



## National Unit Specification: general information

**UNIT** Understanding Loss and Grief (SCQF level 5)

**CODE** F3G4 11

### SUMMARY

This is a free-standing Unit designed to provide candidates with an understanding of the stages which individuals may go through as a reaction to the experience of loss and grief. Candidates will develop an understanding of the effects of loss and grief on the individual in relation to their changing needs as well as the informal and formal support networks that are available for support. This Unit will allow candidates to understand the process involved. This understanding could be used within a health or social care environment for the benefit of individuals, their families and their support networks.

It is suitable for candidates who wish to gain employment at support worker level in the health or social care sectors. It is also suitable for those wishing to progress to further study.

### OUTCOMES

- 1 Describe the stages of loss.
- 2 Explain changes which may affect those experiencing loss and grief.
- 3 Explain the benefits of support mechanisms for those experiencing loss and grief.

### 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:

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

---

#### Administrative Information

**Superclass:** PP

**Publication date:** April 2008

**Source:** Scottish Qualifications Authority

**Version:** 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

## **National Unit Specification: general information (cont)**

**UNIT**        Understanding Loss and Grief (SCQF level 5)

### **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 the Unit.

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

## **National Unit Specification: statement of standards**

### **UNIT      Understanding Loss and Grief (SCQF level 5)**

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**

Describe the stages of loss.

##### **Performance Criteria**

- (a) Identify types of loss.
- (b) Describe the stages of a model of loss and grief.

#### **OUTCOME 2**

Explain changes which may affect those experiencing loss and grief.

##### **Performance Criteria**

- (a) Describe the changes that may occur in the needs of individuals experiencing loss and grief.
- (b) Explain how these changes may affect the behaviour of these individuals.

#### **OUTCOME 3**

Explain the benefits of support mechanisms for those experiencing loss and grief.

##### **Performance Criteria**

- (a) Describe a variety of informal support mechanisms.
- (b) Describe a variety of formal support mechanisms.
- (c) Explain the benefits of these support mechanisms to the individual experiencing loss and grief.

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Understanding Loss and Grief (SCQF level 5)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Written and/or oral recorded evidence is required to demonstrate the achievement of all Outcomes and Performance Criteria for this Unit. The evidence will be produced under closed-book supervised conditions within a time limit of one hour. As candidates will develop their knowledge and understanding throughout their study of the Unit it would be appropriate for this to take place towards the end of the Unit. The evidence must cover the following:

- ◆ **three** different types of loss
- ◆ **three** stages in one model of loss and grief
- ◆ **three** changes in need
- ◆ **two** changes to behaviour given the changes in need
- ◆ **two** informal and two formal support mechanisms
- ◆ **two** benefits of each of these support mechanisms to the individual experiencing loss and grief

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

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

## National Unit Specification: support notes

### UNIT Understanding Loss and Grief (SCQF level 5)

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

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

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

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

#### Outcome 1

Candidates should be encouraged to think of loss in the wider context so that learning and teaching does not focus solely on death. Examples of loss could be that of a loss of a partner due to separation/divorce, loss of a family member through a breakdown in a relationship, loss of a limb, loss of employment, loss of a home when an older adult may be required to enter residential care or move to live with relations, loss of personal possessions, loss of friendships, loss of the personality of the person due to dementia. Candidates could be encouraged to think of the impact of the loss experience where the loss is expected and where it is unexpected.

The candidate should be introduced to a model of loss and grief so they can understand there is a recognised process that individuals may go through when experiencing loss and grief. Candidates should also be made aware that everyone is individual and will have their own experience. It is recommended that candidates undertaking this Unit are only introduced to one model. Models which may be appropriate include:

Elizabeth Kubler Ross — Denial, Anger, Bargaining, Depression and Acceptance

Colin Murray Parkes — Numbness, Searching and Pining, Depression and Recovery

William Worden — 4 Task Model. 1. To accept the reality of the loss. 2. To work through the pain of grief. 3. To adjust to the environment in which the dead person is missing. 4. Emotionally to relocate the deceased person and move on with life.

