NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION


-Module Number-          7141433                    -Session-1993-94

-Superclass-          HD

-Title-          **WORKING TOWARDS INDEPENDENT LIVING**

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:**  Developing an understanding of the nature of discrimination faced by different groups of people in society. Examining and understanding the concept of independent living and contrasting it with traditional approaches to caring and service provision.  Developing an understanding of independent living in the context of equality of opportunity.


**OUTCOMES**

1.    describe how a society's perceptions, attitudes and actions towards a particular group of people affect the life experiences of that group;

2.    explain the concept of independent living;

3.    describe how a society's perceptions of a particular group of people affects social services provision for that group;

4.    investigate how the concept of independent living is implemented in practice.


**CREDIT VALUE:**  1 NC Credit


**ACCESS STATEMENT:** There is no access statement for this module.


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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**

**STATEMENT OF STANDARDS**

**UNIT NUMBER:**       7141433

**UNIT TITLE:**        WORKING TOWARDS INDEPENDENT LIVING

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.**       DESCRIBE HOW A SOCIETY'S PERCEPTIONS, ATTITUDES AND ACTIONS TOWARDS A PARTICULAR GROUP OF PEOPLE AFFECT THE LIFE EXPERIENCES OF THAT GROUP

**PERFORMANCE CRITERIA**

   (a)     The description of traditional attitudes and assumptions towards the group of people is accurate in terms of stereotyping and prejudice.
   (b)     The description of the ways in which traditional attitudes/assumptions have affected the identity of the group is valid in terms of relevant sociological and psychological concepts.
   (c)     The description of the group's experience is accurate in terms of the types of discrimination encountered.
   (d)     The explanation of the effects of discrimination on the life of the group is comprehensive in terms of its denial of rights and opportunities.
   (e)     The evaluation of the candidate's own attitudes and assumptions is comprehensive in terms of their effect on interaction with the group.

**RANGE STATEMENT**

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

**EVIDENCE REQUIREMENTS**

Candidates would select ONE client group for the whole module from the following:

physical disability; learning disability; older adults; people with mental health problems; people with drug problems; people with HIV/AIDS; or an alternative appropriate group by negotiation with the tutor/trainer.

A folio of work containing reports and information generated during classwork/individual and small group sessions, including evaluation of own attitudes and effects.  The evidence must meet the performance criteria and should include for:

| PC | (a) | four examples |
|----|-----|---------------|
|    | (b) | two examples |
|    | (c) | examples from two areas of people's life |

**OUTCOME**

**2.**     EXPLAIN THE CONCEPT OF INDEPENDENT LIVING

**PERFORMANCE CRITERIA**

(a)     Description of the concept of Independent Living is comprehensive in terms of equal opportunities and anti-discriminatory practice in social, economic and political areas of people's lives.

(b)     Explanation of the differences between Independent Living and traditional notions of independence is clear and comprehensive in terms of the extent of user control in the service provider/user relationship.

(c)     Description of how personal assistance would be provided to service users, in the context of Independent Living, is comprehensive in terms of user choice, self-determination, the right to delegate tasks and the right to financial independence.

**RANGE STATEMENT**

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

**EVIDENCE REQUIREMENTS**

A folio of work containing evidence which indicates their understanding of the concept of Independent Living, which meets the performance criteria.

**OUTCOME**

> **3.**    DESCRIBE HOW A SOCIETY'S PERCEPTIONS OF A PARTICULAR GROUP OF PEOPLE AFFECTS SOCIAL SERVICES PROVISION FOR THAT GROUP

**PERFORMANCE CRITERIA**

> (a)    The description of the impact of traditional attitudes and assumptions is comprehensive in terms of how they have affected the provision of benefits and services for users.
>
> (b)    The explanation of the effects of traditional models of caring is comprehensive and valid in terms of the way in which they could disempower and disadvantage service users.

**RANGE STATEMENT**

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

**EVIDENCE REQUIREMENTS**

Candidates would study the same client group selected for Outcome 1.

A folio of work containing information and reports generated during classwork and individual/small group investigations which meets the performance criteria.

**OUTCOME**

> **4.**    INVESTIGATE HOW THE CONCEPT OF INDEPENDENT LIVING IS IMPLEMENTED IN PRACTICE

**PERFORMANCE CRITERIA**

> (a)    The description of how an Independent Living approach could affect service delivery for the user group is comprehensive in terms of costs, user-led provision and control.
>
> (b)    The explanation of how an Independent Living approach would affect attitudes and behaviour is clear and valid in relation to good practice.
>
> (c)    The investigation of the work of named agencies is thorough in terms of their contribution to, and promotion of, Independent Living.

**RANGE STATEMENT**

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


**EVIDENCE REQUIREMENT**

A folio of work containing evidence generated during individual and small group investigations.

For Performance Criterion (c) a minimum of two agencies should be investigated.

Candidates must include in their folio evidence of work generated during individual and small group investigations.

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**ASSESSMENT RECORDS**

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 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.

**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**

**SUPPORT NOTES**

**UNIT NUMBER**          7141433

**UNIT TITLE**          WORKING TOWARDS INDEPENDENT LIVING

**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**  To develop an understanding of the nature of discrimination faced by different groups of people in society and the effects this has on their life experiences.  To provide a knowledge of the concept and practice of Independent Living and the ways in which it can challenge both society's traditional perceptions of specific groups of people and traditional patterns of care and social service delivery.  To demonstrate that independent living is based upon equality of opportunity in relation to social, economic and political aspects of life.

