



NATIONAL BOARD FOR TECHNICAL EDUCATION
PLOT 'B' BIDA ROAD, P. M. B.2239, KADUNA

NATIONAL OCCUPATIONAL STANDARD

GERIATRIC SOCIAL CARE

NOVEMBER, 2023

NATIONAL SKILLS QUALIFICATION

LEVEL 1

IN

BASIC GERIATRIC SOCIAL CARE

Course Overview

By doing this course, the learner will be equipped with the basic knowledge of older persons care and demonstrate understanding of attitudes and perceptions of older people, care delivery and their support system.

To gain this qualification at level 1 (Basic), learner will need to achieve 24 credit value of which 8 credit has to be from theory 16 credit from practical teaching session.

Key to evidence gathering methods

A recommended range of assessment methods has been identified which may be used for the units in this qualification. This gives opportunity for different learning styles and individual needs of learner to be taken into account.

- Direct observation with interactive sharing of cultural knowledge and experiences,
- Role playing, workshop on the use of language and perceptions of older persons.
- Oral and written questions,
- Short quizzes,
- Witness testimony
- Case studies,
- Projects,
- Assignments,
- Reflective accounts,
- Work product

Course Overview

This level 1 (Basic) in Geriatric Social Care certification is required for geriatric social caregiving anywhere in the private sector. The certified basic geriatric social caregiver could achieve public service employment after acquiring relevant qualification.

QUALIFICATION PURPOSE

This qualification is designed for individuals who are interested in developing a career in Geriatric Social Care.

QUALIFICATION REQUIREMENTS

Candidates must:

- a. Be at least 18 years of age
- b. Be medically fit
- c. Be physically fit
- d. Be mentally fit
- e. Have achieved all the mandatory units in the qualification

Note:

This is a 15-credit value qualification. To achieve this qualification; learners are required to achieve all credits value. Each Credit is equivalent to 10 Guided Learning Hours (GLH).

There is an optional unit.

QUALIFICATION OBJECTIVE

At the end of the qualification, the Basic Geriatric Social Caregiver should be able to:

- a. Communicate effectively in workplace
- b. Relate effectively in work environment
- c. Work as part of a multidisciplinary team
- d. Observe health and safety protocols
- e. Know Basic assistive devices
- f. Carryout Daily vital signs

Unit assessment requirements/evidence requirements:

Assessment must be carried out in real workplace environment in which learning and human development is carried out. Simulation is allowed in this unit and level.

Assessment methods to be used include:

1. Direct Observation (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Personal statement (PS) or Reflective Practice (RP)
5. Assignment (ASS)

GENERAL GUIDE

Unit Title	Provides a clear explanation of the content of the unit.
Unit Number	The unique number assigned to the unit
Unit Reference	The unique reference number given to each unit at qualification approval by NBTE
Unit Level	Denotes the level of the unit within the National Skills Qualifications Framework NSQF.
Unit Credit Value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours
Unit Purpose	Provides a brief outline of the unit content.
Learning Outcome	A statement of what a learner will know, understand or be able to do, as a result of learning process.
Assessment Criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit Assessment Guidance	Any additional guidance provided to support the assessment of the unit.
Unit Guided Learning Hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.

NATIONAL SKILLS QUALIFICATION

LEVEL 1: Basic Geriatric Social Care Training

Unit	Ref	Content	Remarks	Credit value	GLH
01	SCD/GSC/001/L1	Basic Communication in care settings	Mandatory	2	20
02	SCD/GSC/002/L1	Health and Safety in Care Settings- 1	Mandatory	2	20
03	SCD/ GSC /003/L1	Team work -1	Mandatory	2	20
04	SCD/ GSC /004/L1	Basic knowledge of the Ageing Process	Mandatory	3	30
05	SCD/ GSC /005/L1	Basic Knowledge of Legal and compliance issues of older persons	Mandatory	2	20
06	SCD/ GSC /006/L1	Common medical conditions of the older persons-1	Mandatory	2	20
07	SCD/ GSC /007/L1	Medication Management-1	Mandatory	2	20
08	SCD/GSC/008/L1	Basic Activities of Daily Living 1	Mandatory	3	30
009	SCD/GSC/009/L1	End-of-life care I	Mandatory	2	20
010	SCD/GSC/0010/L1	Soft skills I	Mandatory	2	20
011	SCD/GSC/0011/L1	Assistive Devices I	Optional	2	20
TOTAL				24	240

UNIT 001: BASIC COMMUNICATION IN CARE SETTINGS

Unit Reference: SCD/GSC/001/L1

Level: 1

Credit value: 2

GLH: 20

Unit Aim: To equip learners with the basic knowledge, competency and skills to effectively communicate with geriatric clients, their families, and care team to enhance the overall quality of care provided in geriatric social care settings.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective accounts (RA)

UNIT 001: BASIC COMMUNICATION IN CARE SETTINGS

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Understand the principles of effective communication in geriatric social care.	1.1	Identify key principles of effective communication e.g. <ul style="list-style-type: none"> • Respect and Dignity • Empathy • Use of appropriate language • Cultural sensitivity • Patience and time 								
	1.2	Describe the impact of effective communication e.g., <ul style="list-style-type: none"> • Enhances understanding • Builds trust • contribute to a positive care environment. 								
	1.3	Recognise barriers to effective communication in geriatric social care settings e.g. <ul style="list-style-type: none"> • cognitive impairments • language barriers • cultural differences 								
LO2: Understand and apply communication techniques of effective communication in geriatric social care settings	2.1	Explain communication techniques in geriatric social care settings eg <ul style="list-style-type: none"> • Respect for cultural differences • Active listening • Empathy and understanding • Clear and simple language 								
	2.2	Explain how these techniques support effective communication.								
		Explain communication styles in geriatric social care setting e.g. <ul style="list-style-type: none"> • Clear and simple • Empathetic Communication 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.			
	2.3	Demonstrate communication style to meet the needs of older clients.eg <ul style="list-style-type: none"> • Clear and simple language • Empathetic Communication 									
LO 3: Understand the importance of empathy and cultural sensitivity in communication.	3.1	Demonstrate empathy and cultural sensitivity in communication with older persons clients.									
	3.2	Explain the importance of considering the following in geriatric social care; <ul style="list-style-type: none"> • cultural background, • beliefs, and • values 									
	3.3	Use communication style approach to respect and accommodate cultural differences.									

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 002: HEALTH AND SAFETY IN CARE SETTINGS-1

Unit Reference: SCD/GSC/002/L1

Level: 1

Credit value: 2

GLH: 20

Unit Aim: To equip learners with the knowledge and skills necessary to create and maintain a safe and healthy environment for older adult, the geriatric social care team and the public.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 002: HEALTH AND SAFETY IN CARE SETTINGS-1

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.				
LO 1: Understand the importance of health and safety in geriatric social care	1.1	Explain the concept of health and safety in geriatric social care										
	1.2	Explain infection										
	1.3	Explain Hygiene <ul style="list-style-type: none"> • Personal • Workplace 										
	1.4	Identify emergencies and some incidents that may occur in geriatric social care setting.										
LO2: Understand the legal and regulatory requirements related to health and safety in geriatric social care settings	2.1	Explain the need for legal and regulatory requirements for health and safety in geriatric social care settings										
	2.2	Explain the importance of abiding by the Legal and regulatory framework										
	2.3	Mention the consequences of not abiding by the Legal and regulatory framework for safety in geriatric social care settings										
LO 3: Understand Risk Management in Geriatric Care Settings	3.1	Explain potential risks in maintaining a safe environment for geriatric social care settings e.g. <ul style="list-style-type: none"> • Fall hazards • Medication Errors • Abuse and Neglect 										
	3.2	Describe the procedures to be followed in emergencies that may occur in geriatric social care settings.eg <ul style="list-style-type: none"> • Assess the situation • Ensure personal safety • Activate emergency response • Follow established protocols 										

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Provide immediate assistance • Communicate and reassure. 									
	3.3	Identify areas for improvement to enhance health and safety practices.									
LO 4: Understand basic roles, responsibilities, and safety principles in working with older persons.	4.1	Explain the roles of level 1 geriatric social caregivers in ensuring safety while working in geriatric social care settings.									
	4.2	Describe the Standards that protect the health and safety of the older persons, caregivers and the public									
	4.3	Apply basic safety principles in protecting the older persons, caregivers and the public.									

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 003: TEAM WORK-1

Unit Reference: SCD/GSC/003/L1

Level: 1

Credit value: 2

GLH: 20

Unit Aim: To develop knowledge and skill necessary for effective collaboration and cooperation within a multi-disciplinary team in order to provide holistic care for older persons.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments,
5. Reflective accounts,
6. Recognition of Prior Learning (RPL)

UNIT 003: TEAM WORK-1

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO 1: Understand teamwork in geriatric social care	1.1	Explain the concept of teamwork in geriatric social care									
	1.2	Explain the importance of teamwork e.g. <ul style="list-style-type: none"> • Comprehensive care and communication • Emotional support • Continuous learning and improvement 									
	1.3	Describe the impact of teamwork on clients' outcomes in geriatric social care-e.g. <ul style="list-style-type: none"> • Improve quality • Improve safety • Improve efficiency 									
LO2: Understand the ethical and legal considerations related to teamwork	2.1	Apply ethical principles that guide geriatric social care team e.g. <ul style="list-style-type: none"> • Respect autonomy of older persons -right to make decisions and choices • Respect privacy and confidentiality of older adults seeking consent. • Demonstrate integrity • Show cultural sensitivity and respect values 									
	2.2	Explain the need for teamwork policies and regulations in geriatric social care									
	2.3	List professional codes of conduct for level 1 GSC practitioners relevant to teamwork in geriatric social care									
LO 3: Understand cultural diversity.	3.1	Explain cultural diversity within the geriatric social care team.									
	3.2	List different cultures in geriatric social care e.g.									

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.				
		<ul style="list-style-type: none"> • Indigenous culture • Religious culture 										
	3.3	Explain as a member of a team: <ul style="list-style-type: none"> • Motivation • Inspire others • Be accountable • Reliable 										

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 004: BASIC KNOWLEDGE OF THE AGEING PROCESS.

Unit Reference: SCD/GSC/004/L1

Level: 1

Credit value: 3

GLH: 30

Unit Aim: To equip learners with the appropriate attitude and understanding of basic natural physical, cognitive and psychological changes of ageing and to recognize and support in the management of common age-related health and social conditions of older persons.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments,
5. Reflective accounts,

UNIT 004: BASIC KNOWLEDGE OF THE AGEING PROCESS.

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO 1: Understand the ageing process, concept and its implications.	1.1	Explain the concept of ageing									
	1.2	Describe the natural ageing process: - Biological, - Physical, - Emotional									
	1.3	Explain the implications of the ageing process									
LO 2: Understand the basic concept, issues affecting older people and the negative stereotypes about older persons	2.1	Explain the concept of negative stereotypes about older people and its implications									
	2.2	Mention common old age-related health and social issues of older persons.									
	2.3	Describe how to manage common age-related health and social issues of older persons, e.g. - ageism - prejudices - discrimination of older persons which breaches their rights. - Drivers of older persons' vulnerability and abuse.									
	2.4	Explain the ethical and socio-cultural issues about ageing									
LO 3: Know geriatric social care settings	3.1	Explain the concept of geriatric social care settings									
	3.2	Mention geriatric social care settings: e.g. • Home care settings • Community care settings • Nursing home care settings									
	3.3	Describe the usage of different geriatric social care settings									

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 005: BASIC KNOWLEDGE OF LEGAL AND COMPLIANCE ISSUES IN THE CARE OF OLDER PERSONS

Unit Reference: SCD/GSC/005/L1

Level: 1

Credit value: 2

GLH: 20

Unit Aim: To equip learners with appropriate knowledge and competency on basic legal and compliance issues of older persons and care

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments,
5. Reflective accounts,

UNIT 005: BASIC KNOWLEDGE OF LEGAL AND COMPLIANCE ISSUES IN THE CARE OF OLDER PERSONS

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO 1: Understand the application of laws and policies in geriatric social care	1.1	Explain the need for Law and policies in geriatric social care setting:									
	1.2	Explain the application of laws policies, guidelines in geriatric social care									
	1.3	Identify basic compliance issues in geriatric social care									
LO 2: Understand Elder Abuse	2.1	Explain the concept of Elder Abuse									
	2.2	Identify types of Elder Abuse e.g. <ul style="list-style-type: none"> • Verbal • Financial • Physical • Psychological • Sexual 									
	2.3	Identify signs of abuse in older persons									
	2.4	Identify the effects of Elder Abuse on older persons									
LO 3: Understand Legal Procedure of Reporting Elder Abuse	3.1	Identify channels of reporting abuse of older persons									
	3.2	Explain how to Report Elder Abuse									
	3;2	Explain how to Stop Elder Abuse									

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
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EQA Signature (if sampled)

Date:

UNIT 006: COMMON MEDICAL CONDITIONS OF THE OLDER PERSONS-1

Unit Reference: SCD/GSC/006/L1

Level: 1

Credit value: 2

GLH: 20

Unit Aim: To equip learners with appropriate knowledge and competency in common medical conditions in older people.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments,
5. Reflective accounts,

UNIT 006: COMMON MEDICAL CONDITIONS OF THE OLDER PERSONS-1

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Know the multiple chronic conditions and ‘Red Flags’ in older people	1.1	Mention common medical conditions caregivers are likely to encounter with older people, e.g. <ul style="list-style-type: none"> • Hypertension • diabetes mellitus • dementia • delirium • arthritis • stroke • Falls 								
	1.2	Identify common signs and symptoms of medical conditions in older people: <ul style="list-style-type: none"> - Hypertension, - diabetes mellitus - dementia - delirium - chronic pain 								
	1.3	State the common danger signs (‘Red flags) in older people e.g. weakness, weight loss, fatigue, delirium, signs of dehydration and constipation, falls, depression, inappropriate polypharmacy, gait, inappropriate levels of blood pressure, pulse, respiration, blood sugars, etc.								
	1.4	Identify common intervention measures to deal with signs of Red Flags in older people								
LO 2: Understand normal and abnormal vital signs and blood sugar levels	2.1	Explain vital signs								
	2.2	Explain blood sugar levels								
	2.3	Identify normal and abnormal vital signs and blood sugar levels								
LO 3: Understand basic first Aid in	3.1	Explain basic first aid in geriatric social care e.g.								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
geriatric social care		<ul style="list-style-type: none"> • Evacuation from danger • Air way management • Breathing • Circulation 								
	3.2	Apply appropriate basic first aid to deal with Red Flags in older people								
	3.3	Explain 2-way referral to next level of care								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 007: MEDICATION MANAGEMENT-1

Unit Reference: SCD/GSC/007/L1

Level: 1

Credit value: 2

GLH: 20

Unit Aim: To equip learners with appropriate knowledge and competency to safely provide basic support to older persons in oral medication administration control non-compliance and adverse medication effects.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)

UNIT 007: MEDICATION MANAGEMENT-1

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand medication safety.	1.1	Identify some commonly prescribed drugs for older people								
	1.2	Identify the expiration date of the drugs								
	1.3	Recognize the frequency of use of the medication								
	1.4	Identify the method of drug administration.								
LO 2: Understand the common side effects and appropriate intervention in medication use for older person	2.1	Identify some common side effects of medication use in older persons e.g. <ul style="list-style-type: none"> • Dry mouth • Nausea or vomiting • Loss of appetite • Constipation • Increased risk of falls or balance problems • Blurred Vision • Difficulty in sleeping 								
	2.2	Advise the client to skip the medication								
	2.3	Report immediately to the health personnel								
LO:4: Understand inappropriate polypharmacy and its effect on Older Persons.	4.1	explain inappropriate polypharmacy in Older Persons								
	4.2	Report the situation to family members and health personnel								
	4.3	Administer ONLY prescribed medication from authorized health personnel								

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 008 BASIC ACTIVITIES OF DAILY LIVING-1

Unit Reference: SCD/GSC/008/L1

Level: 1

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge, attitude, skills and competency to support older persons with their Basic Activities of Daily Living

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments,
5. Reflective accounts,

UNIT 008: BASIC ACTIVITIES OF DAILY LIVING-1

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand Activities of Daily Living (ADL) and Instrumental activities of Daily Living (IADL) in Older Persons	1.1	Mention the basic Activities of Daily Living (ADL): <ul style="list-style-type: none"> • Bathing • Oral hygiene • Dressing and grooming • Eating • Ambulating • Toileting 								
	1.2	Mention the basic Instrumental Activities of Daily Living (IADL): <ul style="list-style-type: none"> • Feeding • Bed making • Housekeeping • Medication • Social activities • Grocery shopping • Meal preparation • Laundry and linen services • Finance management 								
	1.3	Identify steps involved in ADL								
LO 2: Understand basic components of Personalized Care Plan.	2.1	Explain the concept of Personalized Care Plan								
	2.2	Identify the basic components of Personalized Care Plan.								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type	Evidence Ref. Page No.
	2.3	State the importance of Personalized Care Plan		
LO:3: Understand principles of confidentiality, respect and sensitivity to older person while providing care.	3.1	Demonstrate how to maintain confidentiality of older persons		
	3.2	Demonstrate how to show respect while providing care to older persons		
	3.3	Demonstrate sensitivity to older persons feelings		
LO:4: Understand basic skills in communication, observation and documentation.	4.1	Explain basic communication skill.		
	4.2	Explain observation process.		
	4.3	State documentation procedure		

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 009: END-OF-LIFE CARE-1

Unit Reference: SCD/GSC/009/L1

Level: 1

Credit value: 2

GLH: 20

Unit Aim: To equip learners with appropriate knowledge, competency, attitude and skills on end-of-life process and provide basic support to older person and family members

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)

UNIT 009: END-OF-LIFE CARE-1

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO1: Understand the process and the sufferings of older person and family members at the end of life	1.1	Explain the concept of end-of-life Care									
	1.2	Identify sufferings of older person and family members at the end of life. E.g. <ul style="list-style-type: none"> • Pain • Anxiety 									
	1.3	Explain suffering of older person and family members at the end of life.eg <ul style="list-style-type: none"> • Pain • Anxiety 									
LO2: Understand appropriate approach to client (older person) and family members, to ensure adequate support at the End-of-Life Care	2.1	Demonstrate respect and care to family members' norms and traditions at end-of- life care.									
	2.2	Demonstrate respect to the wishes of care recipients and family members.									
	2.3	Demonstrate empathy to the clients and family members.									
LO3: Understand common interventions for alleviating suffering at the End-of-Life Care	3.1	Explain basic management of Pain at end-of-life care									
	3.2	Explain basic management of Anxiety at end-of-life care									
	3.3	Mention 'red flags' for referral to experts. E.g. <ul style="list-style-type: none"> • Irretractable pain • Irretractable Anxiety 									
LO4: Understand some basic	4.1	Mention basic documentation of the end of care recipient's condition.									

