



National Unit Specification: general information

UNIT Working with Individuals with Additional Support Needs
(SCQF level 5)

CODE F3G3 11

SUMMARY

This Unit is designed to provide candidates with a broad understanding of what is required to support individuals who have additional support needs. It will enable candidates to learn about different issues faced by those who require additional support and the different types of support available. Candidates will also consider the skills and qualities required to work within this area.

This Unit is suitable for candidates who wish to progress to employment at support worker level within the care sectors or on to further education.

OUTCOMES

- 1 Investigate the support needs of individuals requiring additional support.
- 2 Investigate support services for individuals with additional support needs.
- 3 Describe the skills and values required to work with individuals with additional support needs.

RECOMMENDED ENTRY

While entry is at the discretion of the Centre, candidates would normally benefit from having attained the following, or equivalent:

- ◆ Intermediate 1 Care Units

Administrative Information

Superclass: PM

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CREDIT VALUE

1 credit at Intermediate 2 level (6 SCQF credit points at SCQF level 5)*.

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in the Unit.

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Investigate the support needs of individuals requiring additional support.

Performance Criteria

- (a) Identify and describe a range of individuals with additional support needs.
- (b) Identify and describe the short and long term support needs of individuals requiring additional support.
- (c) Identify and explain how requiring additional support needs affects the individual and their informal care network.

OUTCOME 2

Investigate support services for individuals with additional support needs.

Performance Criteria

- (a) Identify and describe support services for individuals with additional support needs.
- (b) Identify and explain the extent to which these services meet the needs of the individuals who use them.

OUTCOME 3

Describe the skills and values required to work with individuals with additional support needs.

Performance Criteria

- (a) Describe the skills required to work with individuals with additional support needs.
- (b) Describe the values required to work with individuals with additional support needs.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Written or oral recorded evidence is required to demonstrate the achievement of all Outcomes and Performance Criteria. Outcomes 1 and 2 provide the opportunity for candidates to undertake investigations. Candidates will be given a clear brief to help them cover all Performance Criteria for these Outcomes.

Written and/or oral recorded evidence for Outcome 3 should be produced under closed-book, supervised conditions within a time limit of 30 minutes. The use of case studies accompanied by a series of structured questions may be appropriate for this assessment.

Specific requirements

Outcomes 1 and 2

Candidates should investigate needs and support services on their own at appropriate points throughout the Unit. They should be given a clear brief and the evidence should be gathered in a folio which must cover:

- ◆ **one** reason why additional support is required for each of the following categories: physical, cognitive and sensory
- ◆ **two** needs from physical, emotional, social and cognitive needs for each individual who requires additional support, including long and short term as appropriate
- ◆ for each individual requiring additional support, **two** effects on the individual and two effects on the informal care network
- ◆ **one** local and **one** national service should be described in relation to the provision of **one additional support** from each category
- ◆ candidates should explain the extent to which each of these services meet the needs of the individuals who use them

Outcome 3

A short test which should include an assessment of:

- ◆ **two** skills
- ◆ **three** values

A cut-off score may be appropriate for this assessment.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit within the National Certificate in Child, Health and Social Care at SCQF level 5, but it can also be taken as a free-standing Unit.

Outcome 1

Candidates should clearly identify reasons why additional support is required within each category. Some will straddle more than one category eg Cerebral Palsy, dyspraxia. It is important that candidates appreciate that the reasons why additional support is required is different for different individuals. Candidates should take care not to stereotype when describing the individuals and their associated needs.

Individual with additional support needs for physical reasons could include:

- ◆ Cerebral Palsy
- ◆ Brittle Bones disease
- ◆ Results of a stroke
- ◆ Muscular Dystrophy
- ◆ Spina Bifida
- ◆ Cystic Fibrosis
- ◆ Sickle cell disease
- ◆ Arthritis
- ◆ Motor Neuron Disease
- ◆ Multiple Sclerosis

Individual with additional support needs for cognitive reasons could include:

- ◆ Attention Deficiency Hyperactive Disorder
- ◆ Autistic Spectrum Disorders, eg Asperger's Syndrome
- ◆ Cerebral Palsy
- ◆ Down's Syndrome
- ◆ Dyscalculia
- ◆ Dyslexia
- ◆ Dyspraxia
- ◆ Fragile X Syndrome
- ◆ Semantic Pragmatic Disorder
- ◆ Tourette's Syndrome
- ◆ Epilepsy
- ◆ Dementia type illnesses

National Unit Specification: support notes (cont)

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Individual with additional support needs for sensory reasons could include:

- ◆ Otitis Media (glue ear)
- ◆ Otosclerosis
- ◆ Usher Syndrome
- ◆ Retinitis Pigmentosa
- ◆ Macular Degeneration
- ◆ Stargardt Disease
- ◆ Best Disease
- ◆ Choroideremia

Needs

- ◆ Social: relationships and the opportunity to build and maintain them
- ◆ Physical: warmth, safety, food and drink, elimination, mobility, rest
- ◆ Emotional: need for love, sense of self worth, need to be valued, security
- ◆ Cognitive: stimulation, education, access to resources, communication

Candidates should consider that needs will vary at certain stages within an individual's life and some needs will be long term and some will be short term.

