

**-SQA- SCOTTISH QUALIFICATIONS AUTHORITY**

**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**

**GENERAL INFORMATION**

**-Module Number-** 7140206

**-Session-1996-97**

**-Superclass-** PN

**-Title-** SUPPORTING ELDERLY PEOPLE IN THE COMMUNITY

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** Enabling candidates to develop the knowledge and skills necessary for working with the older adult in need of care.

**OUTCOMES**

1. describe how ageing may affect physical, intellectual, social and emotional processes;
2. describe how the needs of the older adult may be met in the community;
3. outline the roles and responsibilities of major statutory and voluntary agencies involved in the care of older adults;
4. demonstrate basic skills and attitudes required of people involved in the care of older adults.

**CREDIT VALUE:** 1 NC Credit

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

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For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****STATEMENT OF STANDARDS****UNIT NUMBER:** 7140206**UNIT TITLE:** SUPPORTING ELDERLY PEOPLE IN THE COMMUNITY

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

**OUTCOME**

1. DESCRIBE HOW AGEING MAY AFFECT PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL PROCESSES

**PERFORMANCE CRITERIA**

- (a) The description of physical aspects of ageing is correct.
- (b) The description of intellectual aspects of ageing is correct.
- (c) The description of social aspects of ageing is correct.
- (d) The description of emotional aspects of ageing is correct.

**RANGE STATEMENT**

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

**EVIDENCE REQUIREMENTS**

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

**OUTCOME**

2. DESCRIBE HOW THE NEEDS OF THE OLDER ADULT MAY BE MET IN THE COMMUNITY

**PERFORMANCE CRITERIA**

- (a) The identification of the needs of older adults is thorough.
- (b) The description of ways in which identified needs may be met is comprehensive and valid in relation to a given situation.
- (c) The identification of ways in which unmet needs might be addressed is thorough and valid in relation to a given situation.

**RANGE STATEMENT**

Needs: social; emotional; intellectual; physical.

**EVIDENCE REQUIREMENTS**

Written and/or oral evidence in the form of a completed case study to meet the performance criteria and the outcome.

**OUTCOME**

3. OUTLINE THE ROLES AND RESPONSIBILITIES OF MAJOR STATUTORY AND VOLUNTARY AGENCIES INVOLVED IN THE CARE OF OLDER ADULTS

**PERFORMANCE CRITERIA**

- (a) The identification of the main statutory agencies is correct in relation to the care of the older adult.
- (b) The identification of the main voluntary agencies is correct in relation to the care of the older adult.
- (c) The description of the function of the main statutory agencies is correct in relation to caring for older adults.
- (d) The description of the role of the main voluntary agencies is correct in relation to providing care for older adults.

**RANGE STATEMENT**

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

**EVIDENCE REQUIREMENTS**

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

**OUTCOME**

4. DEMONSTRATE BASIC SKILLS AND ATTITUDES REQUIRED BY PEOPLE INVOLVED IN THE CARE OF OLDER ADULTS

**PERFORMANCE CRITERIA**

- (a) The demonstration of interpersonal skills is valid in a given situation
- (b) The recording of the candidates personal feelings and personal comments on performance is clear and valid in relation to a given situation.

**RANGE STATEMENT**

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

**EVIDENCE REQUIREMENTS**

Performance and written and/or oral evidence to cover the performance criteria and to meet the outcome.

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**ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

**SPECIAL NEEDS**

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****SUPPORT NOTES**

**UNIT NUMBER:** 7140206

**UNIT TITLE:** SUPPORTING ELDERLY PEOPLE IN THE COMMUNITY

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This unit is designed to introduce the candidate to the concept of aging and the needs of older adults in need of care and support in the community.

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

The unit will enable candidates to develop the knowledge and skills necessary for working with older adults and will also be suitable for personnel employed in the statutory or voluntary sectors such as home helps, care assistants, voluntary workers and others involved in the care of older adults.

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

Candidates should consider the following issues: NB, this list is not exhaustive and tutors may wish to augment it.

1. The possible effects of ageing and explanation of commonly used terms such as: geriatric; senility; dementia; ageism.

Physical aspects of ageing - possible effects on mobility, co-ordination, senses and ability to resist and recover from disease, illness and injury; preventative measures; safety.

Intellectual aspects of ageing - possible effects on perception, memory, judgement, decision making and ability to learn.

Social aspects of ageing as it may affect income, isolation, interpersonal skills, loss of mobility.