LEARNING OBJECTIVE (LO) The learner will:	PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
documentation, Ethical & Legal issues in EOL care									
	4.2	Mention interventions applied in end-of-life interventions.							
	4.3	Explain Healthcare proxy or Agent at End-of- Life							

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 010: SOFT SKILLS-1

Unit Reference: SCD/BGST/011/L1

Level: 1

Credit value: 2

GLH: 20

Unit Aim: To equip learners with appropriate knowledge, attitude, competency on soft skills essential for providing compassionate and effective social care to geriatric individual.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)

UNIT 010: SOFT SKILLS-1

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Know essential soft skills for geriatric social care	1.1	Explain soft skills in geriatric social care.								
	1.2	Identify soft skills in basic geriatric social care. E.g. <ul style="list-style-type: none"> • Empathy • Communication • Compassion • Teamwork • Cultural Sensitivity 								
	1.3	Describe soft skills in basic geriatric social care. E.g.: <ol style="list-style-type: none"> 1. Empathy 2. Communication 3. Compassion 4. Teamwork 5. Cultural Sensitivity 								
LO2: Understand team work in geriatric social care	2.1	Explain Teamwork in geriatric social care.								
	2.2	Mention functions of geriatric social care team. E.g.: <ul style="list-style-type: none"> • Nutrition • Hydration • Physical • Social • cognitive 								
	2.3	Describe functions of basic geriatric social team e.g.: <ul style="list-style-type: none"> • Assessment and care planning 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Information and Education • Management of health and social conditions 								
LO3: Understand Cultural Sensitivity in geriatric social care	3.1	Explain cultural sensitivity in geriatric social care.								
	3.2	Mention areas requiring unique cultural considerations in geriatric social care e.g.: <ul style="list-style-type: none"> • Language and Communication • Beliefs and Practices • Family Dynamics • End-of-Life Care 								
	3.3	Describe areas requiring unique cultural considerations in basic geriatric social care e.g.: <ol style="list-style-type: none"> 1. Language and Communication 2. Beliefs and Practices 3. Family Dynamics 4. End-of-Life Care 								

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 011: ASSISTIVE DEVICES -1

Unit Reference: SCD/GSC/012/L1

Level:1

Credit value: 2

GLH: 20

Unit Aim: To equip learners with appropriate knowledge, attitude and skills, to recognise basic Assistive Devices with the operational excellence they bring in older persons care

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)

UNIT 011: ASSISTIVE DEVICES -1

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Understand introduction of basic Communication Technology in Geriatric Social Care.	1.1	Explain basic Communication Technology in Geriatric social Care- any digital tool for sending and receiving information e.g.: <ul style="list-style-type: none"> • Telephone • Radio • Television 								
	1.2	Recognize common telephoning equipment in use in Geriatric Social Care.								
	1.3	Demonstrate putting ON and OFF of common telephoning equipment in use in Geriatric Social Care.								
LO2: Know how to apply basic Communication Technology in Geriatric Social Care.	2.1	Demonstrate use of phones for communication <ul style="list-style-type: none"> • Receiving and making calls • Receiving and Sending messages 								
	2.2	Use telephone communication (audio/video) with dementia caregivers among others.								
	2.3	Carry out preventive maintenance of handheld and any other telephoning equipment in common use in Geriatric Social Care.								
LO3: Understand introduction of Assistive Devices in Geriatric Social Care.	3.1	Identify Assistive Devices in Geriatric Social Care e.g.: Assistive Devices a). Mobility aids								

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		b). Medication management c). Personal emergency response systems (PERS) d). Assistive technology e). Adaptive equipment f). Hearing aids g) Visual aids								
	3.2	Identify the commonly used Assistive Devices in Geriatric Social Care e.g.: <ul style="list-style-type: none"> • Wheelchairs • Crutches • Prosthetic Limbs • Hearing Aids • Visual Aids 								
	3.3	Describe the commonly used Assistive Devices in Geriatric Social Care								
LO4: Know how to operate commonly used Assistive Devices in Geriatric Social Care.	4.1	Demonstrate putting ON and OFF of commonly used Assistive Devices in Geriatric Social Care e.g.: <ul style="list-style-type: none"> • Wheelchairs • Crutches • Prosthetic Limbs • Visual Aids • Hearing Aids 								
	4.2	Maintain commonly used Assistive Devices and Medical Aids in Geriatric Social Care e.g.: <ul style="list-style-type: none"> • Wheelchairs • Crutches • Prosthetic limbs 								

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Visual Aids • Hearing Aids 								
	4.3	Identify Assistive Devices not functioning.								
	4.3	Refer to experts any Assistive Device not functioning								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

NATIONAL SKILLS QUALIFICATION

LEVEL 2

GERIATRIC SOCIAL CARE ATTENDANT

Ref: SCD/GSC//L2

Course Overview

By doing this course, the learner will be equipped with the basic knowledge of older persons care and demonstrate understanding of attitudes and perceptions of older people, care delivery and their support system.

To gain this qualification at level 2 learner will need to achieve 27 credit value of which 9 credit has to be from theory 18 credit from practical teaching session.

Key to evidence gathering methods

A recommended range of assessment methods has been identified which may be used for the units in this qualification. This gives opportunity for different learning styles and individual needs of learner to be taken into account.

- Direct observation with interactive sharing of cultural knowledge and experiences,
- Role playing, workshop on the use of language and perceptions of older persons.
- Oral and written questions,
- Short quizzes,
- Witness testimony
- Case studies,
- Projects,
- Assignments,
- Reflective accounts,
- Work product

Course Overview

This level 2 in Geriatric Social Care certification is required for geriatric social caregiving anywhere in the private sector. The certified geriatric social care Attendant could achieve public service employment after acquiring necessary relevant qualification.

QUALIFICATION PURPOSE

This qualification is designed for individuals who are interested in developing a career in.

QUALIFICATION REQUIREMENTS

Candidates must:

- a. Be at least 18 years of age
- b. Be medically fit
- c. Be physically fit
- d. Be mentally fit
- e. Have achieved all the mandatory units in the qualification

Note:

This is a 27-credit value qualification. To achieve this qualification; learners are required to achieve all credits value. Each Credit is equivalent to 10 Guided Learning Hours (GLH).

There is an optional unit.

QUALIFICATION OBJECTIVE

At the end of the qualification, the Geriatric Social Care Attendant should be able to:

- a. Communicate effectively in workplace
- b. Relate effectively in work environment
- c. Work as part of a multidisciplinary team
- d. Observe health and safety protocols
- e. Know Basic assistive devices
- f. Carryout Daily vital signs

Unit assessment requirements/evidence requirements:

Assessment must be carried out in real workplace environment in which learning and human development is carried out. Simulation is allowed in this unit and level.

Assessment methods to be used include:

1. Direct Observation (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Personal statement (PS) or Reflective Practice (RP)
5. Assignment (ASS)
6. Recognition of Prior Learning (RPL)

GENERAL GUIDE

Unit Title	Provides a clear explanation of the content of the unit.
Unit Number	The unique number assigned to the unit
Unit Reference	The unique reference number given to each unit at qualification approval by NBTE
Unit Level	Denotes the level of the unit within the National Skills Qualifications Framework NSQF.
Unit Credit Value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours
Unit Purpose	Provides a brief outline of the unit content.
Learning Outcome	A statement of what a learner will know, understand or be able to do, as a result of learning process.
Assessment Criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit Assessment Guidance	Any additional guidance provided to support the assessment of the unit.
Unit Guided Learning Hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.

NATIONAL SKILLS QUALIFICATION

LEVEL 2 Geriatric Social Care Training

Unit	Ref	Content	Remarks	Credit value	GLH
01	SCD/GSC/001/L2	Communication in care settings-1	Mandatory	3	30
02	SCD/GSC/002/L2	Health and Safety-2	Mandatory	2	20
03	SCD/GSC /003/L2	Team work -2	Mandatory	3	30
04	SCD/GSC/004/L2	knowledge of the Ageing Process-1	Mandatory	3	30
05	SCD/GSC/005/L2	Legal and compliance issues of older persons-1	Mandatory	2	20
06	SCD/GSC/006/L2	Common medical conditions of the older persons-2	Mandatory	2	20
07	SCD/GSC/007/L2	Medication management-2	Mandatory	2	20
08	SCD/GSC/008/L2	Basic Activities of Daily Living-2	Mandatory	3	30
09	SCD/ GSC/009/L2	End-of-life care 2	Mandatory	2	20
10	SCD/GSC/010/L2	Soft skills 2	Mandatory	3	30
11	SCD/GSC/011/L2	Assistive Device 2	Optional	2	20
	Total			27	270

UNIT 001: COMMUNICATION IN CARE SETTINGS-1

Unit Reference: SCD/GSC/001/L2

Level: 2

Credit value: 3

GLH: 30

Unit Aim: To equip learners with the knowledge, competency and skills to effectively communicate with geriatric clients, their families, and care team to enhance the overall quality of care provided in geriatric social care settings.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective accounts (RA)
6. Recognition of Prior learning (RPL)

UNIT 001: COMMUNICATION IN CARE SETTINGS-1

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Understand the principles of effective communication in geriatric social care.	1.1	Identify key principles of effective communication e.g. <ul style="list-style-type: none"> • Active listening • Non-verbal communication 								
	1.2	Describe the impact of effective communication e.g., <ul style="list-style-type: none"> • improve clients' outcomes • enhance clients' satisfaction • contribute to a positive care environment. 								
	1.3	Recognise barriers to effective communication in geriatric social care settings e.g. <ul style="list-style-type: none"> • cognitive impairments • communication difficulties 								
LO2: Understand and apply communication techniques of effective communication in geriatric social care settings	2.1	Identify communication techniques in geriatric social care settings. <ul style="list-style-type: none"> • Non-verbal communications • Patience and time • Person -centered-approach • Visual aids and technology • Use open-ended questions • Collaborative communication 								
	2.2	Demonstrate Techniques for adapting communication to meet the needs of individuals with sensory impairments or communication difficulties.								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.				
	2.3	Explain how these techniques support effective communication.										
	2.4	Demonstrate communication styles to meet the needs of older clients. Clear and simple <ul style="list-style-type: none"> • Non- Verbal Communications • Active Listening • Cultural Sensitivity • Positive Enforcement 										
LO 3: Understand the importance of empathy and cultural sensitivity in communication.	3.1	Explain the importance of considering the followings in communication and giving care to older persons: <ul style="list-style-type: none"> • Cultural background, • Beliefs, • Values 										
	3.2	Demonstrate empathy in communication with older persons clients.										
	3.3	Demonstrate cultural sensitivity in communication with older persons clients.										

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Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 002: HEALTH AND SAFETY-2

Unit Reference: SCD/GSC/002/L2

Level: 2

Credit value: 2

GLH: 20

Unit Aim: To equip learners with the knowledge and skills necessary to create and maintain a safe and healthy environment for older adult, the geriatric social care team and the public.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 002: HEALTH AND SAFETY-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand the importance of health and safety in geriatric social care	1.1	Explain the concept of health and safety in geriatric social care								
	1.2	Explain the following in the geriatric social care setting: <ul style="list-style-type: none"> • Infective emergency • Accidents • Injuries • Other harmful incidents 								
	1.3	Explain personal and workplace hygiene								
	1.4	Identify emergencies and incidents that may occur in geriatric social care settings								
LO2: Understand the legal and regulatory requirements related to health and safety in geriatric social care settings	2.1	Identify legal and regulatory provisions for health and safety in geriatric social care settings								
	2.2	List health and safety Legal and regulatory Framework in geriatric social care in Nigeria e.g. <ul style="list-style-type: none"> • National Policy on Geriatric Social Care Quality Assurance (2023) • National Regulatory Framework and Standard Operating Procedures for Geriatric Social Care Agencies and Care Settings in Nigeria (2023) 								
	2.3	Explain the importance of abiding by the Legal and regulatory framework								
LO 3: Understand Risk Management in Geriatric Care Settings	3.1	Explain potential risks in maintaining a safe environment for geriatric social care settings e.g. <ul style="list-style-type: none"> • Medication Errors 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Abuse and Neglect • Infections • Wandering and elopement • Mental health issues 									
	3.2	Describe the procedures to be followed in emergencies that may occur in geriatric social care settings.eg <ul style="list-style-type: none"> • Have and understand emergency plan for the setting • Immediate Emergency communication to designated staff and emergency team (Fire safety and medical emergencies) • Secure Evacuation route and procedures • Shelter in place • Regular emergency equipment maintenance and test 									
	3.3	Identify areas for improvement to enhance health and safety practices.									

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 003: TEAM WORK-2

Unit Reference: SCD/GSC/003/L2

Level: 2

Credit value: 3

GLH: 30

Unit Aim: To develop knowledge and skill necessary for effective collaboration and cooperation within a multi-disciplinary team in order to provide holistic care for older persons.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments,
5. Reflective accounts,
6. Recognition of Prior Learning (RPL)

UNIT 003: TEAM WORK-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand teamwork in geriatric social care	1.1	Explain the concept of teamwork in geriatric social care								
	1.2	Recognise the importance of teamwork in geriatric social care e.g., fostering: <ul style="list-style-type: none"> • Comprehensive care • Quality assurance • Collaboration and communication/information sharing 								
	1.3	Describe the impact of teamwork in geriatric social care-e.g. <ul style="list-style-type: none"> • Promote coordination and person centered care. • Continuous learning and improvement • Enhanced problem solving • Continuity of care • Efficiency and resource 								
LO2: Understand the ethical and legal considerations related to teamwork	2.1	Apply ethical principles that guide geriatric social care team e.g. <ul style="list-style-type: none"> • Autonomy for older persons • Beneficence in care delivery • non maleficence by safety considerations • justice and equity in care • informed consent • legal compliant with applicable laws, regulations and guidelines • confidentiality and privacy 								
	2.2	Explain laws, regulations and policy guidelines governing geriatric social care team e.g. <ul style="list-style-type: none"> • Privacy and confidentiality, 								

LEARNING OBJECTIVE (LO) The learner will:	PERFORMANCE CRITERIA The learner can:	Evidence Type	Evidence Ref. Page No.
	<ul style="list-style-type: none"> • Informed consent requirements • Documentation standards. • Abuse by caregivers 		
2.3	List professional codes of conduct relevant to teamwork in geriatric social care		
LO 3: Understand cultural diversity.	3.1 Explain the influence of culture on geriatric social care team practices		
	3.2 Identify cultural diversity within the geriatric social care settings and teams.eg <ul style="list-style-type: none"> • Ethnicity • Language • Religious • Dietary • Customs and traditions • Communication styles 		
	3.3 Explain cultural diversity within the geriatric social care settings and teams.eg <ul style="list-style-type: none"> • Ethnicity • Language • Religious • Customs and traditions • Communication styles 		

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 004: KNOWLEDGE OF THE AGEING PROCESS-1

Unit Reference: SCD/GSC/004/L2

Level: 2

Credit value: 3

GLH: 30

Unit Aim: To equip learners with the appropriate attitude and understanding of natural physical, cognitive and psychological changes of ageing and to recognize and support in the management of common age-related health and social conditions of older persons.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 004: KNOWLEDGE OF THE AGEING PROCESS-1.

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.					
LO 1: Understand the ageing process, concept and its implications.	1.1	Explain the concept of ageing											
	1.2	Describe the natural ageing process: - Sensory changes - Cognitive changes - Psychological changes											
	1.3	Explain the implications of the ageing process: • Physical • Psychological • Social • Financial • Caregiving											
LO 2: Understand negative stereotypes with health and care issues affecting older adults.	2.1	Explain the concept of negative stereotypes about older people and its implications											
	2.2	Mention common age-related health and social issues of older persons.											
	2.3	Describe how to manage common age-related health and social issues of older persons, e.g. - Management of drivers of older persons, vulnerability and abuse.											
	2.4	Explain the ethical and socio-cultural issues about ageing											
	2.5	Explain person-centred care.											
LO 3: Know geriatric social care settings	3.1	Explain the concept of geriatric social care settings											
	3.2	Mention geriatric social care settings: • Institutional Care Setting											
	3.3	Describe the usage of different geriatric social care settings											

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.			
LO 4: Understand basic roles, responsibilities, ethical issues and safety principles in working with older persons.	4.1	Explain the roles and responsibilities of geriatric social caregivers									
	4.2	Describe the Standards that protect the health and safety of the older persons, caregivers and the public									
	4.3	Apply basic safety principles in protecting the older persons, caregivers and the public.									
	4.4	Demonstrate ethical issues involved while working with older people.									

