



## 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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#### Administrative Information

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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](http://www.sqa.org.uk)).



## National Unit specification: appendix to the statement of standards

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

*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