



**CARE ISSUES FOR SOCIETY: OLDER
PEOPLE**

INTERMEDIATE 2

First Edition — published June 2007



National Course Specification

Care Issues for Society: Older People

COURSE CODE **C06H 11**

COURSE STRUCTURE

This Course has three mandatory Units which are:

F01C 11	<i>Families in Modern Society (Intermediate 2)</i>	1 credit (40 hours)
F1P4 11	<i>Mental Health Issues: An Introduction (Intermediate 2)</i>	1 credit (40 hours)
F1P5 11	<i>Understanding the Needs of the Older Person (Intermediate 2)</i>	1 credit (40 hours)

The Course includes 40 hours over and above the 120 hours for the Units. This may be used for induction, consolidation of learning and support and should be used for completion of the tasks required by the project. This includes those elements of the project which are carried out under supervised and invigilated conditions.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Care (Intermediate 1) Course or its Units
- ◆ Early Education and Childcare (Intermediate 1) Course or its Units
- ◆ Standard Grade in a social subject at General level
- ◆ Standard Grade Social and Vocational Skills at General level

Administrative Information

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National Course Specification: (cont)

COURSE Care Issues for Society: Older People

PROGRESSION

This Course or its Units may form part of one or more National Certificate Course and may provide progression to:

- ◆ Scottish Vocational Qualifications (SVQs) in Health and Social Care
- ◆ National Certificate in Health and Social Care (Higher)
- ◆ Care (Higher) Course or its Units
- ◆ Early Education and Childcare (Higher) Course or its Units
- ◆ further education
- ◆ training or employment

CREDIT VALUE

The Intermediate 2 Course in Care is allocated 24 SCQF credit points at SCQF level 5*.

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification 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

It should be noted that this project, in common with other project-based Courses, follows the planning/developing/evaluating cycle. As a result of this the successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 1.

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Older People

RATIONALE

The issues of health and social care are increasingly important due to the increase in the population of the older care service users. As a result, there is a need to encourage young people to qualify as health and social care professionals. Family life is something most people experience and in modern Scotland, the range of family types evident in the twenty-first century has significant differences from family structures in the past. Society is constantly undergoing change which means that roles and responsibilities in families change.

Older adults are now supported for longer in their own homes, or in sheltered housing and are supported socially with various activities and experiences such as that provided by day centres. The care and support in care residential homes is now closely controlled by the Care Commission and has the support of the Scottish Executive in providing safe care to the elderly. This requires better trained staff than before and produces opportunities for those candidates who wish to progress to work in this area.

The *Care Issues for Society: Older People (Intermediate 2)* Course offers candidates the opportunity to understand specific issues of care support. Issues for individuals with mental health problems and issues for the older adult are explored in the context of the family, community, the local authority and the independent sector. It also enables candidates to consider care in the family, how it has changed and continues to do so, and how that impacts on family members. The proportion of the population over retirement age is greater than ever before, and is likely to increase which means most families have at least three generations if not more. This means that the needs of older people and issues relating to their support are a relevant area for study.

Mental health problems are a common feature of everyday life and most families are likely to have a family member with mental health problems. This course offers candidates the opportunity to raise their awareness of mental health problems and their impact on the service user and others who support them. It also gives candidates the opportunity to explore sources of help and support for those with mental health problems and those who support these service users.

The Course is relevant to candidates studying social care and health care and has relevance also for those who wish to work in housing and community settings.

This Course can therefore have a number of significant advantages for the candidate. For example it:

- ◆ helps candidates begin to understand the issues applicable to the care of the older adult
- ◆ develops candidates' understanding of the needs and requirements of care of the older adult
- ◆ enables candidates to develop their understanding of safe and effective service provision in this area
- ◆ enables candidates to understand the needs and rights of those who have mental health problems
- ◆ enables candidates to consider the issues of modern family life and the important position of the extended family in the care of the older adult and those with mental health problems.

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Older People

The aims of this Course are to:

- ◆ raise candidates' understanding of the different family types and the links between them
- ◆ enable candidates to understand the changes in social factors that influence family roles and relationships
- ◆ raise candidates' awareness of the family as a social unit and the impact of social problems on this family
- ◆ enable candidates to look at the issues of old age and understand the ageing process
- ◆ raise candidates' understanding of the importance of the carer's personal qualities and communication skills in the care of the older adult
- ◆ enable candidates to examine the support available to maintain an individual's independent life style
- ◆ enable candidates to find out about the services available for those who have mental health problems and for those who support them.
- ◆ develop skills in planning, reporting, researching and evaluating performance.
- ◆ develop skills and practical experience
- ◆ improve negotiation skills
- ◆ improve time management skills.

COURSE CONTENT

The Course consists of three mandatory Units which are *Families in Modern Society (Intermediate 2)*, *Understanding the Needs of the Older Person (Intermediate 2)* and *Mental Health Issues: An Introduction (Intermediate 2)*.

The Units of this Course are designed to develop understanding and skills in relation to care issues concerning the extended family, older adult and those with mental health problems. The candidate will be able demonstrate acquired knowledge and skills in the project.

Summary of Unit content

F01C 11 *Families in Modern Society (Intermediate 2)*

This Unit is designed to introduce candidates to the diversity of family types in modern society and to the social factors which influence modern family life.

Candidates will be introduced to the range of terms used by sociologists to describe particular family types and to the understanding that there is a diversity of opinion regarding these terms. Candidates will also explore sociologists' views on the function of the family in modern society and social problems leading to dysfunctional families.

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Older People

In the Unit candidates will study:

- ◆ a range of family types
- ◆ a range of social factors which affect families
- ◆ changing social attitudes to cohabitation and divorce, lone parenting and same sex families
- ◆ changing male and female roles especially in relation to parenting roles
- ◆ the functions of the family and the extended family
- ◆ how families may become dysfunctional
- ◆ the impact of social problems on the family.

F1P4 11 *Mental Health Issues: An Introduction (Intermediate 2)*

This Unit enables the candidate to be aware of the history of mental health services and attitudes towards people with mental health problems. The candidate will consider how relevant legislation impacts on the services provided. The candidate should be enabled to consider the mental health continuum. They should gain knowledge of how mental health problems affect individuals and others. The candidate will investigate services available to people with mental health problems and for those who support people with mental health problems.

In the Unit the candidates will study:

- ◆ changes in mental health care.
- ◆ mental health problems and the effect on individuals and others
- ◆ services available for those affected by mental health problems and those who support them.

F1P5 11 *Understanding the Needs of the Older Person (Intermediate 2)*

This Unit is designed to develop the candidate's knowledge of the ageing process and an understanding of the individuality of older people. It is also designed to acquaint candidates with some of the basic principles relating to the care of older people and to develop knowledge of personal skills and attributes as well as communication skills.