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 005: LEGAL AND COMPLIANCE ISSUES IN THE CARE OF OLDER PERSONS- 1

Unit Reference: SCD/GSC/005/L2

Level:2

Credit value: 2

GLH: 20

Unit Aim: To equip learners with appropriate knowledge and competency on legal and compliance issues of older persons and geriatric social care

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 005: LEGAL AND COMPLIANCE ISSUES IN THE CARE OF OLDER PERSONS-1

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
Lo 1: Understand the application of laws and policies in geriatric social care	1.1	Identify basic laws in geriatric social care applied in Nigeria: <ul style="list-style-type: none"> • NSCC Act, 2017 • AU Protocol, 2016 • VAPP Act, 2015 								
	1.2	Identify basic policies in geriatric social care: <ul style="list-style-type: none"> • National Policy on Ageing, 2020 • National Strategic Health Development Plan, 2018-2022 (NSHDP-II, 2018-2022) 								
	1.3	Explain the application of the basic laws and policies in geriatric social care								
	1.4	Identify the implications of the basic laws and policies in geriatric social care								
	1.5	Explain basic compliance issues in geriatric social care e.g. <ul style="list-style-type: none"> • Licensing and Certification • Staffing requirements • Health and Safety regulations • Documentation and Record keeping • Abuse and neglect prevention • Quality assurance 								
	2.1	Explain the concept of Elder Abuse								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
Lo 2: Understand Elder Abuse	2.2	Describe types of Elder Abuse e.g. <ul style="list-style-type: none"> • Verbal • Financial • Physical • Psychological • Sexual 								
	2.3	Describe signs of abuse in older persons								
LO 3: Understand Legal Procedure of Reporting Elder Abuse	3.1	Explain reporting obligations and channels of reporting abuse of older persons e.g. <ul style="list-style-type: none"> • Who to report to, • Reporting process, • Mandatory reporting requirements. 								
	3;2	Describe how to Report Elder Abuse e.g. <ul style="list-style-type: none"> • Ensure safety • Document information • Identify reporting channels • Make the report • Maintain confidentiality • Follow legal requirements • Provide supporting evidence • Seek support 								
	3.3	Describe how to Stop Elder Abuse e.g. <ul style="list-style-type: none"> • Recognise the signs • Report the abuse • Encourage support networks 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> Raise awareness 								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 006: COMMON MEDICAL CONDITIONS OF THE OLDER PERSONS-2

Unit Reference: SCD/GSC/006/L2

Level:2

Credit value: 2

GLH: 20

Unit Aim: To equip learners with appropriate knowledge and competency in common medical conditions in older people.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 006: COMMON MEDICAL CONDITIONS OF THE OLDER PERSONS-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.					
LO 1: Know the multiple chronic conditions and ‘Red Flags’ in older people.	1.1	Describe the multiple chronic conditions in older people.										
	1.2	Define common medical conditions caregivers are likely to encounter with older people, e.g. <ul style="list-style-type: none"> • Hypertension • diabetes mellitus • dementia • delirium • arthritis • stroke 										
	1.3	Describe common signs and symptoms of medical conditions in older people: <ul style="list-style-type: none"> - Hypertension, - diabetes mellitus, - dementia, - delirium and chronic pain 										
	1.4	Explain the common danger signs (‘Red flags) on older people e.g. weakness, weight loss, fatigue, delirium, signs of dehydration and constipation, falls, depression, inappropriate polypharmacy, gait, inappropriate levels of blood pressure, pulse, respiration, blood sugars.										
	1.5	Determine common intervention measures to deal with signs of Red Flags in older people										
LO 2: Understand normal and abnormal vital signs and blood sugar levels	2.1	Describe vital signs										
	2.2	Describe blood sugar levels										
	2.3	Explain normal and abnormal vital signs and blood sugar levels										

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 3: Understand basic first Aid in geriatric social care	3.1	Explain basic first aid in geriatric social care e.g. <ul style="list-style-type: none"> • Evacuation from danger • Air way management • Breathing • Circulation 								
	3.2	Describe appropriate application of basic first aid that deal with Red Flags in older people								
	3.3	Discuss 2-way referral to next level of care								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signer (if sampled)	Date:

UNIT 007: Medication Management-2

Unit Reference: SCD/GSC/007/L2

Level:2

Credit value: 2

GLH: 20

Unit Aim: To equip learners with appropriate knowledge and competency to safely provide basic support to older persons in oral medication administration control non-compliance and adverse medication effects.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 007: MEDICATION MANAGEMENT-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand medication safety.	1.1	Ascertain the name of the drug								
	1.2	Explain the expiration date of the drug								
	1.3	Identify the frequency of use of the medication								
	1.4	Identify the methods of drug administration.								
LO 2: Understand the common side effects and appropriate intervention in medication use for older person	2.1	Identify some common side effects of medication use in older persons e.g. <ul style="list-style-type: none"> • Dizziness • Drowsiness • Diarrhoea • Itching • Skin Rashes • low blood pressure • low blood sugar • vomiting • Respiratory distress • Delirium 								
	2.2	Educate and inform the client on the potential side effects of their medications								
	2.3	Regular follow-up with clients on medications compliance issues								
	2.4	Collaborate with other team members pharmacists or geriatricians								
LO:4:	4.1	Identify inappropriate polypharmacy in Older Persons								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
Understand inappropriate polypharmacy and its effect on Older Persons.	4.2	Collaborate with relevant geriatric social care team members pharmacist or geriatricians for regular review of medications								
	4.3	Report suspected medication side effects to health professionals for possible emergency reviews								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 008: BASIC ACTIVITIES OF DAILY LIVING-2

Unit Reference: SCD/GSC/008/L2

Level:2

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge, attitude, skills and competency to support older persons with their Basic Activities of Daily Living

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 008: BASIC ACTIVITIES OF DAILY LIVING-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Understand Activities of Daily Living (ADL) in older person	1.1	Explain basic Activities of Daily Living (ADL):								
	1.2	describe the procedures of ADL								
	1.3	Demonstrate ADL								
LO2 Understand Instrumental activities of Daily Living (IADL) in Older Persons	2.1	Explain the basic Instrumental Activities of Daily Living (IADL): <ul style="list-style-type: none"> • Feeding • Bed making • Housekeeping • Medication • Social activities • Grocery shopping • Meal preparation • Laundry and linen services • Finance management 								
	2.2	Describe the importance IADL								
	2.3	Differentiate between ADL and IADL								
LO3: Understand basic components of Personalized Care Plan.	3.1	Explain Personalized Care Plan in geriatric social care.								
	3.2	Identify the basic components of Personalized Care Plan.eg <ul style="list-style-type: none"> • Assessment 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
		<ul style="list-style-type: none"> • Goal setting • Care Coordination Team • Individualized Interventions • Medication management • Emotional and social support • Regular evaluation and updates 									
	3.3	State the importance of Personalized Care Plan									
LO4: Understand principles of confidentiality, respect and sensitivity to older person while providing care.	4.1	Demonstrate confidentiality and respect of privacy of older persons									
	4.2	Demonstrate how to seek their input in decision - making process while providing care to older persons									
	4.3	Demonstrate sensitivity to older persons unique needs while providing care.									
	4.4	Demonstrate sensitivity to older persons challenges while providing care.									
	4.5	Demonstrate sensitivity to older persons vulnerabilities while providing care.									

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 5: Understand basic skills in communication, observation and documentation.	5.1	Mention basic communication skills: <ul style="list-style-type: none"> • Effective listening (Active listening and asking open ended questions) • empathy and • clear verbal and nonverbal communication. 								
	5.2	Mention basic observation skills paying attention to changes in: <ul style="list-style-type: none"> • behavior • mood • physical condition. 								
	5.3	Mention basic documentation skills: e.g. <ul style="list-style-type: none"> • maintaining confidentiality • Accurate recording of essential information 								

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 009: END-OF-LIFE CARE-2

Unit Reference: SCD/GSC/009/L2

Level:2

Credit value: 2

GLH: 20

Unit Aim: To equip learners with appropriate knowledge, competency, attitude and skills on end-of-life process and provide basic support to older person and family members

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 009: END-OF-LIFE CARE-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO1: Understand the process and the sufferings of older person and family members at the end of life	1.1	Describe the concept of end-of-life Care									
	1.2	Recognize the end-of-life events									
	1.4	describe suffering of older person and family members at the end of life.eg <ul style="list-style-type: none"> • Pain • Anxiety 									
LO2: Understand appropriate approach to client (older person) and family members, to ensure adequate support at the End-of-Life Care	2.1	Demonstrate respect and care to family members' norms and traditions during end-of-life care.									
	2.2	Demonstrate respect to the wishes of care recipients and family members.									
	2.3	Demonstrate empathy to the clients and family members.									
LO3: Understand common interventions for alleviating suffering at the End-of-Life Care	3.1	Explain basic management of Pain at end-of-life care									
	3.2	Explain basic management of Anxiety at end-of-life care									
	3.3	Identify 'Red flags' at end-of-Life Care									
	3.4	Mention 'red flags' for referral to experts. E.g. <ul style="list-style-type: none"> • Increased weakness, fatigue or frailty • Lack of response to treatment • Social withdrawal and isolation • Increased frequency of falls 									

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO4: Understand basic documentation, Ethical & Legal issues in EOL care	4.1	Mention basic documentation of the end-of-life care recipient's condition.								
	4.2	Mention Advance directives e.g. <ul style="list-style-type: none"> • Living wills • Durable power of attorney for healthcare 								
	4.3	Recognise and respect cultural beliefs, values and practices in geriatric social care.								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 010: SOFT SKILLS-2

Unit Reference: SCD/GSC/010/L2

Level:2

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge, attitude, competency on soft skills essential for providing compassionate and effective social care to geriatric individual.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 010: SOFT SKILLS-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Know essential soft skills for geriatric social care	1.1	Explain soft skills in geriatric social care.								
	1.2	Identify soft skills in geriatric social care. E.g. <ul style="list-style-type: none"> • Empathy • Communication • Compassion • Teamwork • Cultural Sensitivity • Professionalism 								
	1.3	Describe soft skills in basic geriatric social care. E.g.: <ol style="list-style-type: none"> 1. Empathy 2. Communication 3. Compassion 4. Teamwork 5. Cultural Sensitivity 6. Professionalism 								
LO2: Understand empathy in geriatric social care	2.1	Explain empathy in geriatric social care.								
	2.2	Mention functions of empathy in geriatric social care. E.g.: <ul style="list-style-type: none"> • Building trust and rapport • Meeting emotional needs • Supporting decision making 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Promoting dignity and respect. • Reducing isolation and loneliness • Improving quality of care 								
	2.3	Describe functions of empathy in geriatric social. e.g.: <ul style="list-style-type: none"> • Building trust and rapport • Meeting emotional needs • Supporting decision making 								
LO3: Understand Cultural Sensitivity in geriatric social care	3.1	Explain cultural sensitivity in geriatric social care.								
	3.2	Mention some areas requiring unique cultural considerations in geriatric social care e.g.: <ul style="list-style-type: none"> • Language and Communication • Beliefs and Practices • Family Dynamics • End-of-Life Care 								
	3.3	Describe some areas requiring unique cultural considerations in basic geriatric social care e.g.: <ol style="list-style-type: none"> 1. Language and Communication. 2. Beliefs and Practices 3. Family Dynamics 4. End-of-Life Care 								

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 011: ASSISTIVE DEVICES-2

Unit Reference: SCD/GSC/011/L2

Level:2

Credit value: 2

GLH: 20

Unit Aim: To equip learners with appropriate knowledge, attitude and skills, to recognise basic communication technology and Assistive Devices with the operational excellence they bring in older persons care

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 011: Assistive Devices-2

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Understand introduction of Communication Technology in Geriatric Social Care.	1.1	Explain Communication Technology in Geriatric social Care e.g.: <ul style="list-style-type: none"> • Internet • e-Mails • Social media • Online educational resources 								
	1.2	Recognize common social media handles for use in Geriatric Social Care setting. E.g. <ul style="list-style-type: none"> • Facebook • WhatsApp 								
	1.3	Identify the uses of social media in Geriatric Social Care.eg <ul style="list-style-type: none"> • Facebook • WhatsApp 								
LO2: Understand introduction of Assistive Devices in Geriatric Social Care.	2.1	Identify Assistive Devices in Geriatric Social Care e.g.: <p>Assistive Devices</p> a) Mobility aids b) Medication management c) Safety Alarms- Personal emergency response systems (PERS) d) Assistive Technology- Communications/Social connection e) Adaptive equipment								

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		f) Hearing aids g) Visual aids h) Memory aids								
	2.2	Identify the commonly used Assistive Devices in Geriatric Social Care e.g.: <ul style="list-style-type: none"> • Walkers • canes • Glasses and Contact lenses • Prosthetic Limbs • Communication devices 								
	2.3	Describe the commonly used Assistive Devices in Geriatric Social Care								
LO3: Know how to operate commonly used Assistive Devices in Geriatric Social Care.	3.1	Demonstrate basic operations of commonly used Assistive Devices in Geriatric Social Care e.g.: <ul style="list-style-type: none"> • Walkers • canes • Glasses and Contact lenses • Prosthetic Limbs • Communication devices 								
	3.2	Maintain commonly used Assistive Devices and Medical Aids in Geriatric Social Care e.g.: <ul style="list-style-type: none"> • Walkers • canes • Glasses and Contact lenses • Prosthetic Limbs • Communication devices 								

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	3.3	Identify Assistive Devices not functioning.								
	3.3	Refer to experts any Assistive Device not functioning								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

NATIONAL SKILLS QUALIFICATION

LEVEL 3

GERIATRIC SOCIAL CARE OFFICER 2

Ref: SCD/GSC/L3

Course Overview

By doing this course, the learner will be equipped with the knowledge of older persons care and demonstrate understanding of attitudes and perceptions of older people, care delivery and their support system.

To gain this qualification at level 3 learner will need to achieve 33 credit value of which 10 credit has to be from theory 22 credit from practical teaching session.

Key to evidence gathering methods

A recommended range of assessment methods has been identified which may be used for the units in this qualification. This gives opportunity for different learning styles and individual needs of learner to be taken into account.

- Direct observation with interactive sharing of cultural knowledge and experiences,
- Role playing, workshop on the use of language and perceptions of older persons.
- Oral and written questions,
- Short quizzes,
- Witness testimony
- Case studies,
- Projects,
- Assignments,
- Reflective accounts,
- Work product

Course Overview

This level 3 in Geriatric Social Care certification is required for geriatric social caregiving anywhere in the private sector. The certified Geriatric Social Care Officer- 2 could achieve public service employment after acquiring necessary relevant qualification.

QUALIFICATION PURPOSE

This qualification is designed for individuals who are interested in developing a career in Geriatric Social Care.

QUALIFICATION REQUIREMENTS

Candidates must:

- a. Be at least 18 years of age
- b. Be medically fit
- c. Be physically fit

- d. Be mentally fit
- e. Have achieved all the mandatory units in the qualification

Note:

This is a 33-credit value qualification. To achieve this qualification; learners are required to achieve all credits value. Each Credit is equivalent to 10 Guided Learning Hours (GLH).

There is an optional unit.

QUALIFICATION OBJECTIVE

At the end of the qualification, the Geriatric Social Care Officer 2 should be able to:

- a. Communicate effectively in workplace
- b. Relate effectively in work environment
- c. Work as part of a multidisciplinary team
- d. Observe health and safety protocols
- e. Know and Operate Assistive Devices
- f. Carryout Daily vital signs monitoring and documentation

Unit assessment requirements/evidence requirements:

Assessment must be carried out in real workplace environment in which learning and human development is carried out. Simulation is allowed in this unit and level.

Assessment methods to be used include:

1. Direct Observation (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Personal statement (PS) or Reflective Practice (RP)
5. Assignment (ASS)
6. Recognition of Prior Learning (RPL)

GENERAL GUIDE

Unit Title	Provides a clear explanation of the content of the unit.
Unit Number	The unique number assigned to the unit
Unit Reference	The unique reference number given to each unit at qualification approval by NBTE
Unit Level	Denotes the level of the unit within the National Skills Qualifications Framework NSQF.
Unit Credit Value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours
Unit Purpose	Provides a brief outline of the unit content.
Learning Outcome	A statement of what a learner will know, understand or be able to do, as a result of learning process.
Assessment Criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit Assessment Guidance	Any additional guidance provided to support the assessment of the unit.
Unit Guided Learning Hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.

NATIONAL SKILLS QUALIFICATION

LEVEL 3 Geriatric Social Care Training

Unit	Ref	Content	Remarks	Credit value	GLH
01	SCD/GSC/001/L3	Communication in care settings-2	Mandatory	2	20
02	SCD/GSC/002/L3	Health and Safety -3	Mandatory	2	20
03	SCD/ GSC/003/L3	Team work -3	Mandatory	2	20
04	SCD/GSC/004/L3	Knowledge of Gerontology and Geriatrics-1	Mandatory	3	30
05	SCD/GSC/005/L3	Legal issues of older persons-1	Mandatory	3	30
06	SCD/GSC/006/L3	Medical conditions of the older persons-2	Mandatory	3	30
07	SCD/GSC/007/L3	Basic Care Settings	Optional	3	30
08	SCD/GSC/008/L3	Medication management-3	Mandatory	3	30
09	SCD/GSC/009/L3	Activities of Daily Living-1	Mandatory	3	30
10	SCD/GSC/010/L3	End-of-life care 3	Mandatory	3	30
11	SCD/GSC/011/L3	Soft Skills 3	Mandatory	3	30
12	SCD/GSC/013/L3	Assistive Devices 3	Mandatory	3	30
	Total			33	330

UNIT 001: COMMUNICATION IN CARE SETTINGS-2

Unit Reference: SCD/GSCTT/001/L3

Level: 3

Credit value: 2

GLH: 20

Unit Aim: To equip learners with the knowledge, competency and skills to effectively communicate with geriatric clients, their families, and care team to enhance the overall quality of care provided in geriatric social care settings.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective accounts (RA)
6. Recognition of Prior learning (RPL)

UNIT 001: COMMUNICATION IN CARE SETTINGS-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Understand the principles of effective communication in geriatric social care.	1.1	Demonstrate effective communication e.g. <ul style="list-style-type: none"> • Active listening • Empathy • Non-verbal communication • Use of appropriate language 								
	1.2	Discuss the impact of effective communication e.g., <ul style="list-style-type: none"> • Clear and concise communication • improve clients' outcomes • enhance clients' satisfaction • contribute to a positive care environment. 								
	1.3	Recognise barriers to effective communication in geriatric social care settings e.g. <ul style="list-style-type: none"> • sensory impairments • cognitive impairments • language barriers • cultural differences • communication difficulties 								
LO2: Understand and apply communication techniques and principles of effective communication in geriatric social care settings	2.1	Demonstrate communication techniques in geriatric social care settings. <ul style="list-style-type: none"> • Use of visual aids • Individualization • Regular Feedback and evaluation 								
	2.2	Demonstrate Techniques for adapting communication to meet the needs of individuals with sensory impairments or communication difficulties.								

LEARNING OBJECTIVE (LO) The learner will:	PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	2.3	Supervise the effective communication and promote person-centered care.							
	2.4	Demonstrate communication style to meet the needs of older clients.							
LO 3: Understand the importance of empathy and cultural sensitivity in communication in geriatric social care settings	3.1	Demonstrate empathy and cultural sensitivity in communication with older persons clients.							
	3.2	Discuss the importance of considering the cultural background, beliefs, and values of older clients when communicating and providing care.							
	3.3	Select communication style and approach to respect and accommodate cultural differences.							

