

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7140186

-Session-1996-97

-Superclass- EC

-Title- SOCIAL WELFARE ISSUES FOR CARERS

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: This unit will enable the candidate to gain a basic understanding of the reasons for the introduction of social welfare legislation and an awareness of the evolution of social welfare provision.

OUTCOMES

1. explain the varying concepts of need in relation to disadvantaged groups in society;
2. explain the historical background to the introduction of the welfare state;
3. explain the reasons behind the changes to social welfare provision post 1980.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: There is no access statement for this unit.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

STATEMENT OF STANDARDS

UNIT NUMBER: 7140186

UNIT TITLE: SOCIAL WELFARE ISSUES FOR CARERS

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. EXPLAIN THE VARYING CONCEPTS OF NEED IN RELATION TO DISADVANTAGED GROUPS IN SOCIETY

PERFORMANCE CRITERIA

- (a) The explanation of the differences between needs and wants is valid in terms of current thinking.
- (b) The explanation of needs is comprehensive in terms of psychological and sociological perspectives.
- (c) The explanation of the concept of poverty is thorough in terms of sociological theory.

RANGE STATEMENT

Needs: normative; felt; expressed; comparative.

Wants and social problems: sociological: oppression; societal expectations.

Psychological perspectives: self esteem; self-image; interpersonal relationships.

Poverty: absolute; relative; deprivation; underclass.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to meet the performance criteria.

OUTCOME

- 2. EXPLAIN THE HISTORICAL BACKGROUND TO THE INTRODUCTION OF THE WELFARE STATE.

PERFORMANCE CRITERIA

- (a) The explanation of major developments in welfare provision from 1900 to the Beveridge Report is comprehensive in terms of the legislation.
- (b) The explanation of the underlying principles behind the introduction of the welfare state is comprehensive.

RANGE STATEMENT

The range of this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to meet the performance criterion.

OUTCOME

- 3. EXPLAIN THE REASONS BEHIND THE CHANGES TO SOCIAL WELFARE PROVISION POST 1980

PERFORMANCE CRITERIA

- (a) The explanation of the changes to state welfare provision is comprehensive in terms of changing political thinking.
- (b) The description of the current legislation in the area of social welfare is accurate.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to meet all performance criteria and meet the outcome.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES****UNIT NUMBER:** 7140186**UNIT TITLE:** SOCIAL WELFARE ISSUES FOR CARERS

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit aims to give candidates an understanding of the concept and principles underlying social welfare legislation. Candidates will gain an awareness of the historical context in which the welfare state was introduced and look at the reasons for changes to social welfare provision.

CONTENT/CONTEXT

Outcome 1

The candidate should discuss the differences between needs and wants. Maslow's hierarchy of needs could be considered along with a range of definitions. The ways in which needs are related to deprivation and 'social problems' should be considered.

The various definitions of poverty should be considered - absolute and relative. The research of Peter Townsend and Mack and Lansley should be examined plus statistics on poverty, the underclass and Charles Murray. The Rowntree Report (1994) could also be considered.

Outcome 2

Candidates should appreciate that the introduction of the welfare state was not the result of a sudden decision but a gradual process.

The reforms of the Liberal Governments 1905 - 1915 and the thinking behind the reforms should be considered. The development of provision during the period 1919 - 1925 should be examined plus the affects of the inter-war depression and World War II; for example, the introduction of Health Insurance, unemployment insurance (National Insurance as it has become), old age pension , and the National Assistance Act. The Beveridge Report and its underlying principles must be considered in detail together with the resulting legislation. (Family Assistance Act, National Insurance Act; NHS Act; National Assistance Act and Education Act).

Outcome 3

The changes to the Welfare State and the reasons behind the thinking (both political and economic) could be analyzed. Gradual changes in national government (ie UK) thinking and the influence of the European Union on Social Issues (including the Social Chapter) should also be considered. The 'new' NHS and its strengths and weaknesses should be considered as should the provision of benefits. Care in the Community should be analysed and the question of who should pay for care should be considered. Various legislation should be looked at in some detail including the Social Work (Scotland) Act. 1968, Mental Health (Scotland) Act. 1984, Social Security Act, 1986 and the NHS and Community Care Act, 1990.

PROGRESSION This unit forms part of the GSVQ in care at Level III.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates' with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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