In the Unit candidates will study:

- ◆ the way patterns of development can impact on the life of the older person
- ◆ the way qualities and communication skills may be used by care workers to meet the specific needs and circumstances of the older person.

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Older People

ASSESSMENT

To achieve the Course award the candidate must achieve the Units as well as pass the Course assessment. The candidate's grade is based on the Course assessment.

Assessment objectives

At Intermediate 2, the key elements of knowledge and understanding, analysis, application and evaluation are assessed in the following ways.

Knowledge and understanding

Candidates should be able to demonstrate reasonably detailed knowledge and understanding of fundamental aspects of modern families, issues relating to the care of the older person and issues relating to mental health care. This will help candidates to understand the importance of the family and extended family in supporting care provision. Candidates will acquire knowledge and understanding of relevant concepts, theories and methods employed in these areas. The Course assessment allows candidates to see the relevance of the knowledge and skills they have acquired while studying the Units. Candidates will use their acquired knowledge and skills to understand and to research issues while completing the project which requires the integration of knowledge and understanding gained while studying the Units to provide the required solution.

Analysis

Candidates should be able to present information clearly and focus on the issues being studied in the Units and in their project. Candidates should be able to analyse the research of these issues to form clear and structured conclusions about the needs of the individuals in the case study. Candidates should be able to analyse the research and use the information to develop an understanding of the content of the Units in more depth. Much of the analysis at this level will be descriptive in nature.

Application

Candidates should be able to demonstrate application of the theories and methods covered in the Units and apply these to care situations. This will include the application of theory and practice involved in caring for the older adult and of those with mental health problems within the family. It will include the application of care theory in their project.

Evaluation

Candidates should demonstrate an ability to evaluate the use of care-related theories and practice. They should base these evaluations on justified and sustained arguments. Explanations offered and methods used by care professionals should be examined critically in the context of the Unit or the project. The conclusions drawn should be well thought out, reflecting an understanding of care practice.

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Older People

Unit assessment

F01C 11 *Families in Modern Society (Intermediate 2)*

To demonstrate satisfactory achievement of all Outcomes of the Unit, candidates must produce written and/or recorded oral evidence that cover all Outcomes and Performance Criteria. The evidence should be gathered within a time limit of one hour. An appropriate Instrument of Assessment would be a closed-book, supervised test that may contain structured short answer, or restricted response questions.

F1P4 11 *Mental Health Issues: An Introduction (Intermediate 2)*

For Outcomes 1 and 2 written and/or oral evidence is required to demonstrate the achievement of these Outcomes and Performance Criteria. The evidence should be produced under closed-book, supervised conditions within a time limit of **40 minutes**.

For Outcome 3 written and/or oral recorded evidence of the candidate's investigation is required. This will be generated by the candidate at appropriate points throughout the Unit. Candidates will be given a clear brief which allows them to achieve the Outcomes and Performance Criteria. It would be appropriate for candidates to produce the findings of their investigation in a report.

F1P5 11 *Understanding the Needs of the Older Person (Intermediate 2)*

Written and/or oral evidence is required to demonstrate the achievement of all Outcomes and Performance Criteria for the Unit. The evidence should be produced under closed-book, supervised conditions within a time limit of **one** hour.

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

Course assessment

This takes the form of an individual project based on a given case study. To carry out the project, the candidate is required to investigate two types of family which relate to the case study and to consider how the family type has impacted on family relationships. The investigation of the family relationships requires noting mental health issues and exploring how these should be supported. The case study family will also include older people whose needs should be examined in the context of the overall family setting.

However, the tasks will allow the candidate to:

- ◆ investigate how service users' needs can be met
- ◆ empathise and describe service users' situations from alternative perspectives
- ◆ show awareness of the importance of personal qualities and communication skills in working with service users

Further details of the Course assessment are given in the Course Assessment Specification.

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Older People

Link between Unit and Course assessment/added value

The project requires synthesis of knowledge and understanding across the Units. It allows the candidate to apply theory to practice.

Added value in the Course assessment comes from promoting various working abilities. These include learning research methods, working independently and effective time management. Candidates also have the opportunity to develop skills of data management, information retrieval and presentation of material, project planning and evaluation.

Added value occurs in the project and is shown in the candidate's ability to:

- ◆ carry out research using a variety of methods
- ◆ manage time effectively
- ◆ plan effectively
- ◆ select and organise researched material
- ◆ apply prior learning and project research to a given situation
- ◆ create a bibliography
- ◆ present a coherent piece of work
- ◆ evaluate the learning process.

Candidates should be able to integrate knowledge from across the Course and to apply and adapt skills of analysis and evaluation in differing contexts.

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Older People

GRADE DESCRIPTIONS AT A AND C

The grade awarded will be based on the detailed criteria set out in the Course Project Specification. Descriptions given below indicate the nature of the achievement which is required for the awards of A and C in the Course assessment and relate specifically to the subject content. They are intended to assist candidates, teachers, lecturers and users of the qualification and to help establish standards when project work is undertaken. The Course Project Specification gives Grade Descriptions at A, B and C in relation to generic requirements for a project.

For an award at Grade ‘A’	For an award at Grade ‘C’
Candidates should be able to plan giving:	Candidates should be able to plan adequately giving:
◆ a convincing rationale for the choice of family types to be researched	◆ a basic rationale for the choice of family types to be researched
◆ all main issues raised by the case study which require research	◆ some main issues relevant to the case study family which require research
◆ a wide range of sources of information	◆ a basic range of sources of information
◆ a realistic timescale	◆ a workable timescale

For an award at Grade ‘A’	For an award at Grade ‘C’
Candidates should be able to compile a research report which:	Candidates should be able to compile a research report which:
◆ offers thorough and accurate descriptions of the family types researched	◆ offers basic accurate descriptions of the chosen family types
◆ offers thorough and accurate explanation of relevant socio-economic changes in the family and effect on family roles	◆ offers basic explanation for the various socio-economic changes in the family and the effect on family roles
◆ provides a well presented and comprehensive bibliography	◆ provides a basic bibliography

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Older People

For an award at Grade ‘A’	For an award at Grade ‘C’
Candidates should be able to compile a case study report which:	Candidates should be able to compile a case study report which:
◆ offers comprehensive coverage of all issues affecting the case study family with thorough explanations	◆ offers accurate explanation of the issues affecting the case study family
◆ offers accurate, well reasoned and convincing responses to all set tasks	◆ provides adequate coverage of all set tasks.
◆ draws sound and well reasoned conclusions	◆ draw conclusions which are accurate in the main and adequately reasoned
◆ offers relevant and well reasoned recommendations	◆ offer recommendations which are accurate in the main

For an award at Grade ‘A’	For an award at Grade ‘C’
Candidates should be able to evaluate the project showing	Candidates should be able to evaluate the project showing
◆ thorough review and reflection on planning and time management recognising strengths and weaknesses	◆ some recognition of strengths and weaknesses regarding planning and time management
◆ thorough review and reflection on the research process recognising areas of possible improvement	◆ adequate comment on the research carried out to support the project
◆ thorough review and reflection on the personal learning process	◆ adequate reflection on the candidate’s personal learning process and knowledge and skills acquired

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Older People

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence of performance should be considered across the breadth of coverage of the content of the Course and must take account of performance in the whole Course. The mark given to the candidate's completed project by the internal assessor is considered to be the estimate grade for that candidate.