It is also important that candidates understand that it is not only the individual who is affected by requiring additional support needs but also the family and carers. For example, social isolation can be a major problem for people caring for an individual with severe physical support needs 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 person with additional support needs is a child; between partners where one has additional support needs; 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, the grieving process that families can go through on discovering that a loved one has a life changing condition 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 additional needs also have needs for support.

On the more positive side individuals may have the opportunity to change their career. Being in need of additional support does not mean that there is no longer the same meaning in life and such individuals can often provide a role model and give support to others.

National Unit Specification: support notes (cont)

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Outcome 2

Candidates should investigate support agencies both in their local area and nationally. The agencies investigated should clearly demonstrate the mixed economy of care which exists in Scotland as a result of community care legislation.

This Outcome should focus on identifying agencies which can provide specialist support services for individuals. These should include statutory, voluntary and independent agencies. Candidates should then investigate the different local provision for particular types of additional need.

Statutory agencies should include: Health Services, including both general (eg GPs; health visitors; practice and community nurses) and specialist eg physiotherapy; occupational therapy, speech therapy, clinical psychology, day hospital, prosthetic services. Social Services eg local social work departments; sheltered accommodation, home care services, respite care, care home provision, welfare rights. Nationally candidates should consider benefit provision for individuals and carers. Education eg learning support, specialist schools, specialist courses offered through Further Education colleges.

Voluntary agencies also play a vital role in providing support to individuals and their carers. Candidates should consider agencies which operate on a national basis (eg MS Society, RNIB, RNID, Down's Syndrome Association, SCOPE, ENABLE) as well as locally available services (eg: support groups for individuals and carers).

The contribution of the private sector in relation to support should also be considered, eg home care, care homes, bathing services, respite care, sitter services.

Outcome 3

Candidates should consider the various skills and values which professional workers require for working with individuals and their carers. Skills should include:

- ◆ effective communication
- ◆ team working
- ◆ active listening
- ◆ the ability to interpret non-verbal communication and non-verbal cues
- ◆ the use of appropriate alternative communication strategies, eg Makaton, sign language, touch signing, validation

National Unit Specification: support notes (cont)

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Values should include:

- ◆ empowerment
- ◆ observing confidentiality
- ◆ right to self determination
- ◆ user involvement
- ◆ acceptable risks
- ◆ promoting independence
- ◆ dynamic and responsive
- ◆ informed consent
- ◆ social justice
- ◆ protection from harm and abuse

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit can be delivered using a variety of learning and teaching methods, eg case studies, role play, visiting speakers, etc. Examples could be drawn from the candidate's own experiences and observations and also from the media, for example television and radio programmes, documentaries, newspaper and journal articles.

Outcomes 1 and 2 provide opportunities for candidates to investigate services for individuals with additional support needs which particularly interest them. Candidates could present their findings to the class through oral presentation. There are a number of web based resources which could be used to facilitate research activities. The importance of producing work which is not plagiarized should be stressed to candidates prior to them undertaking any research activity.

The use of guest speakers from specialist agencies would greatly enhance the learning experience. Candidates could use case studies and class discussion as part of learning and teaching for Outcome 3. Candidates may also have life or work experience which would further facilitate class discussion.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates will be producing written and oral communication evidence as part of assessment and will also be carrying out an investigation. This offers ideal opportunities to develop aspects of the Core Skills of communication and problem solving.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1 and 2

The evidence should be gathered by candidates on their own in a folio at appropriate points throughout the Unit as they develop their knowledge and skills. Candidates should be given a clear investigation brief informing them that they must generate evidence in relation to two different service user groups and the social welfare provision available to them.

National Unit Specification: support notes (cont)

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Centres must ensure that the folio is the candidate's own work. The folio could be in the form of:

- ◆ A written/oral report
- ◆ Information pamphlet
- ◆ Audio/video presentation
- ◆ Electronic presentation
- ◆ e-portfolio

Outcome 3

An appropriate instrument of assessment for this Outcome would be a closed-book supervised test containing a range of structured short answer and restricted response type questions. The questions could be based on one or more case studies.

If re-assessment is required for this Outcome another test should be used.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The Evidence Requirements provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence assessors should look for.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).