#### Outcome 2

Candidates should be introduced to the general notion of everyone having ongoing needs. These needs should cover the spectrum of Social, Physical, Emotional, Cognitive and Cultural. Candidates should be encouraged to understand the link between these. Once this is established then candidates should be encouraged to describe the changes to these needs and the change in behaviour by the person experiencing loss. Physical needs can cover food, warmth and the need to be physically close to someone, eg being hugged. Someone experiencing loss may not meet this need by refusing food, not cooking meals, not dressing, not allowing people physically close to them. This can affect social needs as they may not go shopping for food and therefore miss out on the social experience of this. If not allowing people to be close to them they may stop going to social clubs or meeting with friends as they would have done previously. Emotionally they may be sad, unhappy, depressed, feeling worthless or useless. This again will affect their ability to want to meet other needs as discussed. Cognitive needs may become impaired as they may be confused or unable to work out a solution to their difficulty. It may be that the partner dealt with bills etc. or the person themselves has dementia

## **National Unit Specification: statement of standards**

### **UNIT        Understanding Loss and Grief (SCQF level 5)**

and therefore they do not understand what they need to do to continue with these ongoing tasks. The behaviour may be to hide the bills, not open or answer mail which in turn will affect physical and emotional needs as they may lose their house or experience debt issues as agencies may add monies for non payment thus adding stress which may make the person feel more anxious. Cultural needs would be to do with the beliefs, behaviours, customs and practice the person follows. This can be to do with what they eat and how and when they eat it; how they spend their time, for example, some people may like to sit at home and watch TV, some may have an active social life outside the house.

#### **Outcome 3**

Candidates should be encouraged to identify a range of support systems that may be available to the person experiencing loss. For most individuals experiencing loss the majority of support comes from what we would see as informal support mechanisms. These will include family, friends, neighbours and the wider community support networks — for example, local community centre may offer a variety of activities which the person can access, local churches offer a variety of groups which individuals can attend. Their cultural beliefs may also include issues of religion and it is important to ensure the person is able to have religious needs met. The more formal aspects of support may come from the individual's GP for medical intervention should this be required. The person may need some formal counselling and candidates should be encouraged to investigate what is available in their local community and how these services can be accessed. Individuals may be able to access support from their workplace. Candidates should also be encouraged to think of care providers by means of Day, Respite and Residential Care. The role of staff in assisting the individual experiencing loss can be explored. Support can also come from specific organisations — for example if the loss is to do with dementia then the individual and their families can get support from Alzheimer's Scotland. CRUSE is an organisation that offers grief counselling.

Benefits could include helping individuals to work through their grief, helping them get back into social activities, getting back their confidence, etc.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

In delivering this Unit, there should be a balance between teacher/lecturer led presentation and candidate centred learning. It is important for the candidate to be able to take some control of their own learning experience.

The content of this Unit can be taught using a variety of methods which may include:

- ◆ Group exercises
- ◆ Group discussion
- ◆ Use of case studies
- ◆ Individual and/or group research
- ◆ Use of videos/DVDs
- ◆ Lectures
- ◆ Use of ICT such as web based material

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Understanding Loss and Grief (SCQF level 5)**

Teachers/lecturers and candidates are encouraged to use the Internet and appropriate reading materials to offer current thinking in relation to grief and loss. It is important that the teacher/lecturer offers appropriate website addresses and reading material to direct the candidate so they spend more time discussing the issues.

#### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

Candidates will be producing written and oral communication evidence as part of assessment. This offers ideal opportunities to develop aspects of the Core Skill of communication.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The Evidence Requirements section sets out clearly what must be addressed by candidates and what evidence tutors must look for in an assessment tool.

An appropriate Instrument of Assessment would be a single closed-book test, lasting no more than one hour, which may contain structured, restricted and extended response-type questions. The assessment should make use of Case Studies which would offer different examples of loss and grief.

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

#### **Opportunities for the use of e-assessment**

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

#### **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)*.