The most accurate method of producing an estimate is for the centre to internally mark the completed project before submission to SQA, using the marking checklists and guidelines given in the Course Project Specification.

Appeals

Since the object of the project is to show the candidate's ability to integrate and apply knowledge and skills from across the Units, NAB evidence from the component Units is not relevant for appeals purposes. Therefore when an appeal is made it is essentially a request for a remark of the project. SQA accepts appeals on the basis that a candidate has not performed as well as expected on the day of the Course assessment. In the case of a project completed over a period of time, it is generally difficult to present better evidence than that already presented in the project.

Individual NAB items, or their equivalent, do not provide sufficient evidence for estimates and appeals on their own. This is because they:

- ◆ only sample across the content of one Unit
- ◆ do not provide evidence to perform more complex tasks than those demanded for Unit Assessment

QUALITY ASSURANCE

All National Courses are subject to external marking and/or verification. External Markers, visiting Examiners and Verifiers are trained by SQA to apply national standards.

The Units of all Courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained Marker in their own time, Markers meetings are held to ensure that a consistent standard is applied. The work of all Markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Verifier reports are published on SQA's website www.sqa.org.uk.

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Older People

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

The Units of this Course should introduce candidates to the use of case studies. Case studies raise awareness of the way issues arise within family life and how any given issue can relate to a range of background factors. There is scope within the learning and teaching approaches for each of the Units for candidates to undertake limited research by a variety of methods for example Internet searches, library research and visits to local agencies.

The Unit *Understanding the Needs of the Older Person (Intermediate 2)* offers opportunity to visit social facilities and care settings for older people and to interview individuals about their lifestyles. The Unit *Understanding Mental Health Issues (Intermediate 2)* offers the opportunity to investigate support mechanisms available locally for those with mental health problems.

Learning and teaching approaches taken in the Units should help candidates acquire the skills and knowledge to undertake the project and, in particular, there should be opportunities to evaluate work undertaken in the Units and to understand the value of reviewing learning.

In summary, the Units can contribute to the Course by providing a balance between teacher/lecturer presentation and candidate-centred learning by the use of:

- ◆ mind mapping
- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ investigations
- ◆ role play and simulations
- ◆ individual or group research
- ◆ videos
- ◆ lectures/visiting speakers
- ◆ Information and Communication Technology (ICT) such as appropriate and relevant websites
- ◆ visits to a variety of care settings
- ◆ material from the media — newspaper articles documentaries positive and negative representation of older people and those with mental health problems in soap operas etc.
- ◆ candidate's own experience and observations

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 this Course. 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).



National Unit Specification: general information

UNIT Families in Modern Society (Intermediate 2)

CODE F01C 11

COURSE Care Issues for Society: Older People
Care Issues for Society: Childcare

SUMMARY

This Unit is a mandatory Unit of the Intermediate 2 Care Issues for Society: Older People and Care Issues for Society: Childcare Courses and can also be taken as a free-standing Unit, it replaces the Unit D10V 11 Family Structures and Roles in Changing Society which finishes in July 2008 and will not be available after then.

This Unit is designed to introduce candidates to the diversity of family types in modern society and to the social factors which influence modern family life. Candidates will be introduced to the range of terms used by sociologists to describe particular family types and to the understanding that there is a diversity of opinion regarding these terms. Candidates will also explore sociologists' views on the function of the family in modern society and social problems relating to dysfunctional families.

This Unit is suitable for candidates in S5 as part of a school/college partnership or adult returners in preparation for the National Certificate Group Award in Care.

Outcomes

- 1 Demonstrate knowledge and understanding of a range of family types in modern society.
- 2 Evaluate social factors which influence families.
- 3 Evaluate the impact of social problems on modern families.

Administrative Information

Superclass: PN

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National Unit Specification: general information (cont)

UNIT Families in Modern Society (Intermediate 2)

Recommended entry

Entry is at the discretion of the centre. Candidates undertaking this Unit do not need any prior knowledge of sociology. However, good skills in communication will be an advantage.

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 Skill components in this Unit.

National Unit Specification: statement of standards

UNIT Families in Modern Society (Intermediate 2)

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

Demonstrate knowledge and understanding of a range of family types in modern society.

Performance criteria

- a) Describe different family types.
- b) Explain the links between different family types.

OUTCOME 2

Evaluate social factors which influence families.

Performance criteria

- a) Describe accurately the social factors which influence families.
- b) Evaluate how these social factors have influenced changes in family roles and relationships.

OUTCOME 3

Evaluate the impact of social problems on modern families.

Performance criteria

- a) Describe functions of the family.
- b) Investigate the impact of social problems on modern families.
- c) Explain how these social problems may lead to dysfunctional families.

National Unit Specification: statement of standards (cont)

UNIT Families in Modern Society (Intermediate 2)

Evidence requirements

Details of the mandatory content for this Unit can be found in the Appendix at the end of this Unit Specification.

To demonstrate satisfactory achievement of all Outcomes of the Unit, candidates must produce written and/or recorded oral evidence that cover all Outcomes and Performance Criteria. The assessment will take the form of a closed-book, supervised test with a time limit of one hour. Outcome 3 provides the opportunity for candidates to undertake individual or group investigations. Additional time should be allowed to enable candidates to carry out their research in these circumstances.

The mandatory content for this Unit, which is specified in the Appendix to the Statement of Standards, should be assessed by short answer and restricted response questions. The questions should sample across the mandatory content and must allow candidates to generate answers which demonstrate competence in all Outcomes and Performance Criteria. If a re-assessment is required, it must contain a different sample from the range of content.

Specific requirements

Outcome 1: A description of **three** family types from the following: traditional extended; modern extended; nuclear; lone parent; step/re-constituted/blended family.

Outcome 2 pc (a): A description of **four** social factors from the following: religion; ethnicity; mass media; social class; changing social attitudes to divorce, lone parenting, same sex relationships; changing nature of employment patterns.

Outcome 2 pc (b): An explanation of **four** changes in family roles and relationships from the following: rising co-habitation rates; rising divorce rates; increase in lone parenting; increase in step-families; same sex parenting; role of women in families; role of men in families. Candidates should also provide an evaluation of how social factors have influenced these changes.

Outcome 3 pc (a): A description of **three** functions of the family from the following: primary socialisation; care and support; economic support; reproduction; regulation of sexual behaviour.