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 002: HEALTH AND SAFETY-3

Unit Reference: SCD/GSC/002/L3

Level: 3

Credit value: 2

GLH: 20

Unit Aim: To equip learners with the knowledge and skills necessary to create and maintain a safe and healthy environment for older adult, the geriatric social care team and the public.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 002: HEALTH AND SAFETY-3

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand the importance of health and safety in geriatric social care	1.1	Discuss the concept of health and safety in geriatric social care								
	1.2	Demonstrate infection control practices and their application in geriatric social care settings								
	1.3	Explain Water, Sanitation and Hygiene (WASH) concept in geriatric social care setting								
	1.4	Supervise the response to emergencies and incidents that may occur in geriatric social care settings								
LO2: Understand the legal and regulatory requirements related to health and safety in geriatric social care settings	2.1	Differentiate the legal and regulatory requirements for health and safety in geriatric social care settings								
	2.2	Discuss health and safety Legal and regulatory Framework in geriatric social care: <ul style="list-style-type: none"> • National Policy on Geriatric Social Care Quality Assurance (2023) • National Regulatory Framework and Standard Operating Procedures for Geriatric Social Care Agencies and Care Settings in Nigeria (2023) • National Benchmark and Minimum Standards in Curricula for Training Geriatric Social Caregivers for Certification in Nigeria (2023) • National Guidelines on Assessments of Identified Geriatric 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.			
		Social Care Settings, Minimum Staffing and Core Competency, Requirements for Training Providers and Care Agencies Operators for Certification in Nigeria (2023)									
LO 3: Understand the importance of continuous improvement and learning from incidents to enhance safety practices	2.3	Supervise preventive measures to mitigate risks and promote safe environment.									
	3.1	Discuss the importance of risk assessment in maintaining a safe environment for geriatric social care settings									
	3.2	Discuss the importance of risk management in maintaining a safe environment for geriatric social care settings									
	3.3	Supervise procedures and protocols to be followed in emergencies and incidents that may occur in geriatric social care settings.									
	3.4	Implement strategies to enhance health and safety practices.									
	3.5	Control potential hazards that may pose risks to the health and safety of older adults, care teams and the public.									
	3.5	Supervise effective communication with the care team regarding health and safety concerns and promote a culture of safety									

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 003: TEAM WORK

Unit Reference: SCD/GSC/004/L3

Level: 3

Credit value: 2

GLH: 20

Unit Aim: To develop knowledge and skill necessary for effective collaboration and cooperation within a multi-disciplinary team in order to provide holistic care for older persons.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments,
5. Reflective accounts,
6. Recognition of Prior Learning (RPL)

UNIT 003: TEAM WORK

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO 1: Understand the importance of teamwork in geriatric social care	1.1	Discuss the concept of teamwork in geriatric social care									
	1.2	Discuss the importance of teamwork e.g. Recognise the importance of teamwork in geriatric social care e.g., fostering: <ul style="list-style-type: none"> Professional development Shared decision making Enhanced problem solving 									
	1.3	Discuss the impact of teamwork on clients' outcomes in geriatric social care-e.g. <ul style="list-style-type: none"> Promote coordination and person centered care. Improve quality Improve safety Improve efficiency 									
LO2: Understand the ethical and legal considerations related to teamwork	2.1	Apply ethical principles and standards that guide geriatric social care e.g. <ul style="list-style-type: none"> Autonomy Beneficence non maleficence justice 									
	2.2	Discuss laws, regulations and policies governing geriatric social care e.g. <ul style="list-style-type: none"> Privacy and confidentiality, Informed consent requirements Documentation standards. 									
	2.3	Apply professional codes of conduct relevant to teamwork. E.g.									

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Respect for each team member • Communication including effective sharing of information • Collaboration • Professionalism adhering to relevant laws, regulations and policies • Adherence to ethical principles and standards • Continuous learning to enhance their knowledge and skills • Active Conflict resolution within the team in a constructive manner. 								
LO 3: Understand cultural diversity and develop leadership and followership skills	3.1	Discuss cultural diversity within the geriatric social care context. <ul style="list-style-type: none"> • Respect and value different cultural backgrounds • beliefs • practices. 								
	3.2	Explain organizational Culture in the geriatric social care setting								
	3.4	Demonstrate as a member of the geriatric social care team, positive organizational culture on the followings: <ul style="list-style-type: none"> • Motivation • Inspiration • Delegation of tasks • Provision of constructive feedback • Accountability • Reliability 								

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 004: KNOWLEDGE OF THE AGEING PROCESS-3.

Unit Reference: SCD/GSC/004/L3

Level: 3

Credit value: 3

GLH: 30

Unit Aim: To equip learners with the appropriate attitude and knowledge to understand natural physical, cognitive and psychological changes of ageing and to recognize and support in the management of age-related health and social conditions of older persons.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 004: KNOWLEDGE OF THE AGEING PROCESS-3

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand the ageing process, concept and its implications.	1.1	Discuss the concept of ageing								
	1.2	Differentiate the natural ageing process: - biological, - physical, - social - cognitive and - psychological changes of ageing.								
	1.3	Discuss the implications of the ageing process in geriatric social care								
LO 2: Understand the concept of issues affecting older people and the negative stereotypes about older persons	2.1	Discuss the concept of negative stereotypes about older people								
	2.2	Describe the implications of negative stereotypes about old people								
	2.3	Explain age-related health and social issues of older persons.								
	2.4	Discuss managing common age-related health and social issues of older persons: - Physical health - Mental health - Social support and community engagement - Financial insecurity - legal assistance - Age friendly environment - Social isolation and loneliness - Advocacy and empowerment - ageism - prejudices - discrimination of older persons which breach their rights.								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		- Drivers of older persons,' vulnerability and abuse.								
	2.5	Discuss the ethical and socio-cultural issues about ageing								
	2.6	Discuss the concept of person-centred care giving.								
	2.7	Explain the importance of person-centred care giving.								
LO3: Know geriatric social care settings	3.1	Discuss the concept of geriatric social care settings								
	3.2	Explain geriatric social care settings: <ul style="list-style-type: none"> • Home based care settings <ul style="list-style-type: none"> - Domiciliary Care - supportive society - shared lives - Assisted Living Communities - Hospice • Institutional care homes <ul style="list-style-type: none"> - short-term rehabilitation - long-term care - Skilled Nursing Home /Assisted Living • Active Centers <ul style="list-style-type: none"> - Model Senior Care Center - Active Older Persons Care Centers - Community Seniors Day Center, 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	3.3	Discuss the usage of different geriatric social care settings								
LO 4: Understand basic roles, responsibilities, ethical issues and safety principles in working with older persons.	4.1	Assign the roles and responsibilities of geriatric social caregivers								
	4.2	Discuss the Standards that protect the health and safety of the older persons, caregivers and the public								
	4.3	Supervise basic safety principles in protecting the older persons, caregivers and the public.								
	4.4	Apply ethical issues involved while working with older people.								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

**UNIT 005: LEGAL AND COMPLIANCE ISSUES IN THE CARE OF OLDER PERSONS-
2**

Unit Reference: SCD/GSC/005/L3

Level:3

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge and competency on basic legal issues of older persons and geriatric social care

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (AS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

**UNIT 005: LEGAL AND COMPLIANCE ISSUES IN THE CARE OF OLDER PERSONS-
2**

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
Lo 1: Understand the application of laws and policies in geriatric social care	1.1	Discuss the basic laws in geriatric social care: <ul style="list-style-type: none"> • NSCC Act, 2017 • AU Protocol, 2016 • VAPP Act, 2015 								
	1.2	Discuss the basic policies in geriatric social care: <ul style="list-style-type: none"> • National Policy on Ageing, 2020 • National Strategic Health Development Plan, 2018-2022 (NSHDP-II, 2018-2022) 								
	1.3	Apply laws and policies in geriatric social care								
	1.4	Discuss the implication of the basic laws and policies in geriatric social care								
	1.5	Explain basic compliance issues in geriatric social care e.g. <ul style="list-style-type: none"> • Licensing and Certification • Staffing requirements • Health and Safety regulations • Documentation and Record keeping • Abuse and neglect prevention • Quality assurance 								
	1.5	Identify the Laws, Policies, Regulations and Guidelines that impact Geriatric Social Caregivers, Care Settings, Care								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		Agencies, Caregivers Training Agencies and Facilities e.g. <ul style="list-style-type: none"> • National Policy on Geriatric Social Care Quality Assurance (2023) • National Regulatory Framework and Standard Operating Procedures for Geriatric Social Care Agencies and Care Settings in Nigeria (2023) • National Benchmark and Minimum Standards in Curricula for Training Geriatric Social Caregivers for Certification in Nigeria (2023) • National Guidelines on Assessments of Identified Geriatric Social Care Settings, Minimum Staffing and Core Competency, Requirements for Training Providers and Care Agencies Operators for Certification in Nigeria (2023) 								
	1.6	Discuss issues with non-Compliance in geriatric social care								
Lo 2: Understand Elder Abuse	2.1	Discuss the concept of Elder Abuse								
	2.2	Differentiate types of Elder Abuse e.g. <ul style="list-style-type: none"> • Verbal • Financial 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Physical • Psychological • Sexual 								
	2.3	Discuss signs of abuse in older persons								
	2.4	State the effect of Abuse on older persons								
L.O 3: Understand Legal Procedure of Reporting Elder Abuse	3.1	Demonstrate channels of reporting abuse of older persons								
	3.2	Describe how to Stop Elder Abuse e.g. <ul style="list-style-type: none"> • Recognise the signs • Report the abuse • strengthen legal protections • Encourage support networks • Enhance caregiver training • Support Research and Data • Raise awareness 								
	3.3	Report Elder Abuse to supervisor								

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 006: MEDICAL CONDITIONS OF THE OLDER PERSONS-2

Unit Reference: SCD/GSC/006/L3

Level:3

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge and competency in prevention, promotion, recognizing common medical conditions and signs of decline in older people to effectively provide services to support them live as comfortably, safely and independently as possible.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 006: MEDICAL CONDITIONS OF THE OLDER PERSONS-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Know the multiple chronic conditions and ‘Red Flags’ in older people.	1.1	Discuss the multiple chronic conditions in older people.								
	1.2	Identify common medical conditions caregivers are likely to encounter with older people, e.g. <ul style="list-style-type: none"> • Cardiovascular diseases • Hypertension • Stroke • Respiratory diseases • Diabetes mellitus • Depression • Anxiety • Visual impairment • Hearing impairment • Chronic pain • Dementia • Delirium • Arthritis • Osteoporosis/Falls 								
	1.3	Describe common signs and symptoms of medical conditions in older people: <ul style="list-style-type: none"> - Hypertension, - diabetes mellitus, - dementia, - delirium - chronic pain - Falls 								
	1.4	Explain the common danger signs (‘Red flags) on older people e.g. weakness, weight loss, fatigue, delirium, difficulty in breathing, Chest pain, signs of dehydration and constipation, falls, Bleeding or bruises, depression, inappropriate polypharmacy, gait,								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		inappropriate levels of blood pressure, pulse, blood sugars, etc.								
	1.5	Discuss common intervention measures to deal with signs of Red Flags in older people								
LO 2: Understand normal and abnormal vital signs and blood sugar levels	2.1	Identify vital signs e.g. <ul style="list-style-type: none"> • Blood Pressure • Heart Rate • Respiratory Rate • Temperature • Oxygen Saturation • Pain assessment 								
	2.2	Discuss the risk from high blood pressure in older adults e.g. <ul style="list-style-type: none"> • Bleeding • Organ damage • Heart related complications • Stroke • Kidney disease • eye problems • Cognitive decline 								
	2.3	Discuss normal and abnormal vital signs and blood sugar levels								
	2.4	Explain what can help maintain normal blood sugar levels in older adults: <ul style="list-style-type: none"> • Healthy foods • Regular physical exercise • Medication management • Regular blood sugar monitoring • Weight management 								
LO 3: Understand basic first Aid in geriatric social care	3.1	Describe first aid intervention in geriatric social care e.g. <ul style="list-style-type: none"> • Assess the situation • Evacuation from danger • Call for help • Provide comfort 								

LEARNING OBJECTIVE (LO) The learner will:	PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	<ul style="list-style-type: none"> • Air way management • Breathing • Circulation • Treat shock • Be aware of medications and medical conditions • Document and report 								
3.2	Discuss appropriate application of first aid to deal with Red Flags in older people								
3.3	Explain the 2-way referral in the context of geriatric social care								
3.4	Discuss the 2-way referral in geriatric social care e.g. <ul style="list-style-type: none"> • Referral from primary care services provider • Referral criteria • Referral documentation • Referral coordination • Receiving care provider • Feedback communications • Continuity of care 								

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 007: CARE SETTINGS-1

Unit Reference: SCD/GSC/007/L3

Level:3

Credit value: 3

GLH: 30

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA).
6. Recognition of Prior Learning (RPL)

Unit Aim: To equip learners with appropriate knowledge, and skills to know the challenges and requirements in standards for Home, Community and institution care settings certification.

UNIT 007: CARE SETTINGS-1

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.						
Lo 1: Understand the different types of care settings	1.1	Discuss Geriatric Social Care settings											
	1.2	Discuss different types of care settings- <ul style="list-style-type: none"> • Home • Community based • Institution based 											
	1.3	Discuss the requirements in standards for certification of Home and Community care settings e.g. <ul style="list-style-type: none"> • physical infrastructure • staffing • logistics • personnel competences • Training and retraining. 											
LO2: Understand legislations guiding certification of Geriatric Social Care settings	2.1	Discuss certification of Geriatric Social Care settings											
	2.2	Discuss policies, regulations and SOPs for Geriatric Social Care settings e.g. <ul style="list-style-type: none"> • National Regulatory Framework and Standard Operating Procedures for Geriatric Social Care Agencies and Care Settings in Nigeria (2023) • National Guidelines on Assessments of Identified Geriatric Social Care Settings, Minimum Staffing and Core Competency, Requirements for Training 											

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		Providers and Care Agencies Operators for Certification in Nigeria (2023)								
	2.3	Describe geriatric social care setting certification process e.g. <ul style="list-style-type: none"> • Registration with the Nigeria Corporate affairs Commission • Registration with the SCUML • Satisfying minimum requirements in infrastructure, staffing equipping, scope of service 								
LO3: Understand the Challenges in certification of Geriatric Social Care Settings	3.1	Discuss the challenges in certification of Home-based care settings								
	3.2	Discuss the challenges in certification of Community based care settings								
	3.3	Discuss the challenges in certification of Institution based care settings								

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 008: Medication Management-3

Unit Reference: SCD/GSC/008/L3

Level:3

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge and competency to safely provide support to older persons in medication administration, control non-compliance and adverse medication effects.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 008: MEDICATION MANAGEMENT-3

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO 1: Understand medication safety.	1.1	Ascertain the labels, name of the drug.									
	1.2	Identify the expiration date of the drug									
	1.3	Determine the frequency of use of the medication									
	1.4	Identify the method of drug administration.									
LO 2: Understand the common side effects and appropriate intervention in medication use for older person	2.1	Identify some common side effects of medication use in older persons e.g. <ul style="list-style-type: none"> • bleeding from the GI tract (stools black or have red blood) • low blood pressure • low blood sugar • vomiting • cognitive impairment • dizziness and falls • sleep disturbance • urinary problem • dry mouth 									
	2.2	Advise the client to skip the medication									
	2.3	Report to the health personnel									
LO:3: Understand inappropriate polypharmacy and its effect on Older Persons.	3.1	Identify inappropriate polypharmacy in Older Persons									
	3.2	Report the situation to family members and health personnel									
	3.3	Administer ONLY prescribed medication from authorized health personnel									

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	3.4	Advocate to health team for <ul style="list-style-type: none"> • Medication review • Simplify medication regimens • Communication and collaboration with all in the care team • Individualized care • Education and training • Deprescribing medications no longer necessary or causing more harm than benefit. 								

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 009: ACTIVITIES OF DAILY LIVING-3

Unit Reference: SCD/GSC/009/L3

Level:3

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge, attitude, skills and competency to support older persons with their Activities of Daily Living

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 009: ACTIVITIES OF DAILY LIVING-3

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand Activities of Daily Living (ADL) and Instrumental activities of Daily Living (IADL) in Older Persons	1.1	Discuss the basic Activities of Daily Living (ADL): <ul style="list-style-type: none"> • Bathing • Oral hygiene • Dressing and grooming • Eating • Ambulating • Toileting 								
	1.2	Discuss the basic Instrumental Activities of Daily Living (IADL): <ul style="list-style-type: none"> • Feeding • Bed making • Housekeeping • Medication • Social activities • Grocery shopping • Meal preparation • Laundry and linen services • Finance management • Using Technology 								
	1.3	Carry out ADL								
LO2: Understand components of Personalized Care Plan.	2.1	Discuss the concept of Personalized Care Plan								
	2.2	Discuss the components of Personalized Care Plan.								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	2.3	State the importance of Personalized Care Plan								
LO:3: Understand principles of confidentiality, respect and sensitivity to older person while providing care.	3.1	Demonstrate how to maintain confidentiality of older persons								
	3.2	Demonstrate how to show respect while providing care to older persons								
	3.3	Demonstrate sensitivity to older persons feelings								
LO:4: Understand skills in communication, observation and documentation.	4.1	Mention communication skills: e.g. <ul style="list-style-type: none"> • Effective listening (Active listening and asking open ended questions) • empathy • clear verbal nonverbal communication. 								
	4.2	Recognise basic observation skills with changes in: <ul style="list-style-type: none"> • Behavior • Mood • Physical condition. 								
	4.3	Mention documentation skills: <ul style="list-style-type: none"> • Maintaining confidentiality • Adhering to legal and ethical guidelines when documenting 								

LEARNING OBJECTIVE (LO) The learner will:	PERFORMANCE CRITERIA The learner can:	Evidence Type	Evidence Ref. Page No.			
	sensitive information.					
	4.4 Explain basic communication, observation and documentation skills.					
	4.5 Demonstrate communication, observation and documentation skills.					

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 010: END-OF-LIFE CARE-3

Unit Reference: SCD/GSC/010/L3

Level:3

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge, competency, attitude and skills on end-of-life process and provide basic support to older person and family members

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments) ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 010: END-OF-LIFE CARE-3

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO1: Understand the process and the sufferings of older person and family members at the end of life	1.1	Explain the concept of end-of-life Care									
		Demonstrate impact of the ageing process on end-of-life care									
	1.2	Describe the end-of-life events									
	1.3	Identify sufferings of older person and family members at the end of life. E.g. <ul style="list-style-type: none"> • Pain • Anxiety • Los of independence • Role reversal • Grief and loss • Social isolation 									
	1.4	Explain suffering of older person and family members at the end of life.eg <ul style="list-style-type: none"> • Grief and Loss • Role reversal • Pain • Anxiety 									
LO2: Understand appropriate approach to client (older person) and family members, to ensure adequate support at the End-of-Life Care	2.1	Demonstrate respect and care to family members' norms and traditions.									

