

**The Further Education and Training Awards Council (FETAC)
was set up as a statutory body on 11 June 2001
by the Minister for Education and Science.
Under the Qualifications (Education & Training) Act, 1999,
FETAC now has responsibility for making awards
previously made by NCVA.**



Module Descriptor

Care Skills

Level 5 D20163

August 2004

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Care Skills
2	Module Code	D20163
3	Level	5
4	Credit Value	1 credit
5	Purpose	<p>This module is a statement of the standards to be achieved to gain an FETAC credit in Care Skills at Level 5. It is a mandatory module for the Level 5 Certificate in Healthcare Support.</p> <p>The module is designed to equip the learner with the skills and knowledge to care for clients in a safe and hygienic environment.</p>
6	Preferred Entry Level	Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	Candidates should hold an Irish Heart Level 3 Heart Saver CPR Certificate or equivalent.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 recognise the personal care needs of clients</p> <p>8.2 respond effectively to clients' individual needs, with their involvement and use of choice</p> <p>8.3 acquire practical skills in the area of client personal care</p> <p>8.4 maintain a safe, healthy and hygienic environment for clients.</p>

9 Units **The specific learning outcomes are grouped into 3 units.**

Unit 1 **Understanding Client Care**

Unit 2 **Using Equipment**

Unit 3 **Assisting Skills**

10 Specific Learning Outcomes

Unit 1 **Client Care**

Learners should be able to:

10.1.1 identify relevant groups of people in need of health care

10.1.2 describe briefly the physical, emotional, social, psychological and spiritual needs of a range of groups of people, taking into account individual variation

10.1.3 respect clients' wishes and confidentiality in the delivery of care

10.1.4 apply effectively client safety and security procedures

10.1.5 adapt levels of assistance to the needs of particular clients

10.1.6 demonstrate effective interpersonal skills with clients, to include empathy, respect and patience

10.1.7 demonstrate effective communication skills with clients

10.1.8 enhance the following for the client in care:

- privacy and dignity
- independence
- positive self image

10.1.9 encourage clients to participate in social events, outings and occupational therapy and/or physiotherapy.

Unit 2 **Using Equipment**

Learners should be able to:

10.2.1 assist the client in the use of sensory equipment, for example hearing aids, glasses, dentures

10.2.2 assist in the use of aids that encourage independence

- 10.2.3** use mechanical aids and equipment, for example:
- mobility aids
 - feeding aids
 - washing aids
 - elimination aids
 - hoists
- 10.2.4** demonstrate the correct procedures for cleaning and replacing equipment.

Unit 3 **Assisting Skills**

Learners should be able to:

- 10.3.1** demonstrate on site the appropriate procedures for client care in the following:
- washing/bathing/showering
 - positioning
- 10.3.2** use safe approved moving and handling techniques
- 10.3.3** assist clients with:
- dressing/grooming
 - eating
 - drinking
 - toileting and continence promotion
 - mobility
- 10.3.4** assist clients with social needs where appropriate
- 10.3.5** identify and assist with the hygiene needs of dependent clients
- 10.3.6** maintain a safe and hygienic environment for clients
- 10.3.7** dispose safely of soiled linen and excreta
- 10.3.8** describe and assist in the prevention of pressure sores
- 10.3.9** demonstrate the appropriate procedure for cleaning patient equipment, for example beds, mattresses, bed pans, baths
- 10.3.10** report changes in the client's condition to the relevant supervisor
- 10.3.11** complete client documentation where appropriate.

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary	Skills Demonstration	60%
	Assignments (2)	40%

11.1 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in a broad range of practical skills as described in the specific learning outcomes.

Candidates should be assessed completing a minimum of three practical tasks, with reference to the following elements:

Preparation and Implementation

Candidates will collect relevant materials and equipment and organise the area for each task, which should be carried out efficiently and in the appropriate order.

Communication

Each task should be discussed and agreed with the client. Candidates should communicate verbally and non-verbally with the client, and use appropriate interpersonal skills. Candidates should also demonstrate an ability to report on each task and respond to questions, as well as communicating effectively with other members of the healthcare team as appropriate.

Health and Safety Provision

Throughout each task, candidates should demonstrate an awareness and promotion of health and safety practices, including hygiene. The area should be left clean and tidy when each task is completed.

11.2 Assignments

The internal assessor will devise two briefs that require candidates to produce evidence demonstrating an understanding and application of a range of specific learning outcomes. Each assignment should focus on an aspect of client care, during a six week minimum period of work experience in a health care setting.

Evidence presented for each assignment should include reference to:

Needs of the Client

Candidates should outline the physical, emotional, social, intellectual and spiritual needs of the client, referring to needs that are being met, and those that are not.

Level of Assistance Required

Candidates should identify the level of assistance required for client(s). This will include an outline of practical skills, mechanical aids, and any assistance with social and communication needs.

Course of Action

Candidates will describe any appropriate action that they recommend to better meet the needs of the client(s). The description should show an awareness of and sensitivity to the needs of the client, and include client choice and involvement. The action described should take the following into account:

- privacy and dignity
- independence
- positive self image
- confidentiality

The assignments may be presented in a variety of media, for example written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1		Care Skills D20163 Skills Demonstration 60%
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Candidate Name: _____ **PPSN :** _____

Centre: _____ **Centre No:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<ul style="list-style-type: none"> • efficient preparation for and execution of each task 	15	
<ul style="list-style-type: none"> • effective communication with client(s) during each task 	15	
<ul style="list-style-type: none"> • clear ability to report and/or respond to questions, and communicate with other members of the healthcare team 	15	
<ul style="list-style-type: none"> • comprehensive understanding and implementation of health and safety requirements 	15	
Total Marks	60	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 2		Care Skills D20163 Assignments (2) 40%
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Candidate Name: _____ **PPSN :** _____

Centre: _____ **Centre No:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Assignment 1		
• comprehensive description of client(s) needs	5	
• accurate identification of assistance required	5	
• clear recommendations on an effective course of action to better meet client(s) needs	5	
• evidence of reflection as a result of 6 week work experience	5	
Subtotal	20	
Assignment 2		
• comprehensive description of clients needs	5	
• accurate identification of assistance required	5	
• clear recommendations on an effective course of action to better meet client(s) needs	5	
• evidence of reflection as a result of a 6 week work experience	5	
Subtotal	20	
TOTAL MARKS	40	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Glossary of Assessment Techniques

Assignment *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

FETAC Assessment Principles

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3** The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4** Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5** The reliability of assessment techniques is facilitated by providing support for assessors.
- 6** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7** To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8** Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9** Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.