Outcome 3 pc (b) and (c): The impact of **three** social problems from the following: addiction, alcoholism, poverty, abuse; domestic violence.

The use of a cut-off score may be appropriate for this Unit.

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

National Unit Specification: support notes (cont)

UNIT Families in Modern Society (Intermediate 2)

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

‘There is no such thing as the family – only families’. (Giddens)

Sociologists have always been interested in looking at families - the differences and similarities to be found within families in a particular society, the influence families have on individuals and on the wider society, etc.

Sociologists have also ‘categorised’ families into certain common types, but this can be limiting if seen too rigidly. Certain families may have common features across a given society, but societies change and family characteristics change also.

Social change influences families: families influence individuals and social attitudes: social attitudes influence social change, and so it goes on.

So when sociologists originally used the term *extended family*, it was to describe the kind of large ‘kinship’ family network where individuals had specific duties and obligations to one another and even specific status. It was thought that this family form became less important when industrialisation began and a new ‘nuclear’ family type emerged which was more mobile and able to respond to the need for geographical mobility in an industrialised society.

From the 1960s onwards, with the development of new towns and outlying housing estates and greater geographical mobility of population, sociologists thought that the extended family was giving way in our society to a newer structure which they named the ‘nuclear’ family. This type of family unit was less likely to have strong ties to the wider family and probably had moved away from the main family to live in the suburbs or another part of the country – often because of better employment opportunities. Their contact with the wider relatives, uncles, aunts, etc, took place only at major events such as weddings and funerals and the nuclear family group was less likely to feel an obligation to look after older relatives, etc. Instead the focus was within the family group of father, mother and children.

This is not to say that there was not a wider network of extended family in the background, but rather to emphasise that ties with this wider group were loosened.

In the mid 20th century Young and Willmott came to the conclusion that the extended family was still relevant, especially in working class (Study of Bethnal Green) or rural areas where relatives saw each other regularly, lived in close proximity to one another and were often a support system for care of children and the elderly or vulnerable.

National Unit Specification: support notes (cont)

UNIT Families in Modern Society (Intermediate 2)

In the later stages of the 20th century, social attitudes to women brought more changes in the family. Women were now more likely to have a career which they continued after marriage, so working mothers were too busy to carry out tasks for other family members which might once have been seen as part of their role. This all loosened the ties of duty and obligation.

In addition, with equal opportunity legislation came changing social attitudes to divorce, separation, single parenthood and co-habiting. With this came a dramatic rise in the lone parent family.

Once again this was not a new phenomenon, but rather one that was undergoing change. Widows and widowers had always headed families: however in earlier times, society frowned upon unmarried mothers or couples co-habiting without being married. As social attitudes changed, women, who form 98% of lone parents, sometimes chose to remain single after marital breakdown, or indeed not to marry at all when they discovered they were pregnant. Some single women now make a deliberate decision to be single and to have a child, perhaps using artificial or donor insemination methods. All of this contributed to the rapid increase in lone parent families throughout the latter part of the twentieth century.

Alongside this has been the rise of the re-constituted family, which once again is not an entirely new phenomenon but one which is changing and growing. This type of family is created when two people who have children from previous relationships form a new family unit, bringing to it their children with previous partners and sometimes adding new children from the new relationship. It is essentially a step-family.

In centuries past, if a man was widowed and left with young children, often because a wife had died in childbirth, he would have looked for another wife to help with the upbringing of his children. Because women were in past centuries so dependent financially on husbands, if the husband died a woman often found it easier to remarry than to try and raise children without a man's financial support. The most common cause for remarriage nowadays, however, is divorce or new relationships, and social attitudes to this have become more relaxed. Step-parenting is more common and it is reckoned that by 2010, step-families will be the largest type of family grouping in Britain.

Same sex parenting is also a growing trend. This has come about because of a change in social attitude to homosexuality. However, there are still legal issues around both parents being recognised as such and in most countries only one of the couple will be recognised as a parent of the child/children. Often this is a natural parent, or in some cases, adoptive parent. In 2005 Civil Partnership agreements between same sex couples became law. This gives the same legal rights to same sex relationships as those of a married couple.

A family could belong to more than one category, for example, a lone parent could have the support of a large extended family network. Candidates should be helped to recognise that the terms used by sociologists to describe common trends in families were never meant to be seen as fixed types. There must be recognition that society is constantly changing and family types too will change with variations occurring all the time.

National Unit Specification: support notes (cont)

UNIT Families in Modern Society (Intermediate 2)

Take the example of a family dispersed all over Scotland, yet who all phone the grandparents at least once a week, who email each other almost daily, who come to visit grandparents at least once a month and offer support in time of illness. Is this a nuclear family because they do not live nearby, or a modern extended family, observing duties and ties to the wider family but just conducting contact in a modern way?

Litwak calls this the ‘modified extended family’ and Young and Willmott have referred to it as the ‘dispersed extended family’.

Candidates should be encouraged to see that sociologists take different views on the family and its importance to society. There is no need within this Unit to understand the differences between structuralist, conflict, interactionist, feminist or post-modernist views on the family. Rather, candidates should be encouraged to understand *change* instead of having fixed definitions of family types.

The way family life is organised affects roles and relationships within the family. Candidates should consider how roles change with family style, for example, the way in which roles in the traditional extended family differ from those in the modern/modified/dispersed extended family; the change in roles which occurs when a nuclear family becomes a one parent family; roles when parents are of the same sex, etc.

They should consider how changing social attitudes have contributed to changing roles, for example the impact of increasing equality for women in the latter part of the twentieth century and the reduction of traditional male employment.

In Outcome 3, candidates should consider the commonly agreed functions of the family and the impact of social problems which may lead to family breakdown. There must be no implication that social problems exist predominantly in any one type of family. Also, the difference between breakdown in relationships leading to divorce or separation should not be interpreted as dysfunctional. Candidates should become aware that dysfunctional families can exist in all parts of society and should investigate the most common problems relating to dysfunctional families and the impact on family members

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates may use their own families to explore the range of types and the way any family undergoes change and transition between the types. Case studies, including the use of fictional families such as those in television soap operas, literature, etc could be used.

Group research could be used to explore the main social factors which have influenced and continue to influence the family with each group taking a separate factor. Outcome 3 provides opportunities for candidates to carry out individual or group investigations.

Issues around the dysfunctional family require careful handling as some candidates may have personal experience of these. Again case studies are useful.

National Unit Specification: support notes

UNIT Families in Modern Society (Intermediate 2)

Candidates undertaking a childcare related course could combine this Outcome with research into child protection or those doing Social/Health Care Courses could link research to topics such as drug use, alcoholism, elder abuse in the family, etc.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Details of the appropriate conditions for assessment of competence in this Unit are given in the *Evidence Requirements* in the Statement of Standards. Centres must make sure that all Unit assessment is carried out under the stated conditions.