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
	2.2	Demonstrate respect to the wishes of care recipients and family members.									
	2.3	Demonstrate empathy to the clients and family members.									
LO3: Understand common interventions for alleviating suffering at the End-of-Life Care	3.1	Explain basic management of Pain at end-of-life care									
	3.2	Explain basic management of Anxiety at end-of-life care									
	3.3	Identify 'Red flags' at end-of-Life Care									
	3.4	Mention 'red flags' for referral to experts. E.g. <ul style="list-style-type: none"> • Irretractable pain • Irretractable Anxiety 									
LO4: Understand basic documentation, Ethical & Legal issues in EOL care	4.1	Mention basic documentation of the end-of-life care recipient's condition.									
	4.2	Mention interventions applied in end-of-life interventions applied.									
	4.3	Explain Healthcare proxy or Agent									

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 011: SOFT SKILLS-3

Unit Reference: SCD/GSC/011/L3

Level: 3

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge, attitude, competency on soft skills essential for providing compassionate and effective social care to older people.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 011: SOFT SKILLS-3

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Know essential soft skills for geriatric social care	1.1	Explain soft skills in geriatric social care.								
	1.2	Identify soft skills in basic geriatric social care. E.g. <ul style="list-style-type: none"> • Empathy • Communication • Compassion • Teamwork • Cultural Sensitivity • Professionalism 								
	1.3	Describe soft skills in basic geriatric social care. E.g.: <ol style="list-style-type: none"> 1. Empathy 2. Communication. 3. Compassion. 4. Teamwork. 5. Cultural Sensitivity. 6. Professionalism. 								
LO2: Understand team work in geriatric social care	2.1	Explain Teamwork in geriatric social care.								
	2.2	Mention functions of geriatric social care team. E.g.: <ul style="list-style-type: none"> • Nutrition • Hydration • Physical • Social • Cognitive 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	2.3	Describe functions of basic geriatric social team e.g.: <ul style="list-style-type: none"> • Assessment and care planning. • Information and Education. 								
LO3: Understand Cultural Sensitivity in geriatric social care	3.1	Explain cultural sensitivity in geriatric social care.								
	3.2	Mention areas requiring cultural considerations in geriatric social care e.g.: <ul style="list-style-type: none"> • Language and Communication • Beliefs and Practices • Family Dynamics • End-of-Life Care 								
	3.3	Describe areas requiring cultural considerations in Geriatric Social Care e.g.: <ol style="list-style-type: none"> 1. Language and Communication 2. Beliefs and Practices. 3. Family Dynamics 4. End-of-Life Care. 								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 012: Assistive Devices -3

Unit Reference: SCD/GSC/012/L3

Level:3

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge, attitude and skills, to recognize basic communication technology and Assistive Devices with the operational excellence they bring in older persons care.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 012: ASSISTIVE DEVICES -3

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Understand introduction of basic Communication Technology in Geriatric Social Care.	1.1	Explain basic Communication Technology in Geriatric social Care- any digital tool for sending and receiving information e.g.: <ul style="list-style-type: none"> • Mobile Applications • Electronic Medical Records (EMR) • Telehealth 								
	1.2	Recognize common telephoning equipment in use in Geriatric Social Care.eg <ul style="list-style-type: none"> • Telecare systems • Voice-activated telephones • Video calling technology • Amplified telephones • Caller id and call blockers • Mobile apps 								
	1.3	Demonstrate putting ON and OFF of common telephoning equipment in use in Geriatric Social Care.								
LO2: Know how to apply basic Communication Technology in Geriatric Social Care.	2.1	Demonstrate use of basic communication technology in geriatric social care settings <ul style="list-style-type: none"> • Receiving and sending emails • Receiving and making calls • Receiving and Sending messages • Social media platforms • Video conferencing 								

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	2.2	Use telephone communication (audio/video) with dementia caregivers among others.								
	2.3	Carry out preventive maintenance of handheld and any other communication equipment in common use in Geriatric Social Care.								
LO3: Understand introduction of Assistive Devices in Geriatric Social Care.	3.1	Identify Assistive Devices in Geriatric Social Care e.g.: Assistive Devices a). Mobility aids b). Medication management c). Personal emergency response systems (PERS) d). Assistive technology e). Adaptive equipment f). Hearing aids g) Visual aids								
	3.2	Identify the commonly used Assistive Devices in Geriatric Social Care e.g.: <ul style="list-style-type: none"> • Wheelchairs • Crutches • Prosthetic Limbs • Hearing Aids • Visual Aids 								
	3.3	Describe the commonly used Assistive Devices in Geriatric Social Care								
	4.1	Demonstrate putting ON and OFF of commonly used								

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO4: Know how to operate commonly used Assistive Devices in Geriatric Social Care.		Assistive Devices in Geriatric Social Care e.g.: <ul style="list-style-type: none"> • Wheelchairs • Crutches • Prosthetic Limbs • Visual Aids • Hearing Aids 								
	4.2	Maintain commonly used Assistive Devices and Medical Aids in Geriatric Social Care e.g.: <ul style="list-style-type: none"> • Wheelchairs • Crutches • Prosthetic limbs • Visual Aids • Hearing Aids 								
	4.3	Identify Assistive Devices not functioning.								
	4.3	Refer to experts any Assistive Device not functioning								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

NATIONAL SKILLS QUALIFICATION

LEVEL 4

GERIATRIC SOCIAL CARE OFFICER-1

Ref: GSC/L4

Course Overview

By doing this course, the learner will be equipped with the knowledge of older persons care and demonstrate understanding of attitudes and perceptions of older people, care delivery and their support system.

To gain this qualification at level 4 learner will need to achieve 45 credit value of which 15 from theory and 30 credit would be from practical

Key to evidence gathering methods

A recommended range of assessment methods has been identified which may be used for the units in this qualification. This gives opportunity for different learning styles and individual needs of learner to be taken into account.

- Direct observation with interactive sharing of cultural knowledge and experiences,
- Role playing, workshop on the use of language and perceptions of older persons.
- Oral and written questions,
- Short quizzes,
- Witness testimony
- Case studies,
- Projects,
- Assignments,
- Reflective accounts,
- Work product

Course Overview

This level 4 in Geriatric Social Care certification is required for geriatric social caregiving anywhere in the private sector. The certified geriatric social care Assistant -1 could achieve public service employment after acquiring necessary relevant qualification.

QUALIFICATION PURPOSE

This qualification is designed for individuals who are interested in developing a career in Geriatric Social Care.

QUALIFICATION REQUIREMENTS

Candidates must:

- a. Be at least 18 years of age
- b. Be medically fit
- c. Be physically fit
- d. Be mentally fit
- e. Have achieved all the mandatory units in the qualification

Note:

This is a 37-credit value qualification. To achieve this qualification; learners are required to achieve all credits value. Each Credit is equivalent to 10 Guided Learning Hours (GLH).

There is an optional unit.

QUALIFICATION OBJECTIVE

At the end of the qualification, the Geriatric Social Care Assistant -1 should be able to:

- a. Communicate effectively in workplace
- b. Relate effectively in work environment
- c. Work as part of a multidisciplinary team
- d. Observe health and safety protocols
- e. Know and Operate Assistive Devices
- f. Carryout Daily vital signs monitoring and documentation

Unit assessment requirements/evidence requirements:

Assessment must be carried out in real workplace environment in which learning and human development is carried out. Simulation is allowed in this unit and level.

Assessment methods to be used include:

1. Direct Observation (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Personal statement (PS) or Reflective Practice (RP)
5. Assignment (ASS)
6. Recognition of Prior Learning (RPL)

GENERAL GUIDE

Unit Title	Provides a clear explanation of the content of the unit.
Unit Number	The unique number assigned to the unit
Unit Reference	The unique reference number given to each unit at qualification approval by NBTE
Unit Level	Denotes the level of the unit within the National Skills Qualifications Framework NSQF.
Unit Credit Value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours
Unit Purpose	Provides a brief outline of the unit content.
Learning Outcome	A statement of what a learner will know, understand or be able to do, as a result of learning process.
Assessment Criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit Assessment Guidance	Any additional guidance provided to support the assessment of the unit.
Unit Guided Learning Hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.

NATIONAL SKILLS QUALIFICATION

LEVEL 4 Geriatric Social Care Training

Unit	Ref	Content	Remarks	Credit value	GLH
01	SCD/GSC/001/L4	Communication in care settings-3	Mandatory	3	30
02	SCD/GSC/002/L4	Health and Safety-4	Mandatory	3	30
03	SCD/ GSC/003/L4	Team work 4	Mandatory	3	30
04	SCD/GSC/004/L4	knowledge of Gerontology and Geriatrics-1	Mandatory	3	30
05	SCD/GSC/005/L4	Legal and Compliance issues of older persons-3	Mandatory	4	40
06	SCD/GSC/006/L4	Medical conditions of the older persons-4	Mandatory	3	30
07	SCD/GSC/007/L4	Care Settings-1	Mandatory	4	40
08	SCD/GSC/008/L4	Medication management-4	Mandatory	3	30
09	SCD/GSC/009/L4	Activities of Daily Living-3	Mandatory	4	40
10	SCD/GSC/010/L4	End-of-life care-4	Mandatory	3	30
11	SCD/GSC/011/L4	Soft Skills -4	Mandatory	3	30
12	SCD/GSC/012/L4	Assistive Devices-4	Mandatory	4	40
13	SCD/GSC/013/L4	Field Work Posting Management-1	Mandatory	5	50
	Total			45	450

UNIT 001: COMMUNICATION IN CARE SETTINGS-3

Unit Reference: SCD/GSCTT/001/L4

Level: 4

Credit value: 3

GLH: 30

Unit Aim: To equip learners with the knowledge, competency and skills to effectively communicate with geriatric clients, their families, and care team to enhance the overall quality of care provided in geriatric social care settings.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective accounts (RA)
6. Recognition of Prior learning (RPL)

UNIT 001: COMMUNICATION IN CARE SETTINGS-3

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Understand the principles of effective communication in geriatric social care.	1.1	Identify key principles of effective communication e.g. <ul style="list-style-type: none"> • Collaborative and Involvement • Use of Visual Aids and Technology • Tailoring Communication 								
	1.2	Describe the impact of effective communication e.g., <ul style="list-style-type: none"> • Increased engagement and participation • Better Decision- Making • Enhanced emotional well-being • Improved understanding • improve clients’ outcomes • enhanced safety and quality of care • Enhances clients, family and caregiver satisfaction • Improved Coordination among professionals. 								
	1.3	Recognise barriers to effective communication in geriatric social care settings e.g. <ul style="list-style-type: none"> • Lack of communication skills • Hierarchical dynamics • Technological barrier • Emotional and psychological barriers • lack of time and resources • cognitive impairments 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • language and culture barriers • cultural differences • communication difficulties 								
	2.1	Demonstrate Techniques to resolve communication barriers scenarios e.g. <ul style="list-style-type: none"> • Lack of communication skills • Hierarchical dynamics • Technological barrier • Emotional and psychological barriers • lack of time and resources • cognitive impairments 								
	2.2	Explain how these techniques support effective communication and promote person -centered care.								
	2.3	Demonstrate adapting communication style to meet the needs of older clients.eg <ul style="list-style-type: none"> • Repeat and Recap • Use visual Aids • Be mindful of Hearing difficulties • Show empathy and respect • Be patient and attentive • Speak at a slower pace 								
LO 3: Understand the importance of empathy and cultural sensitivity in	3.1	Demonstrate empathy and cultural sensitivity in communication with older persons clients. E.g. <ul style="list-style-type: none"> • Provide resources and support 								

LEARNING OBJECTIVE (LO) The learner will:	PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
communication in geriatric social care settings	<ul style="list-style-type: none"> • Ask open-ended questions • Avoid ageist language • Respect cultural differences • Adapt to their communication style 								
	3.2 Explain the importance of considering the cultural background, beliefs, and values of older clients when communicating and providing care. E.g. <ul style="list-style-type: none"> • Respect and dignity • Person -centered care • Effective communication • Trust and rapport • Cultural competence • Ethical considerations • Health outcomes 								
	3.3 Adapt communication style and approach to respect and accommodate cultural differences in older persons. Family members and geriatric social care team members.								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 002: HEALTH AND SAFETY-4

Unit Reference: SCD/GSC/002/L4

Level: 4

Credit value: 3

GLH: 30

Unit Aim: To equip learners with the knowledge and skills necessary to create and maintain a safe and healthy environment for older adult, the geriatric social care team and the public.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 002: HEALTH AND SAFETY-4

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand the importance of health and safety in geriatric social care	1.1	Explain the concept of health and safety in geriatric social care								
	1.2	Demonstrate the WASH practices and their application in geriatric social care settings								
	1.3	Describe emergencies and incidents response plans in geriatric social care settings								
LO2: Understand the legal and regulatory requirements related to health and safety in geriatric social care settings	2.1	Describe the legal and regulatory requirements for health and safety in geriatric social care settings								
	2.2	Apply health and safety Legal and regulatory Framework in geriatric social care settings: <ul style="list-style-type: none"> • National Policy on Geriatric Social Care Quality Assurance (2023) • National Regulatory Framework and Standard Operating Procedures for Geriatric Social Care Agencies and Care Settings in Nigeria (2023) • National Benchmark and Minimum Standards in Curricula for Training Geriatric Social Caregivers for Certification in Nigeria (2023) • National Guidelines on Assessments of Identified Geriatric Social Care Settings, Minimum Staffing and Core Competency, Requirements for Training Providers and Care 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		Agencies Operators for Certification in Nigeria (2023)								
	2.3	Implement preventive measures to mitigate risks and promote safe environment: <ul style="list-style-type: none"> • Staff training • Orientation of older person, family members • General and personalised emergency response plans with regular review and update • Regular inspection and equipment testing 								
LO 3: Understand the importance of continuous improvement and learning from incidents to enhance safety practices	3.1	Explain the importance of risk assessment and management in maintaining a safe environment for geriatric social care settings e.g. <ul style="list-style-type: none"> • Identify Hazards • Prevent accidents • Protect residents' well-being • Compliance with Regulations • Staff training and awareness • Continuous improvement 								
	3.2	Describe the procedures and protocols to be followed in emergencies and incidents that may occur in geriatric social care settings.eg <ul style="list-style-type: none"> • Incident reporting • Evacuation procedures • First Aid and Medical Support • Incident management team 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Post incident review 								
	3.3	Identify areas for improvement and implement strategies to enhance health and safety practices. E.g. <ul style="list-style-type: none"> • Emergency preparedness • Fall prevention • WASH • Communication • Staff Training and Retraining • Older persons, family members education • Risk assessment 								
	3.4	Identify potential hazards that may pose risks to the health and safety of older adults, care teams and the public.eg <ul style="list-style-type: none"> • Falls • Medication errors • Infections • Mental health and emotional well-being • Elder abuse • Transportation and mobility • Fire and emergency • Environmental hazards 								
	3.5	Explain potential hazards that may pose risks to the health and safety of older adults, care teams and the public.eg <ul style="list-style-type: none"> • Falls • Medication errors • Infections • Mental health and emotional well-being • Elder abuse 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	3.6	Communicate effectively with the care team regarding health and safety concerns and promote a culture of safety								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 003: TEAM WORK-4

Unit Reference: SCD/GSC/003/L4

Level: 4

Credit value: 3

GLH: 30

Unit Aim: To develop knowledge and skill necessary for effective collaboration and cooperation within a multi-disciplinary team in order to provide holistic care for older persons.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments,
5. Reflective accounts,
6. Recognition of Prior Learning (RPL)

UNIT 003: TEAM WORK-4

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand the importance of teamwork in geriatric social care	1.1	Explain the concept of teamwork in geriatric social care								
	1.2	Explain the importance of teamwork e.g. <ul style="list-style-type: none"> • Comprehensive care • Collaboration and communication • Continuity of care • Efficiency and resource optimization • Emotional support • Continuous learning and improvement 								
	1.3	Describe the impact of teamwork on clients' outcomes in geriatric social care-e.g. <ul style="list-style-type: none"> • Promote coordination and person centered care. • Improve quality • Improve safety • Improve efficiency 								
LO2: Understand the ethical and legal considerations related to teamwork	2.1	Apply ethical principles and standards that guide geriatric social care e.g. <ul style="list-style-type: none"> • Autonomy • Beneficence • non maleficence • justice 								
	2.2	Explain laws, regulations and policies governing geriatric social care e.g. <ul style="list-style-type: none"> • Privacy and confidentiality, • Informed consent requirements • Documentation standards. 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	2.3	Apply professional codes of conduct relevant to teamwork. E.g. <ul style="list-style-type: none"> • Respect for each team member • Communication including effective sharing of information • Collaboration • Professionalism adhering to relevant laws, regulations and policies • Adherence to ethical principles and standards • Continuous learning to enhance their knowledge and skills • Active Conflict resolution within the team in a constructive manner. 								
LO 3: Understand cultural diversity and develop leadership and followership skills	3.1	Explain cultural diversity within the geriatric social care context. <ul style="list-style-type: none"> • Respect and value different cultural backgrounds • beliefs • practices. 								
	3.2	Discuss the following in the context of organizational culture in the geriatric social care setting <ul style="list-style-type: none"> • Person centered care • Collaboration and teamwork • Leadership and support • continuous learning • Ethical and professional behaviour • Innovation and adaptability 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Communication and transparency 									
	3.3	Demonstrate self-awareness and emotional intelligence to effectively manage their own emotions and reactions within the team. E.g. <ul style="list-style-type: none"> • Being open to feedback • Continuously learning and growing • Adapting behaviours to work collaboratively with others. 									

