets will replace SUMS
- ELS will become a separate funding stream
- the price per credit will be dependent on the mapping of courses into 5 price groups
- price group 5 is a direct replacement for dpg18 courses designed for students with learning difficulties.



Scottish Funding Council
www.sfc.ac.uk

Update on the simplified approach to funding

The Scottish Funding Council (SFC) has been working with the principals/regional chairs working group to develop a new simplified approach to funding colleges. We are on schedule to implement this new system from 2015-16 and are currently parallel running the system with three regions over the 2014-15 academic year.

SFC plans to run workshops to outline the simplified approach once the 2014-15 academic year has begun. The regions involved in the parallel running year will share their experiences of the new system at these events which will allow these regions to give feedback on the new system after they have recruited and begun delivery of their curriculum for the parallel running year.

SFC would, however, like to ensure all regions are kept up to date with the development of the simplified funding system before these events take place. Over the following pages you will find out more about the changes that will be introduced from 2015-16.

In this newsletter:

- [WJVM targets to be replaced with credit targets](#)
- [How do Credits differ from SUMS?](#)
- [How do Credits differ from WJVM?](#)
- [Assessing the full time part time arrangements for Extended Learning Support](#)
- [Subject credits](#)
- [Credit targets](#)
- [WJVM to Credits](#)
- [Price groups](#)
- [Average price per Credit](#)
- [Funding premium for students from deprived areas](#)
- [Funding premium for students from rural areas](#)
- [E-Learning](#)
- [Transition](#)
- [Full time equivalent](#)
- [Student support](#)
- [Key contacts](#)

Revised Price List December 2014

	Price group 1	Price group 2	Price group 3	Price group 4	Price group 5
Price per credit	£185.00	£216.99	£260.00	£347.00	£360.00

Extended Learning Support (ELS)

- it was identified that there has been considerable overlap between funding to improve 'retention and achievement' in the most deprived areas and ELS funding. As result a decision has been made to add £6 million of the 'retention and achievement' funding to the ELS premium which now stands at £50 million.
- a fund of £8 million will still be available to help recruit students from the 20% most deprived areas.
- a research project will be commissioned to gain a better understanding of how ELS funding has been used.
- following this research there will be an update of the Outcome and Agreement Guidance for 2016-17 to explicitly seek out evidence of the outcomes and impacts of these funds

To access a copy of the most recent newsletter on this new funding approach view [A Simplified Approach to College Funding](#).

Fiona Burns from the Scottish Funding Council will deliver a presentation regarding the Simplified Funding Approach at the next Access and Inclusion Network meeting on 22 June 2015 at College Development Network, Stirling. To a book a place at the Access and Inclusion Network please [book online here](#).

Care Leavers and Looked After Young People

Corporate Parenting

In April 2015 the Children and Young People Act (Scotland) Act 2014 will come into force. Colleges as 'post-16 education body' for the purposes of the Further and Higher Education (Scotland) Act 2005 will have responsibilities as Corporate Parents. A Corporate Parent will need to prepare a plan for how it proposes to exercise its corporate parenting responsibilities, and will need to keep its plan under review.

Corporate Parenting Guidance is being led by CELCIS (Centre of Excellence for Looked After Children in Scotland) in collaboration with the Scottish Government, and will be available in early May. Further information can be found at [CELCIS website](#).

Useful resources about Corporate Parenting responsibilities can be found on both the Who Cares? Scotland and Celcis' websites. Who Cares? Scotland has also provided training on corporate parenting to a number of colleges. Book training at [Who Cares? Scotland website](#)

Buttle Quality Mark

Fifteen colleges have now been awarded the Buttle UK Quality Mark. This is the last year of the Award but a group has been set up to look at developing a Scottish quality mark. The group includes representatives from CDN, SFC, Universities Scotland, SDS, Who Cares? Scotland and CELCIS. The initial launch of this new quality mark is likely to take place in June of this year.

Enabling Student Carers

Resources intended to support colleges to enable carers can be found on [CDN website](#).

The resources include an Action Planning Tool, designed to help you assess how carer friendly your college is and a training resource intended to raise staff awareness about the issues encountered by student carers.

More and more colleges now have a question that allows carers to identify themselves on application to college, see the example below:

“Are you a carer? A carer provides unpaid care and support to a family member/friend, of any age, who could not manage without this help due to: frailty, illness, disability, mental health problems or addiction.

We are asking this question so that we can contact you about the support the college is able to offer and to give you information about support offered locally.”

We are also developing, with the help of City of Glasgow College, Edinburgh College and SDS, a guidance resource called Moving On. It is designed to help student carers make the most of their caring experience when applying for jobs. The resource will be ready sometime after Easter.

If you have any questions about the information above please contact

sandy.maclean@cdn.ac.uk or andree.carruthers@cdn.ac.uk

Autism Awareness Month

April is World Autism Awareness Month. The function of this annual event is to raise awareness about autism throughout society, to encourage early diagnosis and intervention and in addition to celebrate the talents and skills of persons with autistic spectrum disorders. Follow this link to find out what's on in April [Autism Awareness Month](#)

It is also an opportunity to do some creative fundraising and to get people talking about autism. Follow the link for [fundraising ideas](#).