Candidates will develop their knowledge and skills throughout their study of all mandatory content. This would suggest that appropriate instruments of assessment may best be attempted as an ‘end of Unit’ test.

Unit assessment is holistic in nature. Information on the assessment requirements is given in the Evidence Requirements in the Statement of Standards.

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).

National Unit Specification: Appendix to the Statement of Standards

UNIT Families in Modern Society (Intermediate 2)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit

Sociologists have always been interested in looking at families - the differences and similarities to be found within families in a particular society, the influence families have on individuals and on the wider society, etc.

Sociologists have also 'categorised' families into certain common types, but this can be limiting if seen too rigidly. Certain families may have common features across a given society, but societies change and family characteristics change also.

Outcome 1

The following family types must be covered:

- ◆ traditional extended
- ◆ modern extended
- ◆ nuclear
- ◆ lone parent
- ◆ step/re-constituted/blended family.

Outcome 2

Family types have been affected by changing social attitudes and by a range of social factors. These include:

- ◆ religion
- ◆ ethnicity
- ◆ mass media
- ◆ social class
- ◆ changing social attitudes to divorce, lone parenting, same sex relationships
- ◆ changing nature of employment patterns.

Changes in society inevitably lead to changes within the family. For example, in the past gender roles appeared clean cut and precise but changing attitudes to gender within the wider society has led to major changes in traditional family roles and relationships across all social groups. Candidates should be able to give a simple explanation of how such changes have influenced the following:

- ◆ rising co-habitation rates
- ◆ rising divorce rates
- ◆ increase in lone parenting
- ◆ increase in step-families
- ◆ same sex parenting
- ◆ the role of women in families
- ◆ the role of men in families.

National Unit Specification: Appendix to the Statement of Standards

UNIT Families in Modern Society (Intermediate 2)

Outcome 3

In one sense there is nothing new within society. While there would appear to be more liberalisation, throughout history there are examples of “good, loving” families, and “bad, troublesome” families. The term *dysfunctional family* may be new but what it conveys in relation to family life has existed probably since family life began. Recognised functions of the family unit tend to have broken down in families described as dysfunctional. Candidates should be able to describe the following generally recognised functions of the family:

- primary socialisation
- care and support
- economic support
- reproduction
- regulation of sexual behaviour

Candidates will also be expected to explain clearly the term *dysfunctional family* and to explain the links between dysfunctional families and the following social problems:

- addiction
- alcoholism
- poverty
- abuse
- domestic violence.

Staff may, of course, cover more than is outlined above but care should be taken not to go too deeply into sociological theories and studies. Candidates should however be familiar with this content as this will be sampled in Unit assessments.



National Unit Specification: general information

UNIT Mental Health Issues: An Introduction (Intermediate 2)

CODE F1P4 11

COURSE Care Issues for Society: Older People (Intermediate 2)

SUMMARY

This Unit is a mandatory Unit of the *Care Issues for Society: Older People (Intermediate 2)* Course, but it is also suitable as a free standing Unit.

This Unit enables the candidate to be aware of the history of mental health services and attitudes towards people with mental disorder. The candidate will consider how relevant legislation impacts on the services provided. The candidate should be enabled to consider the mental health continuum and gain knowledge of how mental health problems affect individuals and others. The candidate will investigate services available to people with mental health problems and for those who support people with mental health problems.

The Unit is suitable for candidates who wish to gain employment at support worker level in the Health and Social Care sectors. It is also suitable for those who wish to progress to further study at a Further Education College or Higher Education Institution.

OUTCOMES

- 1 Explain changes in attitude to mental health and their effects on care service provision.
- 2 Describe mental health problems and their effects on service users and others.
- 3 Investigate services available for those affected by mental health problems and those who support them.

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National Unit Specification: general information (cont)

UNIT Mental Health Issues: An Introduction (Intermediate 2)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Care (Intermediate 1) Course or Units
- ◆ Early Education and Childcare (Intermediate 1) Course or Units
- ◆ Standard Grade in a social subject at General level
- ◆ Standard Grade Social and Vocational Skills at General level

CREDIT VALUE

1 credit at Intermediate 2 (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 this Unit.

National Unit Specification: statement of standards

UNIT Mental Health Issues: An Introduction (Intermediate 2)

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

Explain changes in attitude to mental health and their effects on care service provision.

Performance Criteria

- (a) Describe how attitudes to mental health have changed.
- (b) Explain the ways these attitudes have affected care service provision.
- (c) Describe the current Scottish legislation in relation to mental health.

OUTCOME 2

Describe mental health problems and their effects on service users and others.

Performance Criteria

- (a) Describe the mental health continuum.
- (b) Describe the common mental health problems.
- (c) Describe the effects of mental health problems on service users and others.

OUTCOME 3

Investigate services available for those affected by mental health problems and those who support them.

Performance Criteria

- (a) Identify and describe the services available for people with mental health problems.
- (b) Identify and describe the services available for people supporting others with mental health problems.
- (c) Use a variety of sources during the investigation.

National Unit Specification: statement of standards (cont)

UNIT Mental Health Issues: An Introduction (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of this Unit specification.

Outcome 1 and 2

Written and/or oral evidence is required to demonstrate the achievement of Outcomes 1 and 2 for the Unit. The evidence should be produced under closed-book, supervised conditions within a time limit of **40 minutes**. 70% of the total marks available must be awarded for knowledge and understanding with the remaining 30% of the marks being awarded for analysis, evaluation and application.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit.

The use of a cut-off score may be appropriate for this assessment.

Each assessment should sample across the mandatory content of the Unit and will allow candidates to generate evidence which covers:

- ◆ **two** examples of how attitudes to mental health have changed
- ◆ **two** examples of the ways these attitudes have affected service provision
- ◆ **one** example of current Scottish Legislation in relation to mental health
- ◆ the mental health continuum
- ◆ **two** common mental health problems
- ◆ **two** effects of **these** problems on the service user
- ◆ **one** effect of mental health problems on 'others'

If reassessment is required, it should sample a different range of mandatory content.

Outcome 3

Written and/or oral recorded evidence of the candidate's investigation is required. This will be generated by the candidate at appropriate points throughout the Unit. Candidates will be given a clear brief which allows them to achieve the Outcome and Performance Criteria. It would be appropriate for candidates to produce the findings of their investigation in a report including:

- ◆ **five** services available for people with mental health problems
- ◆ **three** services available for people supporting others with mental health problems
- ◆ reference to at least three sources of information

Teachers/lecturers should ensure that the evidence is the candidate's own work.

The standard to be applied, the breadth of coverage and an appropriate cut-off score 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

UNIT Mental Health Issues: An Introduction (Intermediate 2)

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

The mandatory content for this Unit can be found in the appendix at the end of this Unit specification

This Unit is a mandatory Unit in the *Care Issues for Society: Older Person (Intermediate 2)* Course but can be delivered as a freestanding Unit. It is also an optional Unit in the *National Certificate in Health and Social Care (Higher)*.