Emotional aspects of ageing as it may affect self esteem, dignity, privacy, fear, loneliness, grief, spiritual needs, bereavement.

2. This outcome should focus on the needs of the older adult requiring support with particular regard to:

physical needs including food, drink, sleep, exercise, heat, hygiene, prescribed medicines, and protection from abuse;

emotional needs including privacy, dignity, choice, independence, hope, company of others, humour, a comfortable environment, protection from abuse;

social needs including friendship, contact with the wider community, the family and extended family;

intellectual needs for stimulation, conversation and access to activity;

Measures (and the agencies which might deliver these) which might be taken to meet the various needs should also be discussed.

3. Candidates should consider the roles and responsibilities of the following statutory and voluntary agencies:

Department of Social Security - focussing on relevant benefits in relation to the needs of the older adult;

health services - including doctors, district nurses, dentists, health visitors, chiropodists, opticians, therapists;

local authority provision - focussing on social work; services, special needs housing eg. sheltered or adapted housing, library services, services in relation to the care of the older adult in the community (meals-on-wheels; day centres, clubs etc).

voluntary services for example Womens Royal Voluntary Society, Age Concern, religious organisations, respite care services in addition, the contribution of various miscellaneous services eg. Royal National Institute for the Blind, Royal National Institute for the Deaf, pet fostering services could also be considered.

4. Candidates would be expected to consider the personal skills and attitudes which are required to work with older people. These include patience, understanding, respect for dignity, privacy, choice and independence. These skills and attitudes could be discussed in relation to specific older adults who suffer from senile dementia, incontinence and general frailty. but care should be taken to stress the importance of maintaining confidentiality.

**APPROACHES TO GENERATING EVIDENCE** The candidate's knowledge and skills in relation to older adults may be extensive, due to vocational responsibilities, family responsibilities or voluntary service. This prior experience could provide the basis for group discussion and role-play in the module.

Group discussion, case studies, teacher exposition, speakers, role play, class and individual visits, video, newspaper articles are all appropriate to the learning and teaching approaches. It may be helpful to invite individuals or groups of older adults for informal discussions.

Practical work in the unit may be based on simulation, role-play, voluntary work, visits or candidates' activities in a placement. The responsibility for the assessment of practical work lies with the presenting centre, whether it is done within the centre, in the placement or in the work place.

**ASSESSMENT PROCEDURES** The following examples are provided for guidance in designing assessment materials and should not be regarded as prescriptive.

For Outcome 1, candidates could be set a series of short answer questions focussing on the physical, social, emotional and intellectual aspects of ageing.

Outcome 2 could be assessed by means of a case study. **This could be hypothetical or be based on an older adult known to the candidate or from the local community. If it is based on a living person, then it is essential that candidates understand the need for maintaining the confidentiality of the individual (and his/her family).**

The case study should be structured around identifying and describing the social, emotional, physical and intellectual needs of the individual; explaining how these needs are met within the context of care in the community and, finally, identifying how unmet needs could be met. Identifying individuals and agencies who could play a part in meeting needs should also be covered in this outcome.

Outcome 3 could be assessed by means of a series of short answer questions covering the roles and responsibilities of the statutory and voluntary agencies involved in the provision of care and support for older adults in the community. These could be structured into statutory agencies providing support and care on a natural basis (e.g. Department of Social Security, Department of Health); local authority departments (e.g. Social work, Housing); and Voluntary sector agencies both national and local. It may be helpful to have questions on both the national and local perspective. There is not prescribed number of questions, however, tutors may consider that a maximum of twenty would be sufficient.

Outcome 4 could be assessed by a combination of practical exercise and personal interview. The practical exercise could take the form of candidate demonstration of the basic interpersonal skills and attitudes required to support and work with older adults in need of care. These should include patience, tolerance and respect of the individual. This could be assessed by direct observation of the candidate interacting with older adults in the workplace, in a placement, on external visits (eg to day care centres, clubs for older adults, to individual homes if appropriate) or by role play. It would be helpful for candidates to complete a personal review sheet or a reflective log or diary as written and/or oral evidence is required for PC(b).

The personal interview could be used to explore the candidate's experience and development. This could take place on an on-going basis throughout the duration of the unit or near completion depending on the individual and delivery of the unit by the class tutor. It would be most beneficial after the completion of the practical exercises.

The interviewer could draw on the personal review/log/diary/completed by the candidate and tutor/placement supervisor reports.

**PROGRESSION** This unit forms part of the GSVQ in Care at Level III.

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

## REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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