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signer (if sampled)	Date:

UNIT 004: BASIC KNOWLEDGE OF GERONTOLOGY AND GERIATRICS -2

Unit Reference: SCD/GSC/004/L4

Level: 4

Credit value: 3

GLH: 30

Unit Aim: To equip learners with the appropriate attitude and knowledge to understand natural physical, cognitive and psychological changes of ageing and to recognize and support in the management of age-related health and social conditions of older persons.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 004: BASIC KNOWLEDGE OF GERONTOLOGY AND GERIATRICS-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand the ageing process, concept and its implications.	1.1	Explain the theories and concepts related to ageing e.g. <ul style="list-style-type: none"> • Cellular ageing • Programmed ageing • Psychosocial theories 								
	1.2	Identify the internal organs and systems in the body affected by the natural ageing process e.g.: <ul style="list-style-type: none"> • Cardiovascular system • Respiratory System • Musculoskeletal System • Digestive system • Urinary system • Endocrine system • Nervus system 								
	1.3	Describe the musculoskeletal system changes in a natural ageing process: e.g. <ul style="list-style-type: none"> • Loss of Muscle mass • Decreased Bone density • Joint stiffness and reduced flexibility • Weakened ligaments and tendons • Slower healing and recovery • Postural changes • Decreased balance and stability 								
	1.4	Identify the implications of the ageing process: <ul style="list-style-type: none"> - Health and Wellbeing - Social and Economic Impact - Caregiving and Support - Psychological and Emotional - Policy and Planning 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 2: Understand the concept of issues affecting older people and the negative stereotypes about older persons	2.1	Explain the concept of negative stereotypes about older people and its implications								
	2.2	Describe the how negative stereotypes about older adults contribute to ageism and discrimination. e.g. <ul style="list-style-type: none"> • Perpetuation of stereotypes • Prejudice and Bias • Employment discrimination • Healthcare disparities • Social exclusion and marginalization • Stereotype threat 								
	2.3	Explain the implications of negative stereotypes about old people in light of: <ul style="list-style-type: none"> • Ageism and Discrimination • self-Perception and Mental Health • Health Outcomes • Intergenerational Relationships • Policy and Resource Allocation 								
	2.4	Mention age-related health and social issues of older persons. E.g. <p>Health issues</p> <ul style="list-style-type: none"> • Dementia • Hypertension and other cardiovascular diseases • Arthritis • osteoporosis • Falls and frailty • Diabetes • Respiratory issues • multiple morbidity 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Vaccines preventable infections <p>Social issues</p> <ul style="list-style-type: none"> • Loneliness and social isolation • Ageism and discrimination • Financial insecurity • Caregiving dependency • Elder abuse • Access to healthcare 								
	2.5	<p>Describe how to manage common age-related social issues of older persons. e.g.</p> <ul style="list-style-type: none"> - ageism - prejudices - discrimination of older persons which breach their rights - Drivers of older persons,' vulnerability and abuse. 								
	2.6	<p>Describe strategies of managing unique needs and promoting social including for older adults in the geriatric social care sector e.g.</p> <ul style="list-style-type: none"> • Promote social engagements • Enhance intergenerational interactions • Provide accessible transportation • Address health and wellbeing • Combat ageism • Ensure accessible infrastructure • Support geriatric social caregivers 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Advocate for policy changes • Encourage lifelong learning 								
	2.7	Explain the ethical and socio-cultural issues about ageing in the light of: <ul style="list-style-type: none"> • Social Isolation and Loneliness • Financial Insecurity • Elder abuse • Cultural Diversity in ageing 								
	2.8	Explain the main focus of Person-Centered -Care in geriatric social care settings								
	2.9	Explain how older adults are actively involved in the Decision- Making process regarding their care e.g. <ul style="list-style-type: none"> • Care planning • Goal setting • Daily routine choices • Treatment options • Care transitions • Family involvement 								
LO 3: Know geriatric social care settings	3.1	Explain the concept of geriatric social care settings								
	3.2	Identify the key elements of Geriatric social care settings e.g. <ul style="list-style-type: none"> • Personalized care • Skilled staff • Social engagement • Health monitoring and support • Safety and accessibility • Family involvement • Continuity of care 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	3.3	Review geriatric social care settings: <ul style="list-style-type: none"> • Home based care settings • Community based care settings <ul style="list-style-type: none"> - Domiciliary Care - supportive society - shared lives - Assisted Living Communities - Hospice • Institutional care homes <ul style="list-style-type: none"> - short-term rehabilitation - long-term care - Skilled Nursing Home /Assisted Living • Active Centers <ul style="list-style-type: none"> - Model Senior Care Center - Active Older Persons Care Centers - Community Seniors Day Center, 								
	3.4	Describe the main focus of Model Senior Care Centers in geriatric social care settings.								
	3.5	Describe the range of main services possible at a Model Senior Care Center to meet the needs of older adults e.g. <ul style="list-style-type: none"> • Personalized Care Plans 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Assistance with Daily Living Activities • Health care management • Socialization and recreation • Memory care • Rehabilitation services • Nutrition support • Transport services 								
LO 4: Understand roles, responsibilities, ethical issues and safety principles in working with older persons.	4.1	Explain the roles and responsibilities of geriatric social caregivers e.g. <ul style="list-style-type: none"> • Personal Care • Emotional Support • Medication Management • Assistance with Mobility/Lifting • Care Planning and Coordination • Socialization and Recreational Activities • Observation and Reporting • Advocacy • Emotional and practical support for families • Documentation and Record- keeping 								
	4.2	Identify the Standards that protect the health and safety of the older persons, caregivers and the public: <ul style="list-style-type: none"> - Caregiver Standards- - Healthcare Standards care - Public Health and Safety Standards - Long term Care Standards 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.					
		- Ageing -in- Place Standards											
	4.3	Apply safety principles in protecting the older persons, caregivers and the public.											
	4.4	Demonstrate ethical issues involved while working with older people.											

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 005: LEGAL AND COMPLIANCE ISSUES IN THE CARE OF OLDER PERSONS-3

Unit Reference: SCD/GSC/005/L4

Level:4

Credit value: 4

GLH: 40

Unit Aim: To equip learners with appropriate knowledge and competency on legal issues of older persons and geriatric social care

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective accounts (RA)
6. Recognition of Prior Learning ((RPL)

**UNIT 005: LEGAL AND COMPLIANCE ISSUES IN THE CARE OF OLDER PERSONS-
3**

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
Lo 1: Understand the application of laws and policies in geriatric social care	1.1	Explain the propose of laws in geriatric social care e.g.: <ul style="list-style-type: none"> • NSCC Act, 2017 • AU Protocol, 2016 • VAPP Act, 2015 								
	1.2	Explain the purpose of Policies in geriatric social care e.g.: <ul style="list-style-type: none"> • National Policy on Ageing, 2020 • National Strategic Health Development Plan, 2018-2022 (NSHDP-II, 2018-2022) • National Health Insurance Act, 2022 								
	1.3	Explain key application of laws and policies in effective delivery of geriatric social care e.g. <ul style="list-style-type: none"> • Regulation and Licensing • Quality Assurance • Residents Rights Protection • Financial Assistance • Care Coordination and Integration • Training and Education • Research and Innovation 								
	1.4	Identify Laws, Policies, Regulations and Guidelines that impact the Caregivers, Care Settings, Care Agencies, Caregivers Training Agencies and Facilities e.g.								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • National Policy on Geriatric Social Care Quality Assurance (2023) • National Regulatory Framework and Standard Operating Procedures for Geriatric Social Care Agencies and Care Settings in Nigeria (2023) • National Benchmark and Minimum Standards in Curricula for Training Geriatric Social Caregivers for Certification in Nigeria (2023) • National Guidelines on Assessments of Identified Geriatric Social Care Settings, Minimum Staffing and Core Competency, Requirements for Training Providers and Care Agencies Operators for Certification in Nigeria (2023) 								
LO 2: Understand Compliance issues in Geriatric Social Care settings	2.1	Explain the concept of compliance in geriatric social care								
	2.2	Identify common compliance issues in geriatric social care e.g. <ul style="list-style-type: none"> • Abuse and Neglect • Privacy and Confidentiality • Inadequate staffing levels • Medication management 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Documentation and Record-Keeping • Infection Control • Financia, Irregularities • Lack of training and competency 								
	2.3	<p>Describe how Privacy and Confidentiality laws are important for geriatric social care providers e.g.</p> <ul style="list-style-type: none"> • Protecting individual Rights • Building and Maintaining Trust • Preventing unauthorised access and misuse • Facilitating effective collaboration and coordination • Adhering to regulatory requirements 								
LO 3: Understand Elder Abuse	3.1	Explain the concept of Elder Abuse								
	3.2	<p>Describe types of Elder Abuse e.g.</p> <ul style="list-style-type: none"> • Verbal • Financial • Physical • Psychological • Sexual 								
	3.3	<p>Identify signs of abuse in older persons. E.g.</p> <ul style="list-style-type: none"> • Unexplained injuries, bruises, burns, fractures. • Withdrawal or sudden changes in mood. 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Sudden changes in financial situation, unpaid bills or missing money, unexplained withdrawals from bank accounts, forged signatures on document or sudden changes in wills or power of attorney. • Poor personal hygiene. • Unexplained sexually transmitted infections or injuries. 								
	3.4	Explain the effect of Elder Abuse on older persons								
	3.5	Explain channels of reporting abuse of older persons e.g. <ul style="list-style-type: none"> • Adult protective Services • Law Enforcement • Long term Care Ombudsman • Healthcare providers • National/Subnational hotlines 								
	3.6	Describe how to Prevent and Report Elder Abuse: E.g. <ul style="list-style-type: none"> • Raise awareness • Stay connected • Encourage support networks • Educate older adults • Promote empowerment • Report suspected abuse • Document evidence • Support the victim 								

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 006: MEDICAL CONDITIONS OF THE OLDER PERSONS-4

Unit Reference: SCD/GSC/006/L4

Level:4

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge and competency in prevention, promotion, recognizing medical conditions and signs of decline in older people to effectively provide services to support them live as comfortably, safely and independently as possible.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 006: MEDICAL CONDITIONS OF THE OLDER PERSONS-4

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Know the multiple chronic conditions and ‘Red Flags’ in older people.	1.1	Explain the multiple chronic conditions in older people.								
	1.2	Mention common medical conditions caregivers are likely to encounter with older people, e.g. <ul style="list-style-type: none"> • Hypertension • diabetes mellitus • dementia • delirium • arthritis • stroke • Respiratory issues • multiple morbidity • Vaccines preventable infections 								
	1.3	Identify common signs and symptoms of medical conditions in older people: <ul style="list-style-type: none"> - Hypertension, - diabetes mellitus, - dementia, - delirium and chronic pain - Vaccine Preventable Diseases e.g., Influenza (flu), pneumococcal pneumonia, hepatitis B, Tetanus, Diphtheria, Pertussis, Herpes Zoster (Shingles) 								
	1.4	Identify common sudden changes in mental status that could indicate a serious underlying condition in in geriatric social care e.g. <ul style="list-style-type: none"> • Confusion or disorientation • Sudden memory loss 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Agitation or aggression • Changes in mood or behaviour • Hallucinations or delusions 								
	1.5	<p>Identify common intervention measures to deal with sudden changes in mental status older adult in a geriatric social care setting e.g.</p> <ul style="list-style-type: none"> • Seek immediate medical attention • Provide a safe and comfortable environment • Offer reassurance and support • Maintain hydration and nutrition • Monitor vital signs • Medication review • Follow medical advice and treatment • Provide support and education 								
LO 2: Understand normal and abnormal vital signs and blood sugar levels	2.1	<p>Explain the four primary vital signs in geriatric social care:</p> <ul style="list-style-type: none"> • Temperature • Blood pressure • Heart rate • Respiratory rate 								
	2.2	<p>Describe blood sugar levels in geriatric social care e.g.</p> <ul style="list-style-type: none"> • Normal blood sugar levels • Diabetes • Monitoring blood sugar Levels • Target blood sugar levels • Importance of blood sugar control • Lifestyle management 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	2.3	Identify lifestyle habits that may be included in geriatric social care to manage and prevent diabetes e.g. <ul style="list-style-type: none"> • Wholesome meals • Regular physical activity • Weight management • Medication adherence • Stress management • Regular medication check-ups • Education and support 								
	2.3	Identify normal and abnormal vital signs levels								
LO 3: Understand basic first Aid in geriatric social care	3.1	Explain first aid in geriatric social care e.g. <ul style="list-style-type: none"> • Evacuation from danger • Air way management • Breathing • Circulation • Bleeding/Wound care • Bandaging • Cardio-Pulmonary Resuscitation (CPR) • Fall Management 								
	3.2	Apply appropriate basic first aid to deal with Red Flags in older people								
	3.3	Explain the 2-way referral structure and process to the next level of care e.g.: <ul style="list-style-type: none"> • Identify the need for referral • Referral initiation • Referral communication • Receiving professionals 								

LEARNING OBJECTIVE (LO) The learner will:	PERFORMANCE CRITERIA The learner can:	Evidence Type	Evidence Ref. Page No.										
	<ul style="list-style-type: none"> • Feedback and collaboration • Continuity of care 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>						<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 007: CARE SETTINGS-2

Unit Reference: SCD/GSC/007/L4

Level: 4

Credit value: 4

GLH: 40

Unit Aim: To equip learners with appropriate knowledge, and skills to know the challenges and requirements in standards for Home, Community and Institution care settings certification.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 007: CARE SETTINGS-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.						
Lo 1: Understand the different types of care settings	1.1	Explain Geriatric Social Care settings											
	1.2	Mention different types of care settings- <ul style="list-style-type: none"> • Home • Community based • Institution based 											
	1.3	Explain the requirements in standards for certification of Home and Community care settings e.g. <ul style="list-style-type: none"> • physical infrastructure • staffing • logistics • personnel competences • Training and retraining. 											
LO2: Understand legislations guiding certification of Geriatric Social Care settings	2.1	Explain certification of Geriatric Social Care settings											
	2.2	Identify policies, regulations and SOPs for Geriatric Social Care settings e.g. <ul style="list-style-type: none"> • National Regulatory Framework and Standard Operating Procedures for Geriatric Social Care Agencies and Care Settings in Nigeria (2023) • National Guidelines on Assessments of Identified Geriatric Social Care Settings, Minimum Staffing and Core Competency, Requirements for Training 											

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		Providers and Care Agencies Operators for Certification in Nigeria (2023)								
	2.3	Describe geriatric social care setting certification process e.g. <ul style="list-style-type: none"> • Registration with the Nigeria Corporate affairs Commission • Registration with the SCUML • Satisfying minimum requirements in infrastructure, staffing equipping, scope of service 								
LO3: Understand the Challenges in certification of Geriatric Social Care Settings	3.1	Explain the challenges in certification of Home-based care settings								
	3.2	Explain the challenges in certification of Community based care settings								
	3.3	Explain the challenges in certification of Institution based care settings								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 008: MEDICATION MANAGEMENT-4

Unit Reference: SCD/GSC/008/L4

Level: 4

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge and competency to safely provide support to older persons in medication administration, control non-compliance and adverse medication effects.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 008: MEDICATION MANAGEMENT-4

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO 1: Understand medication safety.	1.1	Identify common medication errors in geriatric social care									
	1.2	Explain common medication errors in geriatric social care									
	1.3	Demonstrate knowledge of medication safety regulations and guidelines in geriatric social care									
	1.4	Implement strategies to prevent medication errors and promote medication safety in geriatric social care									
LO 2: Understand the common side effects and appropriate intervention in medication use for older person	2.1	Identify some common side effects of medication use in older persons e.g. <ul style="list-style-type: none"> • Gastrointestinal disturbances • cognitive impairment • dizziness and falls • sleep disturbance • urinary problem • dry mouth • Respiratory disturbances • Skin rashes 									
	2.2	Describe supportive care in cases of adverse events following medication in geriatric social care e.g. <ul style="list-style-type: none"> • Antacids for gastrointestinal disturbances • Moisturizers or saliva substitutes for dry mouth 									
	2.3	Describe Check-ins with healthcare professionals for									

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
		adjustment of interventions as needed									
LO:4: Understand inappropriate polypharmacy and its effect on Older Persons.	4.1	Identify inappropriate polypharmacy in Older Persons e.g. <ul style="list-style-type: none"> • Number or types of medications being taken exceed what is clinically necessary • Potential for drug reactions 									
	4.2	Identify consequences of inappropriate polypharmacy on older people e.g. <ul style="list-style-type: none"> • Adverse drug reactions • Functional decline • Financial burden 									
	4.3	Describe how to address inappropriate polypharmacy e.g. <ul style="list-style-type: none"> • Family members and older adult education • Collaboration with health care team • Medication management tools 									
	4.4	Advocate to health team in geriatric social care									

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
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EQA Signature (if sampled)

Date:

UNIT 009: BASIC ACTIVITIES OF DAILY LIVING-4

Unit Reference: SCD/GSC/009/L4

Level:4

Credit value: 4

GLH: 40

Unit Aim: To equip learners with appropriate knowledge, attitude, skills and competency to support older persons with their Activities of Daily Living

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 009: BASIC ACTIVITIES OF DAILY LIVING-4

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.					
LO 1: Understand Activities of Daily Living (ADL) and Instrumental activities of Daily Living (IADL) in Older Persons	1.1	Mention the basic Activities of Daily Living (ADL): <ul style="list-style-type: none"> • Bathing • Oral hygiene • Dressing and grooming • Eating • Ambulating • Toileting 										
	1.2	Mention the basic Instrumental Activities of Daily Living (IADL): <ul style="list-style-type: none"> • Feeding • Bed making • Housekeeping • Medication • Social activities • Grocery shopping • Meal preparation • Laundry and linen services • Finance management • Using Technology 										
	1.3	Carry out ADL										
LO2: Understand components of Personalized Care Plan.	2.1	Explain the concept of Personalized Care Plan										
	2.2	Identify the components of Personalized Care Plan.										

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	2.3	State the importance of Personalized Care Plan								
LO:3: Understand principles of confidentiality, respect and sensitivity to older person while providing care.	3.1	Demonstrate how to maintain confidentiality of older persons								
	3.2	Demonstrate how to show respect while providing care to older persons								
	3.3	Demonstrate sensitivity to older persons feelings								
LO:4: Understand skills in communication, observation and documentation.	4.1	Mention communication skills: <ul style="list-style-type: none"> • Effective listening (Active listening and asking open ended questions) • empathy and • clear verbal and nonverbal communication. 								
	4.2	Mention basic observation skills: paying attention to changes in: <ul style="list-style-type: none"> • behavior • mood • physical condition. 								
	4.3	Mention documentation skills: <ul style="list-style-type: none"> • maintaining confidentiality • adhering to legal and ethical guidelines when documenting 								

LEARNING OBJECTIVE (LO) The learner will:	PERFORMANCE CRITERIA The learner can:	Evidence Type	Evidence Ref. Page No.			
	sensitive information.					
	4.4 Explain basic communication, observation and documentation skills.					
	4.5 Demonstrate communication, observation and documentation skills.					

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 010: END-OF-LIFE CARE-4

Unit Reference: SCD/GSCA3T/010/L4

Level:4

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge, competency, attitude and skills on end-of-life process and provide support to older person and family members

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments) ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 010: END-OF-LIFE CARE-4

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO1: Understand the process and the sufferings of older person and family members at the end of life	1.1	Explain the concept of end-of-life Care									
	1.2	Describe the end-of-life events									
	1.3	Identify sufferings of older person and family members at the end of life. E.g. <ul style="list-style-type: none"> • Physical suffering • Cognitive changes • Anxiety and depression • Caregiver stress • Financial burden • Role reversal • Conflict and decision-making challenges • Social isolation • Anticipatory grief 									
	1.4	Explain suffering of older person and family members at the end of life.eg <ul style="list-style-type: none"> • Physical suffering • Conflicts and decision-making challenges 									
LO2: Understand appropriate approach to client (older person) and family members, to ensure adequate support at the End-of-Life Care	2.1	Identify the roles of culture, religion, norms, values and traditions in end-of life care									
	2.2	Demonstrate cultural sensitivity and incorporate their religions, norms, values, wishes and traditions surrounding end-of life care into the care plan as appropriate.									
	2.3	Demonstrate respect to the wishes of care recipients and family members.									