This Unit is intended as an introduction to mental health issues. It is suitable as a general introduction to care or as professional development for care assistants, support workers and volunteers.

Outcome 1

This Outcome will provide a basic understanding of mental health issues for anyone considering these for the first time. The historical perspective should focus on changes in attitude and therefore changes in the way services for people with mental health problems have developed. In other words it should focus on the journey travelled and the direction in which mental health care is progressing.

Discussions should focus on the attitude change from the historic fears that included possession of evil spirits and fear of the unknown to the current time when there is a greater understanding of how everyone's mental health can be affected by a variety of factors.

Asylums and institutionalisation should be covered as should the development of neuroleptic medication and electro-convulsive therapy.

The background to care in the community should be considered including:

- ◆ 1990 NHS and Community Care Act
- ◆ Mental Health (Care and Treatment) (Scotland) Act 2003

This latter point must include an emphasis on the guiding principles and the Advanced Statements as well as the grounds for compulsion. You should highlight the infrequency of use compared to the number of people with mental health problems:

- ◆ Adults with Incapacity (Scotland) Act 2000

Outcome 2

Candidates should be provided with a definition of mental health. The start of this topic could be the 1948 World Health Organisation definition of Health; 'A state of complete physical, mental and social well-being and not merely the absence of disease and infirmity'.

National Unit Specification: support notes (cont)

UNIT Mental Health Issues: An Introduction (Intermediate 2)

Advocacy and self empowerment are important issues to be considered in some depth.

Candidates may choose to investigate services for one particular mental health problem or in one particular area.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit lends itself to a wide range of teaching and learning approaches.

The content of this Unit can be taught using a variety of methods such as:

- ◆ Practical exercises in small groups
- ◆ Investigations
- ◆ Group discussion
- ◆ Case studies
- ◆ Worksheets
- ◆ Individual or group research
- ◆ Videos
- ◆ Lectures
- ◆ Use of Information and Communication Technology (ICT) such as appropriate and relevant websites

Presentations from the teacher/lecturer on some topics such as ‘the classification of mental disorder’, or group discussion supported by worksheets on mental health and the mental health continuum.

If candidates investigate a piece of legislation over the past 50 years and summarise its relevance to mental health disorder it may be kept to use as part of the research for the externally assessed Project for Care Issues for Society: Older People.

Visits to mental health services or guest speakers are very helpful when considering service provision, for example inviting a mental health advocacy worker. There are good videos available through mental health media including myths about madness and resources on Care in the Community (useful from a historical perspective) and the effects of mental disorder on friends and family. Providing case studies to discuss the effects of mental illness and role playing a case conference are interesting ways of considering relevant services. Candidates find it useful to hear service users’ experiences either through a talk or video. A long serving or retired mental health worker can give a useful historical perspective.

National Unit Specification: support notes (cont)

UNIT Mental Health Issues: An Introduction (Intermediate 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the appendix both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence teachers/lecturers should look for.

Outcome 1 and 2

An appropriate Instrument of Assessment for Outcome 1 and 2 would be a single closed-book test, lasting no more than 40 minutes, which may contain structured, restricted or extended response-type questions.

Outcome 3

Written and/or oral recorded evidence of the candidate's investigation is required. This will be generated by the candidate at appropriate points throughout the Unit. Candidates will be given a clear brief which allows them to achieve the Outcome and Performance Criteria. It would be appropriate for candidates to produce the findings of their investigation in a report including:

- ◆ The services available for people with mental health problems
- ◆ The services available for people supporting others with mental health problems
- ◆ Reference to at least three sources of the information

This report should be carried out in the candidate's own time and the candidate could be interviewed and questioned on the report by the teacher /lecturer or a signed declaration to evidence candidates' own work.

Evidence should be gathered towards the end of the Unit.

Care should be taken to ensure that sufficient time is allowed for remediation and reassessment, if required.

The NABs illustrate the national standard for the Unit. NAB materials provide assessment instruments and guidance on implementation. The questions in the NAB are restricted and extended response in nature. Sampling of content is acceptable and should be adopted as a sign of good practice. Evidence Requirements detail the extent of sampling involved and the NABs illustrate this.

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).

National Unit Specification: appendix to the statement of standards

UNIT Mental Health Issues: An Introduction (Intermediate 2)

NB This appendix forms part of the statement of standards, ie requirements that are mandatory

Outcome 1

- ◆ Changes in attitudes to include: from times when it was considered ‘to be possessed by evil spirits’ on to today’s thinking where mental health problems may happen to anyone.
- ◆ Change in service provision in relation to the changes in attitude:
 - Asylum to supported living
 - Community care services to meet individual need rather than need of the service

Current Scottish legislation in relation to mental health

- ◆ Mental Health (Care and Treatment) (Scotland) Act 2003
The main principles: non-discrimination & equality, respect for diversity, reciprocity, informal care, participation, respect for carers, least restrictive alternative, benefit advance statements, grounds for compulsion.
- ◆ Adults with Incapacity (Scotland) Act 2000
An explanation of how this act safeguards the rights of those who, due to illness, etc are unable to exercise their choices.

Outcome 2

- ◆ Describe the mental health continuum.
- ◆ Describe two common mental health problems from the following with each having at least two points of description of the mental health problem:
 - **Schizophrenia:** a disorder of thought processes, where sufferers may experience delusions, hallucinations usually auditory, and a reduced ability to feel mainstream emotions.
 - **Depression:** characterised by sadness, general apathy, a loss of self-esteem, feelings of guilt, and, at times, suicidal tendencies.
 - **Dementia:** is a progressive loss of intellectual functions (such as thinking, remembering, and reasoning) of sufficient severity to interfere with a person’s daily functioning. Dementia is not a disease itself but rather a group of symptoms that may accompany certain diseases or conditions.
- ◆ Describe three effects of mental health problems on the individual.
 - **Schizophrenia:** delusions often make the person feel persecuted and fearful, emotional responses are dumbed so cause difficulty in relationships, may withdraw from social interaction and neglect personal care.
 - **Depression:** feelings of apathy and sadness, lack of self-worth, range of physical effects, ie alteration in sleep pattern, changes in appetite.

National Unit Specification: appendix to the statement of standards

UNIT Mental Health Issues: An Introduction (Intermediate 2)

- **Dementia** beginning with forgetfulness, and progressing to problems with planning and decision making, orientation to time and place and, at latter stages, personality changes, communication and physical disorders.
- ◆ Describe one effect of a mental health problem disorder on others:
 - Dependence
 - Inability to socialise independently
 - Person's mental health problem being the focus of family life/relationships
 - Economic status affected due to inability to stay in employment
 - Stigma and discrimination

Outcome 3

Candidates will investigate **five** services available for people with mental health problems. This will be services for those with a particular mental health problem **or** for services located in a particular geographical area.