It is suitable for candidates undertaking programmes in Care (e.g. general SVQ in Care at Level III) and would integrate well with a number of other N.C. modules:

7141451          Promoting Equal Opportunities
7141443          Community Care in Scotland
66032          Special Needs and Support Services
86029          Supporting the Elderly in the Community
7141501          Provision of Care

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

> This module will develop your understanding of the concept of Independent Living and how it can improve quality of life for specific groups of people.

**CONTENT/CONTEXT** Corresponding to Outcomes 1-4:

1.   Candidates should explore the range of traditional attitudes and assumptions concerning the selected group, relating these to concepts of stereotyping and prejudice and the types of discrimination consequently experienced by the group.  The effects of these on the personal identity, life experiences, and rights and opportunities of the group should be explored. In the context, for example, of people with disabilities, medical and social models of disability could be explored.

     As well as describing the wider social aspects and consequences, candidates should examine how their own attitudes and behaviour may embody traditional assumptions which affect their interaction with the group (overt and covert such as voice, language, body language etc).

     Candidates should develop a clear understanding of diverse types and forms of discrimination and the concepts of equal opportunities and rights and should examine how societies have erected attitudes and physical barriers to equality of opportunity and developed institutional discrimination.

     Candidates should look at different areas of life and at the disadvantages and discrimination experienced e.g. education, work, income, housing, transportation, family life.

     Candidates should be aware of existing legislation, its limitations and the possible need for further legislation.

2.   Independent Living is about equal opportunities and anti-discriminatory practice, about self-advocacy and people taking control over their own lives and possessed of the right to participate in all aspects of community life on their own terms.  One interpretation of Independent Living sees the traditional roles of 'caring' and 'carer' being replaced by 'personal assistance' and 'personal assistant', with the client becoming the employer and having the right to determine the level of independence and independent living.  In relation to this the ideas of empowerment, choice, delegation should be looked at.

     Elements of Independent Living philosophy: personal and political power; anti-discriminatory; equal opportunities to participate fully in society, with equal rights; de-institutionalisation; control over own organisations; self-management of services; empowerment.

3.      The ways in which conceptions of a group's needs, models of caring, and social services provision have been influenced by traditional attitudes and assumptions, and might foster dependency and deny opportunities and rights, should be identified and explored.

        e.g. service led/user-led provision; assumptions about needs; lack of choice, power, and rights to self-determination.

        Services for disabled people, for example, are typically designed, controlled and run by non-disabled professionals who cannot have the same insights into needs, lifestyles and aspirations as disabled people themselves.  The same issues could be examined in relation to other groups.

4.      What Independent Living would entail in practice for service delivery, and for conception of good practice, should be considered via investigation of the work of two Independent Living agencies, if possible from the local area.  It is very important that the concept of practice based upon the notation of Independent Living is placed within the wider context of equality of opportunity in all areas of life.

**APPROACHES TO GENERATING EVIDENCE**  The module should be taught as an integrated assignment meeting all performance criteria and focus on one client group.  Input from the tutor/trainer should be complemented by: individual and small group activities/exercises looking at own experience and stimulus material from appropriate media; small group investigations; visits; discussions with groups; visiting speakers; role plays; contacts with organisations promoting Independent Living.

**ASSESSMENT PROCEDURES** Candidates could be given a project briefing incorporating a series of tasks covering all outcomes as part of an integrated assignment.

**EXEMPLARS** There would be an initial introductory session which includes a description of the nature of the module and the tasks to be fulfilled.

There would be some tutor/trainer input on the key concepts such as prejudice, discrimination, stereotyping and in documenting areas of discrimination and the effects of this on people's lives.  A range of materials could then be used to stimulate discussion and to provide illustration.  This could be followed by individual and small group exercises based on this stimulus material - individual groups could be given particular tasks e.g. areas of discrimination or areas of service provision to look at.

Self-assessment sheets and exercises should be used to enable them to examine their own attitude-and assumptions and role play could be used to explore how attitudes and assumptions can effect interaction with the client group.  Candidates could also be asked to find ways of seeking the views and experiences of the client group themselves - this could be done as part of a task-centred small group exercise.

Candidates would retain the evidence produced during these activities in their folio of work.

For Outcome 2 candidates could be asked to identify what they as individuals see as "independent living".  These views could then be compared with other views of independent living eg. the traditional notion of independence and the concept of independent living/integrated living put forward by groups such as disability led, self-help or advocacy organisations.  These views could then be compared and contrasted and the tutor/trainer could use this exercise as a way to clarify the assumption underpinning the concept of independent living.

Again - keep evidence generated in candidate folio.

The tutor/trainer would then move on to Outcome 3 and give some input on the structure of service provision.  Candidates could then, in small groups, be asked to identify and investigate the links between traditional attitudes and assumptions which they explored earlier and the provision of benefits and services for a particular group with the aim of reporting back to whole group.   They should also be encouraged to seek the views of the group.

The tutor/trainer could then give an input on the concept of personal assistance in the context of Independent Living.  A range of materials could be used to stimulate discussion and to provide illustration e.g. articles from relevant journals.  Visits, when possible, would be arranged to local organisations and speakers could be invited from organisations which promote independent living and personal assistance schemes.  Individuals who employ personal assistants could be invited to speak to candidates.

Outcome 4 could be covered through a small group investigation during which candidates visit local organisations which promote Independent Living with the aim of writing a short report, to be delivered in an imaginative way to the rest of the group.  As with other outcomes, visits to organisations would be arranged and visiting speakers and representatives of particular groups invited to discuss independent living with the candidates.


**RECOGNITION** Many SQA NC units are recognised for entry/recruitment purposes.  For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

**REFERENCES**

1.    Guidelines for Module Writers.
2.    SQA's National Standards for Assessment and Verification.
3.    For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4.    Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.