Follow this link to [Asperger Syndrome a guide for further education staff](#) which was published by Edinburgh College (Stevenson). This document has a wealth of useful information about Asperger Syndrome and the main characteristics associated with it, as well as practical strategies for supporting students with issues that may arise in college.

JISC

Using Technology to Support Students with Autistic Spectrum Disorders

During 2013 and 2014 the Jisc RSCs collaborated with partner organisations and learning providers to deliver two national events on technology to support Autistic Learners. Although these events did not happen recently, many of the issues, themes and technologies still prevail and offer interesting food for thought. The following summaries offer insights into the presentations at both events. Please feel free to dip into them and follow up on those which are of greatest interest.



Technology to Support Autistic Learners, Leeds Metropolitan University, April 2013

Thornback College presented a session about the benefits of technologies allowing learners to be the 'architects of their own learning and life', and described how the college used technology to create individualised and bespoke learning resources for their students as well as approaches to creating inclusive virtual learning environments.

The Sheffield College developed the [Game2Engage](#) project. This 2013 Education Innovation Award winning project attempted to overcome common communication barriers, exploiting a wide range of technologies that support students in their development of social interaction and imagination. This project engaged practical skills students with iMedia students who worked together on game based projects, and considered how technology could mediate and enhance new relationships between distinct cohorts of learners.

The University of Manchester described their production of discrete induction videos for learners with Asperger Syndrome acknowledging that mainstream induction resources may not always best serve their learners with Asperger. This included visual guides to the University campus, video clips from former students with ASD.

Sheffield Hallam University described how they support Autistic learners with technology in Higher Education.

ESPA (Education and Services for People with Autism) described the benefits that tablet devices and apps can have in promoting communication, literacy, numeracy and assessment including a presentation from a student with Autism who described how technology helped improve his social understanding.

Tyne Metropolitan College described the steps that the college had made since signing the Autism Charter. Lisa Wilson described how the college have embedded autism awareness training as part of induction and created an autism awareness page on the VLE for all staff and learners.

Lisa Featherstone and Kevin Hickey from Jisc considered how Moodle can aid communication in the modern world.

These presentations can all be viewed and downloaded at <http://moodle.rsc-northwest.ac.uk/course/view.php?id=14>

Autism and Technology Conference, Plymouth University, April 2014

[Robyn Steward](#) author of living on the spectrum gave a personal account of how she uses technology particularly iPhone apps to manage her working life.

[Social Robots DREAM research](#) project at Plymouth University uses robots to engage with young people with ASD to support the development of communication and social skills.

[Dr Matt Roser](#) from the School of Psychology at Plymouth University talked about Neuro-imaging and language development – Mapping brain activity whilst using LAMP language development.

Coping skills with Mobile technologies. **[Access ASD and Brian-in-Hand](#)** is a mobile app that is used to manage mood and response using traffic light system. Reminds user of agreed coping strategies and summons txt, call or other intervention when required.

[Lancaster University](#) described a resource called Access ASD, a technology driven approach for the management and monitoring of anxiety.

[E.A. Draffan of Southampton University](#) gave a very comprehensive list off free online and app based resources featured as part of the LexDis project that can support learners who fall into the Autistic spectrum.

[Technology for transition and communication: Supporting Transition](#). A Jisc project involving four Independent Specialists Colleges.

[Lisa Featherstone from Jisc and Steven Posthewaite from Beaumont College](#) demonstrated how they use Pictello a social stories app to support learners.

[Weston College](#) described how they use QR codes to trigger video reminders on making tea and other skills to support adult with ASD living independently.

Margaret McKay, Subject Specialist (accessibility and inclusion) Jisc.

Around Colleges

Borders College Students Get Animated About the Outdoors

Students on the 'Options for Learning' programme at Borders College undertake the John Muir Award. Taking advantage of the many scenic locations around the Borders, they 'Discover, Explore, Conserve and Share' their local environment.

Most students have limited literacy skills but take full advantage of social media to keep a photographic record of their activities, uploading images and comments to their twitter account <https://twitter.com/bcjohnmuiraward> which they can share with families/carers and other John Muir participants. The link from the college website also showcases their achievements to fellow students.

When asked to comment on their John Muir experience they produced an animation using iStopMotion software on iPad. They used resources collected from the woodland to produce the titles, completed background artwork and then drew caricatures of themselves and John Muir to comment on their experience.

Lecturer Sam Anderson commented "This approach really works with this group of students. They are motivated to use IT and are not held back by their lack of literacy skills. They can record, review and reflect on their experience and achieve an award at the end."

If you would like to know more contact samanderson@borderscollege.ac.uk

Follow this link to find out more about the [John Muir Award](#).



Free Stuff

OneNote

Learners who use ICT for most of their learning require a 'digital jotter' to take notes in class; collate research and ideas; organise assignments; share work with peers and staff; and access their work seamlessly in school and at home. Microsoft OneNote, is an excellent (free) tool for all these tasks that runs on Windows, iPads and Android devices.

Paul Nisbet, CALL Scotland is delivering a webinar on the use of OneNote on Wednesday 20 May 2015 from 1600 to 1620.

Book a place on the [CALL webinar here](#).

Free SymbolStix Anti-bullying materials!

Follow this link to the [CALL Scotland blog](#) to access FREE printable visual materials for a game focussing on identifying bullying behaviours and appropriate responses.

Quick Links

[Past ACN newsletters](#)

[Boardmaker resources for National 1](#)