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	2.4	Demonstrate empathy to the clients and family members.								
LO3: Understand common interventions for alleviating suffering at the End-of-Life Care	3.1	Explain basic interventions to address physical, emotional, social, and spiritual aspects of suffering in end-of-life care e.g. <ul style="list-style-type: none"> • Symptom control • Comfort care • Counselling and psychotherapy • Emotional expression • Mindfulness and relaxation • Social support • legacy work • Facilitating meaningful interactions • Spiritual counseling • Facilitating religious practices • Creating a sacred space 								
	3.2	Explain basic management of Anxiety at end-of-life care								
	3.3	Identify ‘Red flags’ at end-of-Life Care								
	3.4	Mention ‘red flags’ for referral to experts. E.g. <ul style="list-style-type: none"> • Uncontrolled physical symptoms • Caregiver burnout • Spiritual or existential distress • Emotional distress 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO4: Understand basic documentation, Ethical & Legal issues in EOL care	4.1	Mention basic documentation of the end-of-life care recipient's condition.								
	4.2	Mention interventions applied in end-of-life care.								
	4.3	Explain Healthcare proxy or Agent								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 011: SOFT SKILLS-4

Unit Reference: SCD/GSC/011/L4

Level:4

Credit value: 3

GLH: 30

Unit Aim: To equip learners with appropriate knowledge, attitude, competency on soft skills essential for providing compassionate and effective social care to older people.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 011: SOFT SKILLS-4

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Know essential soft skills for geriatric social care	1.1	Explain soft skills in geriatric social care.								
	1.2	Review soft skills in geriatric social care. E.g. 1) Empathy 2) Communication 3) Compassion 4) Problem -Solving 5) Flexibility 6) Teamwork 7) Cultural Sensitivity 8) Professionalism								
	1.3	Describe problem solving and critical thinking skills in geriatric social care. E.g.: <ul style="list-style-type: none"> • Addressing complex situations • Individualized care • Safety and risk management • Collaboration and coordination • Adapting to changing needs • Advocacy and empowerment 								
LO2: Understand Empathy and Compassion in geriatric social care	2.1	Explain Empathy and Compassion in geriatric social care								
	2.2	Identify the importance of empathy and compassion in improving quality of life for older adults in geriatric social care e.g.								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Emotional support • Connection and belonging • Personalized care • Enhanced wellbeing • Dignity and autonomy 								
	2.3	Describe how personalized care enhances quality of life for older adults in geriatric social care settings e.g.: <ul style="list-style-type: none"> • Individualized attention • Improved physical health • Cognitive stimulation • Emotional well-being • Social engagement 								
LO3: Understand Cultural Sensitivity in geriatric social care	3.1	Explain cultural sensitivity in geriatric social care								
		Describe cultural sensitivity in geriatric social care. E.g.: <ul style="list-style-type: none"> • Respect for diversity • Person- Centered Care • Effective Communication • Avoiding stereotypes and biases • Enhanced quality of care • Building trust and rapport 								
	3.2	Mention areas requiring unique cultural considerations in geriatric social care e.g.: <ul style="list-style-type: none"> • Language and Communication • Beliefs and Practices • Family Dynamics • End-of-Life Care 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	3.3	Describe areas requiring cultural considerations in basic geriatric social care e.g.: 1. Language and Communication. 2. Beliefs and Practices. 3. Family Dynamics. 4. End-of-Life Care.								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 012: ASSISTIVE DEVICES -4

Unit Reference: SCD/GSC/010/L4

Level:4

Credit value: 4

GLH: 40

Unit Aim: To equip learners with appropriate knowledge, attitude and skills, to recognise basic communication technology and Assistive Devices with the operational excellence they bring in older person's care.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 012: ASSISTIVE DEVICES -4

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO1: Understand introduction of Assistive devices in Geriatric Social Care.	1.1	Explain the concept of assistive devices in Geriatric Social Care:									
	1.2	Identify different types of assistive devices commonly used in Geriatric Social Care. <ul style="list-style-type: none"> • Mobility Aids • Communication devices • Home Automation Systems 									
	1.3	Demonstrate knowledge of the principles of ergonomics and safety considerations when using assistive devices in Geriatric Social Care.									
LO2: Understand introduction of Communication Technology in Geriatric Social Care.	2.1	Recognize common communication devices used in Geriatric Social Care. E.g. <ul style="list-style-type: none"> • Video calling devices • Cell phones with large buttons or simplified interfaces • Amplified telephones • Hearing aids with Bluetooth connectivity • Virtual Reality • Personal Emergency Response System (PERS) • Tablets and computers 									
	2.2	Describe selection and use of assistive devices in geriatric social care									
	2.3	Carry out preventive maintenance of commonly used									

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		Assistive Devices in Geriatric Social Care.								
	2.4	Identify Assistive Devices not functioning.								
	2.5	Refer to experts any Assistive Device not functioning								
LO3: Understand introduction of Mobility Aids and Home Automation Systems	3.1	Describe Mobility aids and Home Automation assistive devices in geriatric social care settings.								
	3.2	Explain the roles of mobility aids and home automation in geriatric social care. e.g.: <ul style="list-style-type: none"> • Increased independence • Fall prevention • Enhanced mobility • Improved social engagements • Functional independence 								
	3.3	Recognise commonly used Mobility Aids and Home Automation devices in Geriatric Social Care e.g. <ul style="list-style-type: none"> • Walking canes • Walkers • Voice activated smart assistants • Automated lighting system • Remote controlled door locks • Motorised 								
	3.4	Demonstrate preventive maintenance of commonly used Mobility aids and home automation Assistive Devices								

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		in Geriatric Social Care								
	3.5	Identify not functioning mobility aid and home automation device in geriatric social care settings.								
	3.6	Refer to experts any not functioning mobility aid and home automation device in geriatric social care settings.								
LO4: Understand ethical and legal issues in the deployment of Assistive Devices in Geriatric Social Care.	4.1	<p>Explain ethical and legal issues in the deployment of assistive devices in geriatric social care e.g.</p> <ul style="list-style-type: none"> • Privacy and data protection • Autonomy and informed consent • Dignity and respect • Equity and access • Liability and responsibility • User-centered design • Continuity of care 								
	4.2	<p>Describe how to ensure devices address the older adult's autonomy and well-being e.g.</p> <ul style="list-style-type: none"> • Individual needs • Informed consent • User- friendly design • Safety and reliability • Training and support • Integration into daily life • Cost and affordability • Emotional and psychological impact 								
	4.3	<p>Explain how to address stigma or negative perceptions about using assistive devices e.g.</p> <ul style="list-style-type: none"> • Education and awareness • Normalization • Peer support and role models • Language and framing 								

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Personalized approach • Empowerment and involvement • Public advocacy and awareness • Ongoing support 								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 013: FIELD WORK POSTING MANAGEMENT-1

Unit Reference: SCD/GSC/012/L4

Level:4

Credit value: 5

GLH: 50

Unit Aim: This course is to equip and expose learners to real work environment experiences to gain the knowledge and skills through hands- on skills and execution.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RL)

UNIT 013: FIELD WORK POSTING MANAGEMENT-1

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: understand field work posting in Geriatric Social Care	1.1	Explain field work posting in geriatric social care								
	1.2	Explain Rules and Regulations guiding field work posting in geriatric social care								
	1.3	Explain the role of field work in geriatric social care								
LO2: Understand the tools of field work posting in geriatric social care	2.1	Explain the tools in field work posting e.g. <ul style="list-style-type: none"> • Documentation tools • Geriatric social care tool kit • Feld work posting management information dashboard 								
	2.2	Identify geriatric social care tool kit e.g. <ul style="list-style-type: none"> • Devices and medical aids • Person-centered Management Plan • Standard Operating Procedures (SOPs) 								
	2.3	Identify documentation tool e.g. <ul style="list-style-type: none"> • Attendance log book • Learners Activity book • Supervisory logbook 								
LO3 Demonstrate practical skills in geriatric social care	3.1	Participate in a multidisciplinary team to address the diverse needs of older adults.								
	3.2	Conduct assessment of the older adult e.g.								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA	Evidence Type				Evidence Ref. Page No.			
		The learner can:								
		<ul style="list-style-type: none"> Physical Cognitive Mental Social 								
	3.3	Carry out person-centered care								
	3.4	Apply ethical and legal considerations in geriatric social care settings e.g. <ul style="list-style-type: none"> Privacy Confidentiality informed consent professional codes 								
LO4: Understand how to produce a report on field work posting in geriatric social care	4.1	Explain recommended report writing template on field work posting in geriatric social care.								
	4.2	Explain report writing and presentation on field work posting in geriatric social care								
	4.3	Demonstrate report presentation on field work posting in geriatric social care								

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

NATIONAL SKILLS QUALIFICATION

LEVEL 5

GERIATRIC SOCIAL CARE TECHNICIAN

Ref: GSC/L0005

Course Overview

By doing this course, the learner will be equipped with the knowledge of older persons care and demonstrate understanding of attitudes and perceptions of older people, care delivery and their support system.

To gain this qualification at level 5 learner will need to achieve 47 credit value of which 14 credit has to be from theory 33 credit from practical teaching session.

Key to evidence gathering methods

A recommended range of assessment methods has been identified which may be used for the units in this qualification. This gives opportunity for different learning styles and individual needs of learner to be taken into account.

- Direct observation with interactive sharing of cultural knowledge and experiences,
- Role playing, workshop on the use of language and perceptions of older persons.
- Oral and written questions,
- Short quizzes,
- Witness testimony
- Case studies,
- Projects,
- Assignments,
- Reflective accounts,
- Work product

Course Overview

This level 5 in Geriatric Social Care certification is required for geriatric social caregiving anywhere in the private sector. The certified geriatric social care technician could achieve public service employment after acquiring necessary relevant qualification.

QUALIFICATION PURPOSE

This qualification is designed for individuals who are interested in developing a career in Geriatric Social Care.

QUALIFICATION REQUIREMENTS

Candidates must:

- a. Be at least 18 years of age
- b. Be medically fit
- c. Be physically fit
- d. Be mentally fit
- e. Have achieved all the mandatory units in the qualification

Note:

This is a 47-credit value qualification. To achieve this qualification; learners are required to achieve all credit value. Each Credit is equivalent to 10 Guided Learning Hours (GLH).

There are no optional units.

QUALIFICATION OBJECTIVE

At the end of the qualification, the Geriatric Social Care Technician should be able to:

- a. Communicate effectively in workplace
- b. Relate effectively in work environment
- c. Work as part of a multidisciplinary team
- d. Observe health and safety protocols
- e. Know and Operate Assistive Devices
- f. Carryout Daily vital signs monitoring and documentation

Unit assessment requirements/evidence requirements:

Assessment must be carried out in real workplace environment in which learning and human development is carried out. Simulation is allowed in this unit and level.

Assessment methods to be used include:

1. Direct Observation (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Personal statement (PS) or Reflective Practice (RP)
5. Assignment (ASS)
6. Recognition of Prior Learning (RPL)

GENERAL GUIDE

Unit Title	Provides a clear explanation of the content of the unit.
Unit Number	The unique number assigned to the unit
Unit Reference	The unique reference number given to each unit at qualification approval by NBTE
Unit Level	Denotes the level of the unit within the National Skills Qualifications Framework NSQF.
Unit Credit Value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours
Unit Purpose	Provides a brief outline of the unit content.
Learning Outcome	A statement of what a learner will know, understand or be able to do, as a result of learning process.
Assessment Criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit Assessment Guidance	Any additional guidance provided to support the assessment of the unit.
Unit Guided Learning Hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.

NATIONAL SKILLS QUALIFICATION

LEVEL 5 Geriatric Social Care Training

Unit	Ref	Content	Remarks	Credit value	GLH
01	SCD/GSC/001/L5	Basic knowledge of Gerontology and Geriatrics- 3	Mandatory	4	40
02	SCD/GSC/002/L5	Legal and compliance issues of older persons- 4	Mandatory	4	40
03	SCD/GSC/003/L5	Medical conditions of older persons-5	Optional	4	40
04	SCD/GSC/004/L5	Care Settings-3	Optional	4	40
05	SCD/GSC/005/L5	Medication management-5	Optional	4	40
06	SCD/GSC/006/L5	Basic Activities of Daily Living-5	Mandatory	6	60
07	SCD/GSC/007/L5	End-of-life care-5	Mandatory	5	50
08	SCD/GSC/008/L5	Soft Skills-5	Mandatory	4	40
09	SCD/GSC/009/L5	Assistive Devices-5	Mandatory	5	50
10	SCD/GSC/010/L5	Field Work Posting Management-2	Mandatory	7	70
Total				47	470

UNIT 001: Basic Knowledge of Gerontology and Geriatrics-3

Unit Reference: SCD/GSC/001/L5

Level: 5

Credit value: 4

GLH: 40

Unit Aim: To equip learners with the appropriate attitude and knowledge to understand natural physical, cognitive and psychological changes of ageing and to recognize and support in the management of age-related health and social conditions of older persons.

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prio Learning (RPL)

UNIT 001: BASIC KNOWLEDGE OF GERONTOLOGY AND GERIATRICS-3

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand basic gerontology and geriatrics in geriatric social care	1.1	Discuss the concept of ageing: <ul style="list-style-type: none"> • The ageing processes • Biological aging • Age-related disease • Psychological and cognitive changes • Social and environmental factors • Geriatric assessment • Care management • Age-friendly environments • Ethical considerations • Geriatric syndromes 								
	1.2	Recognise common geriatric related diseases e.g. <ul style="list-style-type: none"> • Cardiovascular diseases • Osteoporosis • Diabetes • Arthritis • Depression • Dementia • Parkinsons disease • Chronic obstructive pulmonary disease • Alzheimer’s Disease • Cancers 								
	1.3	Discuss general prevention of old age-related diseases e.g. <ul style="list-style-type: none"> • Maintain wholesome meals • Engage in regular physical activity • Vaccinations • Don’t smoke or quit smoking • Quit alcohol consumption 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Maintain a healthy weight • Get regular check-ups • Protect your skin • Managing stress 								
LO2: Understand essential Skills in gerontology and geriatrics for providing appropriate care to older adults.	2.1	Identify essential skills in gerontology and geriatrics for geriatric social care settings e.g. <ul style="list-style-type: none"> • Assessment skills • Communication skills • Empathy and compassion • Knowledge of ageing-related conditions • Care planning and management • Cultural Competence • Ethical and legal awareness • Advocacy skills • Self-care and stress management 								
	2.2	Describe essential skills in gerontology and geriatrics e.g. <ul style="list-style-type: none"> • Assessment skills • Care planning and management • Advocacy skills • Self-care and stress management 								
	2.3	Discuss the roles of cultural competence in basic geriatric and gerontology: <ul style="list-style-type: none"> • Respect diversity • Effective communication • Person centered care • Health disparities and inequities • Trust and relationship building • Ethical considerations 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 3: Understand Ageism and negative stereotypes about older persons in geriatric social care	3.1	Explain ageism and stereotypes in geriatric social care.								
	3.2	Explain common negative stereotypes in geriatric social care e.g. <ul style="list-style-type: none"> • Frailty • Dependence • Cognitive decline • Technological incompetence • Burden on society • Resistance to change 								
	3.3	Recognise the implications of ageism about old people in geriatric social care.e.g <ul style="list-style-type: none"> • Social exclusion • Decreased quality of healthcare • Employment discrimination • Financial insecurity • Diminished self-worth and dignity 								
	3.4	Identify strategies to address ageism in geriatric social care settings e.g. <ul style="list-style-type: none"> • Education and training • Person-centered care • Language and communication • Intergenerational programs • Advocacy and policy • Community engagement • Evaluation and feedback • Research and data collection 								
	3.5	Describe strategies to address ageism in geriatric social care settings e.g.								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type					Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Intergenerational programs • Advocacy and policy • Community engagement • Evaluation and feedback • Research and data collection 									

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 002: Legal and Compliance issues in the care of older persons-4

Unit Reference: SCD/GSC/002/L5

Level:5

Credit value: 4

GLH: 40

Unit Aim: To equip learners with appropriate knowledge and competency on legal and compliance issues of older persons and geriatric social care

Unit assessment requirements/evidence requirements:

The evidences required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

**UNIT 002: LEGAL AND COMPLIANCE ISSUES IN THE CARE OF OLDER PERSONS-
4**

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Understand the application of laws and policies with compliance issues in geriatric social care	1.1	Identify Laws, Policies, Regulations and Guidelines that impact the Caregivers, Care Settings, Care Agencies, Caregivers Training Agencies and Facilities e.g. <ul style="list-style-type: none"> • The Nigeria Constitution 1999 (as amended) • NHA, 2014 (As amended) • NSCC Act, 2017 • NPHCDA Act (as amended 2019) • NHIA, 2022 • AU Protocol, 2016 • VAPP Act, 2015 • National Policy on Ageing, 2020 • National Strategic Health Development Plan, 2018-2022 (NSHDP-II, 2018-2022) • National Policy on Geriatric Social Care Quality Assurance (2023) • National Regulatory Framework and Standard Operating Procedures for Geriatric Social Care Agencies and Care Settings in Nigeria (2023) • National Benchmark and Minimum Standards in Curricula for Training Geriatric Social Caregivers for Certification in Nigeria (2023) 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • National Guidelines on Assessments of Identified Geriatric Social Care Settings, Minimum Staffing and Core Competency, Requirements for Training Providers and Care Agencies Operators for Certification in Nigeria (2023) 								
	1.2	Describe the application of laws and policies in geriatric social care <ul style="list-style-type: none"> • Non discriminatory • Access to care • Quality of care • Support services • Residents’ rights • Monitoring and enforcement 								
	1.3	Explain the implications of laws and policies in geriatric social care								
LO2: Understand compliance issues in geriatric social care	2.1	Explain compliance issues in geriatric social care								
	2.2	Describe key areas of compliance issues in geriatric social care e.g. <ul style="list-style-type: none"> • Licensing and certification • Staffing and training • Health and safety regulations • Privacy and confidentiality • Abuse and neglect prevention 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA	Evidence Type				Evidence Ref. Page No.			
		The learner can:								
		<ul style="list-style-type: none"> Ethical considerations Financial compliance Documentation and Record-keeping 								
	2.3	Describe minimum staffing in geriatric social care settings e.g. <ul style="list-style-type: none"> Model Senior Care Center Skilled Nursing Home/Assisted Living Community Seniors Day Center 								
LO3: Understand Elder Abuse	3.1	Explain the concept of Elder Abuse								
	3.2	Describe types of Elder Abuse e.g. <ul style="list-style-type: none"> Verbal Financial Physical Psychological Sexual 								
	3.3	Identify signs of abuse in older persons.								
	3.4	Explain channels of reporting abuse of older persons								
	3.5	Describe how to Prevent Elder Abuse								

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 003: MEDICAL CONDITIONS OF THE OLDER PERSONS-5

Unit Reference: SCD/GSC/003/L5

Level: 5

Credit value: 4

GLH: 40

Unit Aim: To equip learners with appropriate knowledge and competency in prevention, promotion, recognizing medical conditions and signs of decline in older people to effectively provide services to support them live as comfortably, safely and independently as possible.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 003: MEDICAL CONDITIONS OF THE OLDER PERSONS-5

