

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7140026

-Session-1996-97

-Superclass- PM

-Title- INVESTIGATING SKILLS FOR CARING

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Raising awareness of and investigating the personal/interpersonal and practical skills required to provide care for others.

OUTCOMES

1. identify personal and interpersonal qualities used to meet the needs of clients in care;
2. investigate methods of promoting safe practice in caring;
3. observe and record basic caring procedures;
4. review personal response to the observed experience of care.

CREDIT VALUE: 1.5 NC Credits

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

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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:** 7140026**UNIT TITLE:** INVESTIGATING SKILLS FOR CARING

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. IDENTIFY PERSONAL AND INTERPERSONAL QUALITIES USED TO MEET THE NEEDS OF CLIENTS IN CARE

PERFORMANCE CRITERIA

- (a) The identification of the general needs of clients in care is comprehensive and valid.
- (b) The identification of personal and interpersonal qualities required by carers to meet the needs of clients in care is comprehensive and valid for care.
- (c) The description of personal and interpersonal qualities and coping strategies by those working with a particular client group is comprehensive and accurate in terms of the observed experience of the candidate.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Written and/or oral evidence.

OUTCOME

2. INVESTIGATE METHODS OF PROMOTING SAFE PRACTICE IN CARING

PERFORMANCE CRITERIA

- (a) The identification of methods of maintaining a safe and healthy care environment is comprehensive.
- (b) The explanation of the implications for self and others of safe and unsafe procedures is comprehensive.

RANGE STATEMENT

Others: clients; colleagues; visitors.

Implications: risk of injury; personal and legal responsibility; risk of infection.

Procedures: handling and moving clients; hygiene; health and safety; accident and emergency.

EVIDENCE REQUIREMENTS

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

A portfolio of evidence will be required to cover all performance criteria within this outcome.

OUTCOME

3. OBSERVE AND RECORD BASIC CARING PROCEDURES

PERFORMANCE CRITERIA

- (a) The identification of basic caring procedures is comprehensive for all client groups.
- (b) The observation of caring procedures with a specific client group is accurate.
- (c) The comparison of your observation with that of another client group observed by yourself or other candidate is valid.

RANGE STATEMENT

Client groups: children; adults; older adults; people with special needs.

EVIDENCE REQUIREMENTS

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

A portfolio of evidence will be required to cover all performance criteria within this outcome.

OUTCOME

4. REVIEW PERSONAL RESPONSE TO THE OBSERVED EXPERIENCE OF CARE

PERFORMANCE CRITERIA

- (a) The recording of personal feelings and reactions to the work observation experience is valid.
- (b) The planning of future self development is consistent with the evaluation of own potential qualities as a carer.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Written and/or oral evidence generated by a diary/log, report and by personal interview records.

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: 7140026

UNIT TITLE: INVESTIGATING SKILLS FOR CARING

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 60 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit is designed to provide an introduction, through observation of practitioners, to the personal/interpersonal and practical qualities and skills required to care for others. It is intended to raise the candidate's awareness of how these qualities and skills are often common to different client groups and how the application may require to be adapted when working with individual clients as well as different groups of clients.

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

This unit introduces the candidate to the qualities and practical skills required by people caring for others.

CONTENT/CONTEXT Corresponding to outcomes:

Outcome 1 Needs of client - Physical, emotional, cognitive and social - cultural (including spiritual and sexual as appropriate).

Candidates should be encouraged to discuss their perceptions of the needs of others through small group discussions facilitated by the tutor. There should be a recognition that everyone has needs and although certain client groups differ, certain needs are shared although they may be met in different ways.

Physical needs - the need for food; rest; exercise and shelter and safety.

Emotional needs - acceptance; respect; dignity; work.

Cognitive - opportunity for mental stimulation, suitability of the environment; dialogue and activity.

Social - significant others, opportunity for interaction; outings.

The aim of outcome 1 is to identify in theory and by observing practitioners by video or visits the personal and interpersonal qualities needed to respond to and work with each client group. This will lead to the identification of core qualities common to all client groups and indicate why care is special in demanding these criteria to meet the needs of its clients.

The qualities include:

Dependability, self awareness, responsiveness, capacity for action, punctuality, respect, sensitivity, consideration, patience, kindness, calmness, friendliness, sense of humour, willingness, perception, sympathy, understanding, confidence, tolerance, discretion, flexibility, interest in their work, readiness to learn and readiness to accept criticism.

This list is not prescriptive or comprehensive.

It is suggested that the identification of the qualities needed to work with specified client groups is generated by research, care studies, videos of the client group and by discussion after observational visits.

Candidates could be encouraged to share experiences of observations with their peer group. They should become aware of the degree of commonality between their experiences and of the qualities needed to work with different client groups. They should also become aware of the differing degrees of application of personal/interpersonal qualities that would be required to work with and respond to clients on a one-to-one basis.

Outcome 2

The candidate should consider the various methods of maintaining a safe and healthy care environment as indicated in the range. The investigation of the workplace Health and Safety procedures is very important. Use of case studies and accident reports could be used. The candidate should consider the responsibilities of the employer, employees and visitors to maintain the safety in the workplace. The candidate could investigate where there are special procedures involved in their observational visit and discuss these in class when they return eg. dealing with waste, washing and cleaning procedures.

The observational nature of the visit should be emphasised to the care centre staff and the candidate prior to the visit to the care centre.

