

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7350712 -Session- 1992-93
-Superclass- PN

-Title- SUPPORT SERVICES IN THE COMMUNITY

-DESCRIPTION-

Purpose This module is designed to develop interpersonal skills and an awareness of the support services available in the local area.

Preferred Entry Level No formal entry requirements.

Outcomes The student:

1. identifies the main support services in his/ her local area;
2. identifies situations where help from support services might be required;
3. uses interpersonal skills when seeking help or advice from a support service.

Assessment Procedures Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory).

OUTCOME 1 IDENTIFIES THE MAIN SUPPORT SERVICES IN THE LOCAL AREA

- PCs
- (a) Identification of name of agency, address and location, telephone number and business hours is correct.
 - (b) Identification of specific advice and help offered by the agency is accurate.

IA Restricted Response (written or oral)

The student will undertake two restricted response questions. He/she will be required to identify two main support services in the local area and identify the specific advice and help offered.

Satisfactory performance will be achievement of all the Performance Criteria in each case.

OUTCOME 2 IDENTIFIES SITUATIONS WHERE HELP FROM SUPPORT SERVICES MIGHT BE REQUIRED

- PCs
- (a) The identification of possible emergency situations is accurate.
 - (b) The identification of possible personal situations is accurate.
 - (c) The identification of possible domestic situations is accurate.
 - (d) The identification of possible employment situations is accurate.

IA Restricted Response (written or oral)

The student will be required to identify possible situations where help might be required from a support service. There will be two questions on each of emergency, personal, domestic and employment situations.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 3 USES INTERPERSONAL SKILLS WHEN SEEKING HELP OR ADVICE FROM A SUPPORT SERVICE

- PCs
- (a) Interpersonal skills are effective to obtaining relevant information.
 - (b) Interpersonal skills are effective to planning and organising.
 - (c) Interpersonal skills are appropriate to the situation and advice sought.

IA Role Play

The student will be required to demonstrate the use of effective interpersonal skills when seeking advice or help from one support service.

Satisfactory performance will be achievement of all the Performance Criteria.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

Corresponding to Outcomes 1-3:

Any appropriate Regional Authority regulations should be taken into account with regard to the supervision of students when outside the boundaries of the centre. In this module, the experience of planning and undertaking an investigation into support services in the community provides a framework within which task management skills, interpersonal skills and the gaining of knowledge related to local support services are developed.

A selection from the following will be considered but choice will be determined by individual student's needs.

1. The main support services available in the community:

emergency services -

police, fire, ambulance, mountain rescue, coastguard, Samaritans, rape crisis.

personal services -

hospital, health centres and clinics, dentist, optician, general prescription charges and allowances.

education, youth and community services.

non-statutory services -

Citizen's Advice Bureau, tenants' associations, legal aid centres, library services, claimants' unions, voluntary organisations.

domestic services -

local authority housing services, advice on rent, rates, repairs etc.

social work department services - advice from case workers, day centre, personnel, home helps, home makers and welfare rights officers.

employment services -

advice on careers, job vacancies.

advice from DSS - allowances, supplementary benefit, unemployment benefit, severe disability allowance etc.

The above list is not exhaustive.

2. Situations where help may be needed could include:

emergency situations -

fire, accident, theft, attack;

personal situations -
relationships, financial problems, general health, illness, loss of personal belongings;

domestic situations -
damage to property, loss of electrical power burst pipe;

employment situations - finding/changing employment, training.

Assessment of situation and appropriate action to be taken, ie. could include self help, contacting a friend or neighbour or any of the support services.

3. Simple strategies or methods of attending to problems should be developed, eg.
 - (a) to identify the problems;
 - (b) to identify appropriate agencies and the advice or aid which they can offer in relation to the problems;
 - (c) to communicate clearly with the appropriate agency(s) to indicate the situation and the advice or aid required.

The following skills should be practised and re-inforced:

letter writing;
form filling;
filling questionnaires;
telephone techniques (using the telephone him/herself or by instructing another person to pass on a message on his/her behalf);
use of enquiry services;
interview techniques;
self-presentation;
planning of appropriate action.

Practice in form filling will include the following details:

christian names/forename(s), surname, date of birth, age, address, telephone number, height, weight, parents' names, school(s) attended, college(s), attended.

SUGGESTED LEARNING AND TEACHING APPROACHES

1. The learning and teaching approaches adopted and the time required will be determined by the individual needs of the student. They could include discussions, talks from visiting speakers, role-play situations, audio visual presentations, case study material and simulated exercises and group visits to agencies where possible.

2. Services should be selected to meet the present and possible future needs of the student bearing in mind the minimum requirement for assessment purposes.
3. It is envisaged that group and individual work will be undertaken. Individual problems could be discussed by the group but care should be taken to avoid invading the student's privacy. Time should be made available for individual counselling of students.
4. The student should maintain a folio/log of completed work for reference purposes in which relevant information regarding the support services is included.
5. Time should be allocated to practise interpersonal skills such as the following: listening, observing, adjusting behaviour, questioning, cooperating, body language.
6. Feedback sessions to the whole group should be encouraged and as much information as possible disseminated.

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