Candidates will describe how these services support individuals with mental health problems.

Candidates will investigate **three** services available for people supporting those with mental health problems. The support for these carers should be described and should cover services supporting helpers of someone with a particular problem or for supporting those helpers in a specific geographic area.



National Unit Specification: general information

UNIT Understanding the Needs of the Older Person (Intermediate 2)

CODE F1P5 11

COURSE Care Issues for Society: Older People (Intermediate 2)

SUMMARY

This is a mandatory Unit of the *Care Issues for Society: Older People (Intermediate 2)* Course, but it is also suitable as a free standing Unit.

This Unit is designed to develop the candidate's knowledge of the ageing process and an understanding of the individuality of older people. It is also designed to acquaint candidates with some of the basic principles relating to the care of older people and to develop knowledge of personal skills and attributes as well as communication skills.

The Unit is suitable for candidates who wish to gain employment at support worker level in the Health and Social Care sectors. It is also suitable for those who wish to progress to further study at a Further Education College or Higher Education Institution.

OUTCOMES

- 1 Explain the way patterns of development can impact on the life of the older person.
- 2 Explain the ways personal qualities and communication skills may be used by care workers to meet the specific needs and circumstances of the older person.

RECOMMENDED ENTRY

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

- ◆ Care (Intermediate 1) Course or Units
- ◆ Early Education and Childcare (Intermediate 1) Course or Units
- ◆ Standard Grade in a social subject at General level
- ◆ Standard Grade Social and Vocational Skills at General level

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National Unit Specification: general information (cont)

UNIT Understanding the Needs of the Older Person (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2 (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 this Unit.

National Unit Specification: statement of standards

UNIT Understanding the Needs of the Older Person (Intermediate 2)

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

Explain the way patterns of development can impact on the life of the older person.

Performance Criteria

- (a) Explain the varying patterns of development experienced by older people.
- (b) Explain the influencing factors that may impact on the older person's way of life.
- (c) Explain how some of the factors related to development may affect the older person's ability to maintain an independent lifestyle.

OUTCOME 2

Explain the ways personal qualities and communication skills may be used by care workers to meet the specific needs and circumstances of the older person.

Performance Criteria

- (a) Describe the range of personal qualities and communication skills that can be used when working with older people.
- (b) Explain the possible barriers to communication which may arise when working with the older person.
- (c) Explain the ways these communication barriers can be overcome.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit specification

Written and/or oral evidence is required to demonstrate the achievement of all Outcomes and Performance Criteria for the Unit. The evidence should be produced under closed-book, supervised conditions within a time limit of **one** hour. 70% of the total marks available must be awarded for Knowledge and Understanding with the remaining 30% of the marks being awarded for Analysis, Evaluation and Application.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit.

The use of a cut-off score may be appropriate for this assessment.

National Unit Specification: statement of standards (cont)

UNIT Understanding the Needs of the Older Person (Intermediate 2)

Each assessment should sample across the mandatory content of the Unit and will allow candidates to generate evidence which covers:

- ◆ **one** behaviour pattern for each strand of the older person's development and why these patterns do not conform to their specific age
- ◆ **three** of the influencing factors that may impact on the older person's way of life
- ◆ **two** factors that may affect the older person's ability to maintain an independent lifestyle
- ◆ **three** communication skills and **four** personal qualities that may be used by the carer in working with the older person
- ◆ **three** possible barriers to communication when working with the older person
- ◆ **four** actions that could be taken in meeting the communication needs of the older person

If reassessment is required, it should sample a different range of mandatory content.

The standard to be applied, the breadth of coverage and an appropriate cut-off score 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

UNIT Understanding the Needs of the Older Person (Intermediate 2)

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

The mandatory content for this Unit can be found in the appendix at the end of this Unit specification

This is a mandatory Unit in the *Care Issues for Society: Older People (Intermediate 2)* Course. It is also included in the Optional Section of the *National Certificate in Health and Social Care (Higher)* and can be taken as free-standing Unit.

It is important that the candidate is encouraged to develop a balanced understanding of the older person as the natural process of ageing can have positive effects, eg grandchildren being born, as well as negative effects, eg poverty.

It could also be useful for the candidate to be introduced to local demography relating to older adults. This could enhance their understanding regarding the percentage of the population who are older and the number who may require care.

Outcome 1

(Details of the mandatory content to be covered in relation to Outcome 1 are included in the appendix to the statement of standards at the end of this Unit specification)

Content to be covered:

- ◆ patterns of development that can impact on the lives of the older person
- ◆ influencing factors on the older person's life
- ◆ factors affecting the older person's ability to maintain an independent lifestyle

Outcome 2

(Details of the mandatory content to be covered in relation to Outcome 2 are included in the appendix to the statement of standards at the end of this Unit specification).

In addition to the detail of the material to be covered in teaching and learning found in the appendix to the statement of standards regard should be taken of the following points:

Candidates may already have some knowledge and understanding of the communication process from other Units they may have studied. It is important to help the candidate use that knowledge to develop the understanding and skills for effective communication for use with the older person. If the candidate has no previous knowledge, it is important for general knowledge to be imparted first to allow this to be a foundation that may be built on by this knowledge.

National Unit Specification: support notes (cont)

UNIT Understanding the Needs of the Older Person (Intermediate 2)

Personal qualities should be explored by candidates and their importance acknowledged in the process of assisting the older person to express their needs. It is also important to discuss the accessing of the support the older person may require to have their needs met. The principles of The National Care Standards should be explored to identify how these principles support the use of effective communication with the older person.

Carers may develop a range of personal qualities as defined in the appendix.

The communication skills should cover listening and speaking in a manner appropriate to the older person's auditory and visual faculties. Non verbal communication should be appropriate to age and cultural relationship between the carer and the older person.

These methods will be combined with the carer's enthusiasm, dedication, vocation, genuine interest, enjoyment, humour and positive self disposition toward the service user, by exploring the possible barriers to communication, the candidate should be encouraged to assess their own practice with older people at home or in placement and identify how care and attention to developing these skills will allow them to communicate more effectively with older people.

Possible barriers to communication should be considered as defined in the appendix.

Care workers may use a range of actions to overcome the barriers to communication and to meet the varied needs of the older person. These actions are defined in the appendix to the statement of standards.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit can be delivered using a variety of learning and teaching methods such as:

- ◆ Mind-mapping
- ◆ Case studies
- ◆ Role play
- ◆ Visiting speaker
- ◆ Simulation exercises

Examples of related knowledge could be drawn from the candidate's own experiences and observations, visits to older persons' clubs, care establishments specifically for older people, day centres and interviews with older people.

