

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7140066

-Session-1996-97

-Superclass- PN

-Title- PREPARING TO WORK WITH PEOPLE WITH SPECIAL
NEEDS

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Enabling candidates to develop awareness of working with people with special needs.

OUTCOMES

1. describe how to establish effective relationships with people with special needs;
2. identify ways in which the special needs of clients may be met.

CREDIT VALUE: 0.5 NC Credit

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

For further information contact: Committee and Administration Unit, SQA, Hanover ouse, 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:** 7140066**UNIT TITLE:** PREPARING TO WORK WITH PEOPLE WITH SPECIAL NEEDS

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 TO ESTABLISH EFFECTIVE RELATIONSHIPS WITH PEOPLE WITH SPECIAL NEEDS

PERFORMANCE CRITERIA

- (a) The identification of personal qualities required to care for people with special needs is thorough.
- (b) The description of the elements of an effective relationship is thorough and valid in terms of working with people with special needs.
- (c) The identification of ways in which respect for the individual may be shown is correct.
- (d) The description of ways in which special needs may affect an individual's ability to form relationships is valid.

RANGE STATEMENT

The range for this outcome is full expressed in the performance criteria.

EVIDENCE REQUIREMENTS

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

OUTCOME

2. IDENTIFY WAYS IN WHICH THE SPECIAL NEEDS OF CLIENTS MAY BE MET

PERFORMANCE CRITERIA

- (a) The identification of needs is correct in relation to a client with special needs.
- (b) The description of ways in which a carer can contribute to meeting the needs of the client is valid.
- (c) The identification of resources to meet the needs of the client is correct.

RANGE STATEMENT

Needs: social; emotional; physical; intellectual.

Resources: statutory; voluntary; independent.

EVIDENCE REQUIREMENTS

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

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: 7140066

UNIT TITLE: PREPARING TO WORK WITH PEOPLE WITH SPECIAL NEEDS

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 20 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 is designed to introduce candidates to the types of special need where they may be experienced by clients with disabilities and to help candidates assess their suitability for working in this area.

CONTENT/CONTEXT

Outcome 1

For the purposes of this unit, a special need is seen as one for which clients would require assistance in coping with activities associated with daily living.

This is potentially very wide ranging eg. a stroke or accident victim having to re-learn skills, often taken for granted, such as feeding oneself; older adults finding difficulty in dressing or bathing; children and adults with multiple disabilities (learning and physical disabilities) requiring care and assistance with feeding, dressing, toileting etc.

Caring for and assisting such clients places great demands on the carer and candidates should become aware of the importance of personal qualities such as patience; sensitivity; empathy; tolerance; willingness to listen and spend time with clients; reliability.

Candidates should also be aware of the need to show respect for the rights and opinions of others and of the need to maintain confidentiality. This unit may well challenge candidates to question their personal attitudes to, and experience of, special needs and disability.

The importance of developing and maintaining effective communication between client and carer is central to this outcome. Candidates should become aware of different methods of communication and their uses.

For example, use of sign language when working with the hearing-impaired or speech-impaired; use of body language to convey feelings and wishes; written communication; use of silence.

Building confidence and trust between the client and carer is also essential to effective communication and establishing an effective relationship. In the context of this unit, an effective relationship could be seen as one in which mutual respect has been established between client and carer; an equal right to contribute to the relationship (ie no dominance of one party over the other) and establishing and sharing mutual goals.

Candidates should also be aware that the carer should protect the client's dignity and respect their modesty whilst carrying out caring procedures such as toileting, or bathing or eating. For some clients, such procedures can be accompanied by emotional trauma. This can result in anger and frustration which may be focused by the client on him/herself or family or can be directed at the carer.

In other cases, clients can be withdrawn, uncommunicative and uncooperative.

Outcome 2

Allows the candidate to focus on the special needs of individual clients, consider ways in which these may be met and identify sources of help and support.

The needs may be considered within the broad categories of:

- physical
- social
- emotional
- intellectual

Candidates should be aware of differing responses to their special needs by clients. It would be helpful to candidates' understanding if they gained an appreciation of an individual's response to his/her particular special need eg. anger; frustration at the inability to carry out commonplace activities; chronic pain; depression; anxiety; loss of independence; isolation; changing relationships with family and peers; financial concerns; loss or restriction of mobility; dependence on medicines; dependence on others.

Candidates should be come aware how the identified needs affect the practical aspects of the client's life and the emotional and social responses that can result. Candidates should also consider the importance of maximizing the clients abilities to encourage them to achieve as much independence as possible no matter how severe or wide the range of special needs.

This outcome also focusses on raising awareness of ways in which special needs may be met. For example, adapting the physical environment in which an individual lives, works or learns by installing ramps (if wheel-chair bound), hand rails, bath/lifts; other specialist equipment such as stair lifts, amplified

telephones, TV loopsystem, electronic kitchen equipment such as can openers; sockets at waist, rather than ankle, height etc.

Meeting social, emotional and intellectual needs should also be considered. The role which family and friends can play in helping individuals to cope with their special needs and to promote and maximise their independence should also be considered by candidates.

The resources available to meet client's special needs should include identifying work department the main statutory agencies such as social work department, education, health services. Specialist services for particular groups could be considered eg. physiotherapy, occupational therapy, educational and other psychologists, speech therapy, learning support.

Sources of support in the voluntary and independent sectors are also very important and could include agencies such as the Royal National Institute for the Blind, Royal National Institute for the Deaf, The Chest, Heart and Stroke Association, Macmillan Nurses, Marie Curie Foundation, Age Concern, the Multiple Sclerosis Society and many other specialist associations.

APPROACHES TO GENERATING EVIDENCE Evidence could be gathered from a variety of sources; eg observation of carers working with people with special needs. This could be direct observation on visits to appropriate care settings or by watching videos of caring situations. Dramatised films, television or radio programmes dealing with special needs could also provide appropriate content for discussion as could documentaries. Magazine and newspaper articles may also be useful.

It may be possible for tutors to arrange for candidates to discuss issues with visiting speakers, such as care staff, individuals with special needs and/or family carers. Where possible, visits to appropriate settings may provide valuable discussion and stimulus for candidates. These could include adult training centres; sheltered workshops, special needs schools/nurseries; day care centres.

ASSESSMENT PROCEDURES

For Outcome 1 Candidates could be set a series of questions to identify the personal qualities required of those wishing to work with people with special needs and on how to establish effective relationships.

For Outcome 2 Candidates could be set an assignment which looks at the special needs of an individual within a particular context. The choice of context could be discussed by the tutor and candidate and should ideally be relevant to the candidate's interests. Given that the categories of needs can be very broad, tutors may wish to specify that the assignment should identify a minimum of two needs, how these might be met and by whom.

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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