The important procedure of lifting and moving clients should be highlighted and discussed before any visit is undertaken. Under no circumstances should a candidate be lifting and moving heavy loads: this includes clients. Candidates should never operate these procedures without training by qualified staff (usually physiotherapists who are regularly updated in these skills). The caring profession in all areas has seen litigation against them and most have brought in regular staff training and updating of these skills. Youth training through local enterprise companies has prevented under the age of 18 candidates on their schemes lifting and moving patients. Insurance companies will not normally cover these young workers. **The need to stress to candidates the dangers to themselves and others of handling and moving heavy loads, including clients cannot be emphasised too strongly.**

Case studies can be used to look at other safety implications such as cross infection, locked fire exits, slippery floors.

This important area of safety could be investigated by looking at the relevant Acts of Parliament eg. Health and Safety at Work Act 1974 etc and by collecting articles from newspapers, use of videos on hazards in the workplace and by guest speakers such as H & S inspectors, Union Safety Officers, Physiotherapists, etc.

Outcome 3

Candidates should be encouraged to produce a list of procedures for caring for each client group and tutors should emphasise patients' rights and privacy within these procedures. Candidates should be made aware that it is important to allow patients to do things for themselves and they should be aware of the necessity of carers to resist strong temptations to do it for the client because it is quicker.

Basic Caring Procedures These will vary according to the client group and the needs of the clients. There follows a list of some of these procedures in relation to Older Adults and children. These procedures will also apply to a greater or lesser extent to Adults and those with special needs.

Older Adult:

Assisting clients with dressing, toileting, bedmaking, mobility and feeding.
Participation with clients in games and activities.
Communication with the client and others.
Cleaning tasks
Dealing with incontinence.
Grooming hair.
Flower arranging.
Setting tables.
Laundry tasks.
Socialising with patients.

Children:

Preparing and serving snacks.
Assisting with feeding the young.
Toileting/Nappy changing.
Supervising play.
Assisting children with activities/handcrafts.
Assisting with outings.
Storytelling.
Singing.
Listening to children.
Talking to children.
Dressing children.
Bathing and washing.
Clearing away.

These lists are not prescriptive or comprehensive.

Outcome 4

This area will require tutors to brief the candidates prior to their Observational visit (this could be by direct observation through visits in a care setting or by video observation) on the recording of personal feelings and reactions to the work. Observation sheet is an obvious way of recording these feelings. At the end of the learning experience, candidates should be asked to discuss or write how they see their potential as a carer and how they would plan to develop these qualities and skills. This may be by way of involvement with voluntary groups, working as care assistants part time or by looking to careers away from Caring. It is essential that candidates do not try to prove that they have all the qualities and skills required but that they realise that many of these need to be developed and applied in a work experience situation.

APPROACHES TO GENERATING EVIDENCE For all outcomes, candidates should be encouraged to build up a portfolio which can be submitted for assessment purposes. This could include logsheets completed during or following the observational activities (these could be by direct observation or by video/simulations); a reflective diary; classwork; records/notes of peer group discussions; personal research.

In addition, for Outcome 2: a portfolio could be built up for Performance Criteria (a) observation sheets, log/diary records and classwork could be used for Performance Criteria (b) class discussions, role play, simulations, case studies and visiting speakers could be used.

The candidate should record the observation using a diary, log book, or observation sheets which will record personal and interpersonal qualities used by the carer in specific situations. One strategy would be to ask the candidate to record one or two specific situations in which the candidate had found difficulty in coping and outline how the carer coped and the qualities used ie a difficult patient and the strategies used to persuade the patient or child crying because it had been left at the nursery and the qualities used to settle the child.

Outcome 3 The candidate could record all the caring procedures observed at their visit (or during video observation) and the approximate frequency. On return they could contribute to a discussion on the procedures involved and enable the class to gain from the collective experience of the different client groups.

A personal interview will be needed for Outcome 4 to discuss the personal experiences, feelings and developmental needs for the future. It is not anticipated that this would form part of the assessment process.

An example of an Observation checklist is outlined over the page.

ASSESSMENT PROCEDURES For Outcomes 1, 2 and 3, Case Studies could be used to investigate the qualities and skills required by a carer. Case Studies could also be used in Outcome 2 to determine the candidate's awareness and understanding of health and safety issues which might not arise during the observational placement or video observation eg. dangers of cross infection, fire regulations, unsafe equipment.

Outcome 4 - records of the personal interview and observation sheets which describe the candidates thoughts on the experience are required to be available for assessment.

EXEMPLARS The following is an example of a checklist which could be used by candidates to gather evidence to meet the performance criteria.

Observation Checklist

Date.....

Name.....

Care Centre Visited

Situation observed.

Qualities observed

Coping strategy observed

Candidates could, at the end of the learning experience, write about and/or relate their experiences and discuss them with a tutor on a one-to-one basis.

Pre-Visit Investigations

1. What health and safety risks are associated with the client group you are to be observing

2. What precautions must you take to protect your own health and well-being as a student on workplace observation experience?

Observations

OBSERVATION SHEET

Name.....

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Care Centre - to be visited

Address.....

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Client

Group.....

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Number

of

Clients

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Methods used to help maintain a safe environment for:

Clients:

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Workers:

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Visitors:.....

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Using your observations of good practice outline what the dangers could be if these practices were not adhered to:

Dangers to:

Clients:.....

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Workers:.....

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Visitors:.....

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PROGRESSION Candidates could progress to NC modules in Practical Caring Skills and other care related provision which involves practical application of skills. This module appears in the National Certificate cluster 'Caring for yourself and others' and in the General SVQ in Care at level II.

Using your observation of caring procedures record the caring procedures you observed for the client group.

Client Group..... Date.....

Named Group or Video

Caring Procedures seen:

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Notes on your view of the observational experience.

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

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