

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7140196

-Session-1996-97

-Superclass- PN

-Title- SPECIAL NEEDS AND SUPPORT SERVICES

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing understanding of special needs and the support services available to people with special needs and their families.

OUTCOMES

1. investigate the types of special needs which a disabled person may experience;
2. investigate the services available to meet the needs of disabled people in the community.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Completion of National Certificate Module 96020: Preparing to work with those with special needs would be beneficial.

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:** 7140196**UNIT TITLE:** SPECIAL NEEDS AND SUPPORT SERVICES

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. INVESTIGATE THE TYPES OF SPECIAL NEEDS WHICH A DISABLED PERSON MAY EXPERIENCE

PERFORMANCE CRITERIA

- (a) The identification of types of disability is thorough.
- (b) The identification of special needs is correct in relation to specified disabilities.
- (c) The investigation of the effects of disability on an individual is thorough in relation to a given situation.
- (d) The investigation of the effects of disability on the family of a disabled person is thorough in relation to a given situation.

RANGE STATEMENT

Disability: physical; learning sensory; acquired; development.

Needs: social; emotional; physical; intellectual; long-term; short-term.

Effects: long term; short term.

EVIDENCE REQUIREMENTS

Written and/or oral evidence generated by classwork and research.

OUTCOME

- 2. INVESTIGATE THE SERVICES AVAILABLE TO MEET THE NEEDS OF DISABLED PEOPLE IN THE COMMUNITY

PERFORMANCE CRITERIA

- (a) The identification of agencies providing support services is correct in relation to disabled people and their families and carers.
- (b) The investigation of available support services is thorough in relation to a given situation.
- (c) The exploration of ways in which unmet need may be addressed is valid in relation to a given situation.

RANGE STATEMENT

Agencies: statutory; voluntary; private.

Services: national; local.

EVIDENCE REQUIREMENTS

Written and/or oral evidence generated by a case study and research.

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: 7140196

UNIT TITLE: SPECIAL NEEDS AND SUPPORT SERVICES

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 is a specialist unit designed to provide candidates with knowledge and understanding of the special needs of people with disabilities and the types of support services available to keep meet these needs, the individual and their families and carers.

CONTENT/CONTEXT

Outcome 1 This outcome should focus firstly on identifying the different types and degrees of disability eg:

physical: this could include restricted mobility, loss of limbs, loss of use of limbs; conditions such as cerebral palsy; strokes; congenital conditions;

sensory: this includes loss of sight; loss of hearing; impaired sight, hearing or speech; inability to speak or use alternative forms of communication;

learning/
mental: this could include the effects of brain injury; strokes; Down's Syndrome and other conditions; caused by chromosomal imbalances; mental illness; loss of memory.

Candidates should then investigate the special needs of which may arise as a result of disability. These should include social, emotional, physical and intellectual needs. Candidates should be aware that some or all of these needs may be present at different times and can vary in their intensity. Candidates should also be aware that the needs may 'overlap' eg that the need for sexual expression may be physical or emotional or both; incontinence is a physical condition which has social implications. Candidates should also be aware that individuals may suffer from a combination of disabilities eg a client with Down's Syndrome may have physical problems as well as learning difficulties; stroke victims may suffer speech impairment, memory loss, other cognitive impairment as well as physical damage such as the loss or restriction of mobility.

Candidates should consider that special needs will vary and may be short-term or long term and that the effects on the individuals and their families and carers will vary as a result.

It is important that candidates understand that 'disability' may be developmental (ie as the result of a congenital condition which develops through the life-cycle) or acquired (ie as the result of illness or accident). Candidates should consider how these may affect the individual and his/her family and carers. It is also important that candidates understand that it is not only the individual who is affected by the disability but also the family and carers. For example, social isolation can be a major problem for people caring for an individual with severe physical disabilities or learning difficulties. The stress and strain which caring can place on relationships within the family unit should also be explored: between parents; parents and other children; where the disabled person is a child; between partners where one is disabled; between a disabled parent and his/her children. These 'stresses' could be physical (eg tiredness, sexual); emotional (eg sense of loss, frustration; anger, feelings of helplessness; inability to cope with the physical demands of caring etc); financial (eg where the main wage earner becomes disabled); increased living costs for special equipment, additional care support; medicines; where an individual has to give up employment to care for a partner, child or parent. Giving up employment can have consequences other than financial: it can mean loss of or declining social communication leading to social isolation. It is important that candidates understand that the family/carers of people with special needs also have special needs for support.

Communication is important; many carers are unaware of potential sources of support.

Outcome 2 This outcome should focus on identifying agencies which can provide specialist support services for people with special needs. These should include statutory voluntary and private agencies. Candidates should then investigate local provision for particular types of special need.

Statutory agencies should include: health services, including both general (eg gps; health visitors; practice nurses). and specialist; physiotherapy; occupational therapy; speech therapy and rehabilitation; day hospital; respite ; prosthetic services.

- Social Services eg local social work departments; special needs housing; community carers; homehelps; meals-on-wheels; welfare rights;
- Education eg supported learning; special needs schools; Voluntary agencies also play a vital role in providing support to disabled individuals and their carers. Candidates should consider agencies which operate on a national basis (eg Royal National Institute for the Blind; Down's Syndrome Association; Crossroads providing respite care; Royal National Institute for the Deaf and many others operating in specialist fields) as well as locally available services (eg: 'stroke' clubs; self-help groups; local associations support networks. Provision of specialist support services by the private sector is also available eg in home care, providing domestic, nursing and other services.

APPROACHES TO GENERATING EVIDENCE The scope of this unit is potentially very great and it may be helpful to focus on provision available locally.

Use of videotapes, radio/television documentaries or films which take disability as theme as well as newspaper or magazine articles may provide valuable teaching material and stimulate discussion. Inviting guest speakers (eg a disabled person; specialist such as physiotherapists, occupational therapists, health visitors etc; carers; family members) would also be valuable. However, candidates must be aware of the need for respecting and maintaining the dignity of the individual and their families and carers and being sensitive to the needs of others.

ASSESSMENT PROCEDURES

- Outcome 1 Candidates could be set projects to investigate a number of disabilities the types of needs which might arise, and the effects that these may have on the individuals and their families/carers. The projects/assignments could take the combined form of short answer questions for PCs(a) and (b) a case study for PCs (e) and (d).
- Outcome 2 PC(a) could be covered by short answer questions or a report. A case study could be set for PC(b) and (c) which looks at locally available services to support an individual with special needs and his/her family.

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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