The media provide a wealth of examples of good and bad care and attitudes to the older person. This includes: television and radio programmes, documentaries, newspaper and journal articles, health leaflets, internet, etc.

As part of an introduction to this Unit candidates could use the Internet, to investigate statistics of older people resident in their local community. It is important to balance both positive and negative aspects of life as an older person. This will assist the candidate to develop a positive attitude. Activities could be undertaken to identify possible attitudes to older people from society, how they are portrayed in the media, eg soap operas, advertising, news programmes, and how these attitudes may have a negative effect on the individual, leading to discrimination.

National Unit Specification: support notes (cont)

UNIT Understanding the Needs of the Older Person (Intermediate 2)

If the candidate does not have either placement experience or previous work experience with older adults, it would be advantageous if they could visit older adults within a variety of care environments.

It is important to identify the links between the physical changes of the ageing process and how they can have an impact on the emotional and social development of the older person and their behaviour. This can be consolidated by the use of case studies. The candidates could investigate the ageing process and how the individual, their families and society may react to these changes, eg weakening of bladder control could lead to a possible loss of contact with family and friends because of perceived smell, constant visits to the toilet, embarrassment.

Candidates may research the services that could be put in place to meet these problems, eg incontinence aids, assistance with personal hygiene. Examples of leaflets with information and advice could then be shared.

Outcome 1

Candidates could explore different attitudes to older people by investigating how some cultures may hold their older adults in higher esteem than can be perceived in others. It is also important that candidates understand that many older people live very active full lives and cope very well with the natural ageing process.

They could also investigate the nation wide services that are in place and how these are allocated within their local community. It is also important that they investigate the difficulties experienced by some communities as they may be remote or rural. This may make accessing specific services difficult or even impossible. The attitudes of different cultures to the older adult could be explored through investigation and discussion and the use of newspaper articles and video examples from the media, etc. By visiting clubs, care establishments, etc, candidates can experience interacting with older adults and by observing staff attitudes, interpersonal and communication skills. This would also provide an opportunity for the candidate to identify the services these organisations can offer older people.

Outcome 2

The theory of communication and the importance of developing appropriate interpersonal skills could be introduced by the teacher/lecturer in the form of exposition. The candidate can then identify and practice these skills through role-play. The knowledge and understanding of effective interpersonal and communication skills gained by observation of practitioners in the workplace will assist in consolidation of these skills. Self and peer assessment within role-play situations could assist the candidate to develop their effectiveness in communication. As part of these role-play situations, the candidate can be encouraged to identify any barriers to communication which may arise, how this may affect their work with the older person and how this barrier may be overcome.

National Unit Specification: support notes (cont)

UNIT Understanding the Needs of the Older Person (Intermediate 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

An appropriate instrument of assessment would be a single closed-book supervised test which contains a range of structured short answer, and restricted response-type questions and last one hour. The test should make use of stimulus case study type material as a tool with which to help candidates focus on the question(s) posed.

Evidence should be gathered by means of a single holistic event towards the end of the Unit. Care should be taken to ensure that sufficient time is allowed for remediation and reassessment, if required.

If re-assessment is required, it should sample across a different range of mandatory content.

Sampling of content within the Outcomes and Performance Criteria is acceptable and should be adopted as a sign of good practice. Evidence Requirements detail the extent of sampling involved and the NABs illustrate this.

The NABs illustrate the national standard requirements for the Unit. NAB materials provide assessment instruments and guidance on implementation. The questions in the NAB are short answer, and restricted response in nature.

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).

National Unit specification: appendix to the statement of standards

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NB: This appendix forms part of the statement of standards ie requirements that are mandatory.

Outcome 1

Explain the way patterns of development can impact on the lives of the older person.

- ◆ Change of behaviour: define and relate to behaviour patterns which are typical of the older person development stage
- ◆ Why people are different and individuals do not all develop to a specific age pattern
- ◆ Strands of development: SPECC (Social, Physical, Emotional, Cognitive, Cultural) for the older person

Influencing factors on the older person's life:

- ◆ the isolation from family and friends possibly due to the older person's behaviour
- ◆ the loss of partner
- ◆ the society's attitude
- ◆ discrimination
- ◆ the relative poverty of retirement
- ◆ the loss/increase of social standing within the family and/or community
- ◆ the ability to access support services
- ◆ the availability of support services
- ◆ time to develop new skills
- ◆ time for learning
- ◆ time for grandchildren
- ◆ time for sport or other activities

Factors affecting older person's ability to maintain an independent lifestyle:

- ◆ health deterioration physical or mental (dementia)
- ◆ unable to cope
- ◆ lack of money
- ◆ too large a house or flat
- ◆ loss of partner on whom they depended
- ◆ any other factor

Outcome 2

Explain the ways personal and communication skills may be used to meet the specific needs and circumstances of the older person.

Personal qualities and communication skills

The skills developed by the carer that enables individuals to communicate with each other, and are supported by *The National Care Standards* and the skills and qualities of the carer. The principles underpinning *The National Care Standards* are – dignity, privacy, choice, safety, realising potential, equality and diversity.

National Unit specification: appendix to the statement of standards (cont)

UNIT Understanding the Needs of the Older Person (Intermediate 2)

Carers may use the following personal qualities when working with older persons:

- ◆ patience and tolerance
- ◆ respect, empathy and acceptance
- ◆ sensitivity and discretion
- ◆ reliability, dependability and flexibility
- ◆ positive attitude cheerfulness and willingness
- ◆ politeness and kindness
- ◆ honesty and humility
- ◆ autonomy and teamwork
- ◆ self awareness
- ◆ readiness to learn
- ◆ readiness to do a share of unpleasant tasks

Carers may develop the following communication skills when working with older persons:

- ◆ verbal
- ◆ non-verbal
- ◆ listening
- ◆ responding: reflecting, paraphrasing, summarising, use of appropriate questions
- ◆ written
- ◆ Information and Communication Technology
- ◆ appropriate language, pace and tone

These are combined with the carer's enthusiasm, dedication, vocation, genuine interest, enjoyment and humour and positive self disposition toward the service user.

Possible barriers to communication:

- ◆ the individuality of the service user, eg hearing and/or sight impairment, depression, mental illness, cultural background
- ◆ English as a second language
- ◆ lack of awareness
- ◆ age/attitude of carer may affect their ability to communicate
- ◆ environmental factors
- ◆ inappropriate body-language, resources
- ◆ incorrect pace and tone of delivery

Actions that may be taken in meeting the communication needs of the older person

- ◆ the use of large print books
- ◆ access to changes in care, eg domiciliary meals, home carer, community nurse
- ◆ the use of TV subtitles
- ◆ the use of e-mail access
- ◆ the use of multi-lingual printed material
- ◆ advocacy
- ◆ the use of hearing aid/inductive audio loop system
- ◆ the use of pictures/objects
- ◆ the use of sign language
- ◆ any other action