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand the multiple chronic conditions and ‘Red Flags’ in older people.	1.1	Identify the multiple chronic conditions in older people.								
	1.2	Mention common medical conditions caregivers are likely to encounter with older people, e.g. <ul style="list-style-type: none"> • Hypertension • diabetes mellitus • dementia • delirium • arthritis • stroke • Respiratory issues • multiple morbidity • Vaccines preventable infections 								
	1.3	Identify common signs and symptoms of medical conditions in older people: <ul style="list-style-type: none"> - Hypertension, - diabetes mellitus, - dementia, - delirium and chronic pain - Vaccine Preventable Diseases e.g. Influenza (flu), pneumococcal pneumonia, hepatitis B, Tetanus, Diphtheria, Pertussis, Herpes Zoster (Shingles) 								
	1.4	State the common danger signs (‘Red flags) on older people e.g. Severe allergic reactions, sudden rapid or irregular heartbeat, uncontrolled bleeding, loss of consciousness, difficult breathing, sudden or severe chest pain								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	1.5	Identify the steps for common intervention measures to deal with signs of Red Flags in older people e.g. <ul style="list-style-type: none"> • Stay calm • Assess the situation • Call for help • Provide comfort and assurances • Follow any specific instructions • Gather necessary information • Stay with the person until help arrives 								
LO 2: Understand normal and abnormal vital signs and blood sugar levels	2.1	Demonstrate vital signs								
	2.2	Discuss blood sugar levels								
	2.3	Identify normal and abnormal vital signs and blood sugar levels								
LO 3: Understand first Aid in geriatric social care	3.1	Carry out first aid in geriatric social care e.g. <ul style="list-style-type: none"> • Evacuation from danger • Air way management • Breathing • Circulation • Bleeding/Wound care • Bandaging • Cardio-Pulmonary Resuscitation (CPR) • Fall Management 								
	3.2	Apply appropriate basic first aid to deal with Red Flags in older people								
	3.3	Describe the steps in conducting CPR in a geriatric social care emergency								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	3.4	Describe a 2-way referral structure and process to the next level of care e.g.: <ul style="list-style-type: none"> • Identify the need for referral • Referral initiation • Referral communication • Receiving professionals • Feedback and collaboration • Continuity of care 								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 004: CARE SETTINGS-3

Unit Reference: SCD/GSC/004/L5

Level: 5

Credit value: 4

GLH: 40

Unit Aim: To equip learners with appropriate knowledge, and skills to know the challenges and requirements in standards for Home, Community and Institution care settings certification.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 004: CARE SETTINGS-3

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand the types of care settings	1.1	Explain the concept of Geriatric Social Care settings								
	1.2	Describe the common elements of standards for social and recreational activities in geriatric social care settings e.g. <ul style="list-style-type: none"> • Activity programs • Personalized activity plans • Qualified staff and volunteers • Safety and accessibility • Social engagements • Community integration • Evaluation and feedback 								
	1.3	Describe how geriatric social care settings promote the well-being of older people								
LO2: Understand legislations guiding certification of Geriatric Social Care settings	2.1	Explain the concept of legislation in certification of Geriatric Social Care settings								
	2.2	Identify areas of focus in policies and regulations for geriatric social care settings. e.g. <ul style="list-style-type: none"> • Resident Rights and dignity • Health safety • Staffing and qualifications • Care planning • Medication management • Quality assurance and continuous improvement • Documentation and record-keeping 								
	2.3	Describe areas of focus in policies and regulations for geriatric social care settings								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	2.4	Identify policies, regulations and SOPs for Geriatric Social Care settings e.g. <ul style="list-style-type: none"> • National Regulatory Framework and Standard Operating Procedures for Geriatric Social Care Agencies and Care Settings in Nigeria (2023) • National Guidelines on Assessments of Identified Geriatric Social Care Settings, Minimum Staffing and Core Competency, Requirements for Training Providers and Care Agencies Operators for Certification in Nigeria (2023) 								
	2.4	Describe geriatric social care setting certification process e.g. <ul style="list-style-type: none"> • Registration with the Nigeria Corporate affairs Commission • Registration with the SCUML • Satisfying minimum requirements in infrastructure, staffing equipping, scope of service 								
LO3: Understand the Challenges in certification of Geriatric Social Care Settings	3.1	Identify challenges in certification of geriatric social care settings e.g. <ul style="list-style-type: none"> • Variations in standards • Resource constraints • Complex regulatory framework • Meeting diverse needs 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
		<ul style="list-style-type: none"> • Evolving standards • Maintaining sustainability • Limited recognition 									
	3.2	Explain the challenges in certification of model senior centers									
	3.3	Describe strategies for addressing challenges in the certification of geriatric social care settings e.g. <ul style="list-style-type: none"> • Stakeholder engagement • Standardization and clear guidelines • Training and professional development • Resource allocation • Continuous quality improvement • Collaboration with regulatory bodies • Public awareness and education • Continuous monitoring and evaluation 									

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 005: MEDICATION MANAGEMENT-5

Unit Reference: SCD/GSC/005/L5

Level: 5

Credit value: 4

GLH: 40

Unit Aim: To equip learners with appropriate knowledge and competency to safely provide support to older persons in medication administration, control non-compliance and adverse medication effects.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of prior Learning (RPL)

UNIT 005: MEDICATION MANAGEMENT-5

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO 1: Understand medication safety in geriatric social care	1.1	Explain the concept of medication safety in geriatric social care								
	1.2	Describe steps for medication identification to enhance safety in geriatric social care settings e.g. <ul style="list-style-type: none"> • Ascertain the name of the drug • Identify the expiration date of the drug • Determine the frequency of use of the medication • Identify the method of drug administration. • Keep medication separate • Check the appearance • Use technology tools 								
	1.3	Describe the elements of medication safety in geriatric social care e.g. <ul style="list-style-type: none"> • Knowledge of medications • Medication management • Medication administration • Medication storage and security • Adverse event recognition and reporting • Communication and collaboration • Medication education for older adults • Adherence promotion • Continuous quality improvement 								
	1.4	Recognise the importance of conducting comprehensive medication assessment for each								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.					
		resident in a geriatric social care setting e.g. <ul style="list-style-type: none"> • Ensuring medication appropriateness • Individualizing treatment • Minimizing polypharmacy • Detecting medication - related side effects • Enhancing medication safety 										
LO 2: Understand side effects and appropriate intervention in medication use for older person	2.1	Identify some common side effects of medication use in older persons e.g. <ul style="list-style-type: none"> • Gastrointestinal issues • low blood pressure • low blood sugar • cognitive impairment • dizziness and falls • sleep disturbance • Hepatic impairment • Polypharmacy interactions • urinary problem • dry mouth 										
	2.2	Describe healthcare team support of geriatric social caregiver to address medication side effects in geriatric social care settings e.g. <ul style="list-style-type: none"> • Verbal communication • Written materials • Educational sessions • Digital resources • Visual aids • Role-playing • Follow -up appointments • Collaboration with pharmacists 										

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	2.3	Discuss interventions to address medication side effects in geriatric social care settings e.g. <ul style="list-style-type: none"> • Medication review • Education and counselling for the client, family members and caregivers • Dose adjustment • Medication alternatives • Supportive care – dietary modifications, • Monitoring and evaluation • Interdisciplinary collaboration 								
		Discuss the benefits of engaging older adults and their caregivers in the decision-making process when addressing medication side effects in geriatric social care settings e.g. <ul style="list-style-type: none"> • Enhanced Client- centered care • Improved treatment adherence • Increased medication safety • Empowerment and autonomy • Improved communication and trust • Better outcomes and quality of life. 								
LO:4: Understand inappropriate polypharmacy and	4.1	Explain polypharmacy and inappropriate polypharmacy in Older Persons								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.						
its effect on Older Persons.	4.2	Describe Medication Burden and its impacts in geriatric social care e.g. <ul style="list-style-type: none"> • Physical difficulty • Medication Non-Adherence • Increased risk of medication errors • Confusion and cognitive impairment • Financial strain • Increased risk of adverse drug reactions 											
	4.3	Explain actions to address inappropriate polypharmacy in geriatric social care setting											

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 006: BASIC ACTIVITIES OF DAILY LIVING-5

Unit Reference: SCD/GSC/006/L5

Level: 5

Credit value: 6

GLH: 60

Unit Aim: To equip learners with appropriate knowledge, attitude, skills and competency to support older persons with their Activities of Daily Living

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 006: BASIC ACTIVITIES OF DAILY LIVING-5

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO 1: Understand Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs) in Older Persons	1.1	Explain Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADLs) in geriatric social care.									
	1.2	Describe why older adults are assessed by caregivers for ability to perform ADLs and IADLs in geriatric social care: <ul style="list-style-type: none"> • Determine functional abilities • Identify support needs • Plan care and interventions • Monitor health and progress • Support ageing in place • Assess functional decline 									
	1.3	Describe basic Activities of Daily Living (ADL) in geriatric social care: e.g. <ul style="list-style-type: none"> • Personal Hygiene • Bathing • Oral hygiene • Dressing and grooming • Continence management • Eating and feeding • Ambulating 									

LEARNING OBJECTIVE (LO) The learner will:	PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	<ul style="list-style-type: none"> • Toileting 								
	1.4 Describe Instrumental Activities of Daily Living (IADL) in geriatric social care: e.g. <ul style="list-style-type: none"> • Feeding • Bed making • Housekeeping • Medication management • Social activities • Grocery shopping • Meal preparation • Laundry and linen services • Finance management • Using Technology 								
	1.5 Carry out ADL in geriatric social care setting								
	1.6 Carry out IADL in geriatric social care setting								
LO2: Understand Personalized Care Plan in geriatric social care setting.	2.1 Explain the concept of Personalized Care Plan in geriatric social care								
	2.2 Describe the components of Personalized Care Plan in geriatric social care								
	2.3 Explain the importance of Personalized Care Plan								
	2.4 Describe how personalized care plan promotes a person-centered approach in geriatric social care:								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.							
		<ul style="list-style-type: none"> • Individualized assessment • Collaborative goal setting • Preferences and choices • Tailored interventions and support • Regular communication • Continuity and consistency 												
LO3: Understand principles of confidentiality, respect and sensitivity to older person while providing care in geriatric social settings.	3.1	Demonstrate how to maintain confidentiality of older persons												
	3.2	Demonstrate how to show respect while providing care to older persons												
	3.3	Demonstrate sensitivity to older persons feelings												
LO:4: Understand skills in communication, observation and documentation.	4.1	Explain the importance of communication, observation and documentation skills in providing comprehensive care in geriatric social care settings												
	4.2	Describe communication skills in geriatric social care:												
	4.3	Describe observation skills in geriatric social care settings.												
	4.4	Describe documentation skills in geriatric social care settings.												

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type	Evidence Ref. Page No.
	4.5	Demonstrate communication, observation and documentation skills.		

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 007: END-OF-LIFE CARE-5

Unit Reference: SCD/GSC/007/L5

Level:5

Credit value: 5

GLH: 50

Unit Aim: To equip learners with appropriate knowledge, competency, attitude and skills on end-of-life process and provide support to older person and family members

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments) ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 007: END-OF-LIFE CARE-5

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
LO1: Understand the process and the sufferings of older person and family members at the end of life	1.1	Explain the process and sufferings of older person and family members at the End-of – Life in geriatric social care setting									
	1.2	Explain the principles of end-of-life Care e.g. <ul style="list-style-type: none"> • Pain and symptom management • Family involvement and support • Spiritual and cultural considerations • Continuity of care • Respect for autonomy and client preferences • Communication and emotional support • Palliative care • Hospice care • Advance care planning • Bereavement support • Interdisciplinary approach Legal and ethical considerations									
	1.3	Explain the concept of palliative care									
	1.4	Identify goals of palliative care at end -of- Life in geriatric social care setting E.g. <ul style="list-style-type: none"> • Symptom management • Emotional and psychological support • Communication and shared decision making • Coordination of care • Support for families 									

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO2 Understand approach to client (older person) and family members, to ensure adequate support at the End-of-Life Care	2.1	Explain the need to approach clients and their families with empathy, sensitivity and respect at end-of -life care.: <ul style="list-style-type: none"> • Emotional support • Dignity and autonomy • Cultural and spiritual sensitivity. • Communication and information sharing • Respecting individual coping mechanisms • Grief and bereavement support 								
	2.2	Discuss importance of cultural and spiritual sensitivity towards clients and family members at end-of-life care: <ul style="list-style-type: none"> • Respecting diversity • Preserving identity and meaning • Providing comfort and support • Enhancing communication • Alleviating anxiety and fear • Prompting dignity and autonomy 								
	2.3	Demonstrate respect and care to family members' norms and traditions.								
	2.4	Demonstrate respect to the wishes of care recipients and family members								
	2.5	Demonstrate empathy to the clients and family members.								
LO3: Understand common interventions for alleviating	3.1	Explain suffering at end-of-life in geriatric social care								
	3.2	Discuss suffering of older person								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.				
suffering at the End-of-Life Care		and family members at the end of life									
	3.3	Recognise common interventions for alleviating suffering at the End-of- Life care in geriatric social care e.g. <ul style="list-style-type: none"> • Spiritual care • Family involvement • Symptom management • Emotional and psychological support • Pain management • Palliative care • Advance Care Plan • Bereavement planning 									
	3.4	Explain Advance Care Planning importance in alleviating suffering at the End-of Life in geriatric social care									
	3.5	Explain ‘Red flags’ that indicate the need for additional support in end -of life care in geriatric social care									
	3.4	Mention ‘red flags’ for referral to experts.									
LO4: Understand documentation, Ethical & Legal issues in EOL care	4.1	Explain documentation, ethical and legal issues at the end-of-life in geriatric social care									
	4.2	Describe documentation for legal and ethical requirements at the end-of -life e.g. <ul style="list-style-type: none"> • Medical history • Treatment plans • Assessments 									

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Advance care planning • Informed consent • Communication and discussions • End of life wishes • Caregiver and family involvement • Privacy and confidentiality • Legal compliance 								
	4.3	Explain Healthcare proxy or Agent								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 008: SOFT SKILLS-5

Unit Reference: SCD/GSC/008/L5

Level:5

Credit value: 4

GLH: 40

Unit Aim: To equip learners with appropriate knowledge, attitude, competency on soft skills essential for providing compassionate and effective social care to older people.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 008: SOFT SKILLS-5

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Understand soft skills for geriatric social care	1.1	Explain soft skills in geriatric social care.								
	1.2	Identify soft skills in geriatric social care. E.g. 1. leadership 2. Creativity 3. Adaptability 4. Problem solving 5. Work ethic 6. Critical thinking 7. Conflict management 8. Emotional intelligence								
	1.3	Describe soft skills in basic geriatric social care. E.g.: 1. Leadership 2. Creativity 3. Adaptability 4. Problem solving 5. Work ethic 6. Critical thinking 7. Conflict management 8. Emotional intelligence 9. Time management								
LO2: Understand time management in geriatric social care	2.1	Explain Time management in geriatric social care								
	2.2	Recognise functions of time management in geriatric social care. E.g.: <ul style="list-style-type: none"> • Prioritizing tasks • Creating schedules • Optimizing efficiency • Preventing overload 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
		<ul style="list-style-type: none"> • Meeting deadlines • Flexibility for emergencies • Collaboration and coordination • Monitoring and evaluation 								
	2.3	Describe functions of time management in geriatric social care e.g.: <ul style="list-style-type: none"> • Prioritizing tasks • Creating schedules • Optimizing efficiency • Preventing overload • Meeting deadlines • Flexibility for emergencies • Collaboration and coordination • Monitoring and evaluation 								
LO3: Understand Emotional Intelligence in geriatric social care	3.1	Describe Emotional Intelligence in geriatric social care								
	3.2	Mention areas requiring Emotional Intelligence considerations in geriatric social care e.g.: <ul style="list-style-type: none"> • Empathy and Compassion • Active listening • Managing challenging Behaviours • Building trust and rapport • Dealing with loss and grief • Self-regulation • Cultural sensitivity • Collaborative team work 								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	3.3	Describe areas requiring Emotional Intelligence considerations in geriatric social care e.g.: <ul style="list-style-type: none"> • Empathy and Compassion • Active listening • Managing challenging Behaviours • Building trust and rapport • Dealing with loss and grief • Self-regulation • Cultural sensitivity • Collaborative team work 								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 009: ASSISTIVE DEVICES -5

Unit Reference: SCD/GSC/009/L5

Level:5

Credit value: 5

GLH: 50

Unit Aim: To equip learners with appropriate knowledge, attitude and skills, to recognise communication technology and Assistive Devices with the operational excellence they bring in older persons care

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RPL)

UNIT 009: ASSISTIVE DEVICES -5

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: Understand introduction of Assistive Devices in Geriatric Social Care.	1.1	Explain importance of Assistive Devices in older person’s daily activities, mobility, and communication								
	1.2	Recognize common communication technology in use in Geriatric Social Care. <ul style="list-style-type: none"> • Telehealth and Telemedicine • Mobile applications • Electronic Health Records • Wearable Devices • Social Media Platforms • Assistive Communication Devices 								
	1.3	Recognise Assistive communication devices in use in Geriatric Social Care.eg <ul style="list-style-type: none"> • Speech-generating devices • Text-to-speech applications • Reminiscence therapy Apps • Voice activated assistants • Video conferencing tools • Smart phones and tablets • Social Media Apps 								
LO2: Understand the application of Communication devices in	2.1	Demonstrate operations of Assistive communication devices in use in Geriatric Social Care. Demonstrate use of <ul style="list-style-type: none"> • Smart phones and tablets 								

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
Geriatric Social Care.		<ul style="list-style-type: none"> • Social Media Apps • Video conferencing tools 								
	2.2	Describe Senior-friendly social networking platforms in geriatric social care.								
	2.3	Carry out preventive maintenance of handheld and other communication devices in use in Geriatric Social Care settings.								
LO3: Understand Assistive Devices in Geriatric Social Care.	3.1	Describe Assistive Devices in Geriatric Social Care e.g.: Assistive Devices a). Mobility aids b). Medication management c). Personal emergency response systems (PERS) d). Assistive technology e). Adaptive equipment f). Hearing aids g) Visual aids								
	3.2	Identify commonly used Assistive Devices in Geriatric Social Care e.g.: <ul style="list-style-type: none"> • Mobility devices • Hearing Aids • Visual Aids 								
	3.3	Describe the commonly used Assistive Devices in Geriatric Social Care								

LEARNING OUTCOME (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
	3.4	Maintain commonly used Assistive Devices and Medical Aids in Geriatric Social Care								
	3.5	Identify Assistive Devices not functioning in geriatric social settings.								
	3.6	Refer to experts any Assistive Device not functioning								

Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date Date: Date:
EQA Signature (if sampled)	Date:

UNIT 010: FIELD WORK POSTING MANAGEMENT-2

Unit Reference: SCD/GSC/010/L5

Level:5

Credit value: 7

GLH: 70

Unit Aim: This course is to equip and expose learners to real work environment experiences to gain the knowledge and skills through hands- on skills and execution.

Unit assessment requirements/evidence requirements:

The evidence required for this Unit include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Assignments (ASS)
5. Reflective Accounts (RA)
6. Recognition of Prior Learning (RL)

UNIT 010: FIELD WORK POSTING MANAGEMENT-2

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA The learner can:	Evidence Type				Evidence Ref. Page No.			
LO1: understand field work posting in Geriatric Social Care	1.1	Explain field work posting in geriatric social care								
	1.2	Explain Rules and Regulations guiding field work posting in geriatric social care								
	1.3	Explain the role of field work in geriatric social care								
LO2: Understand the tools of field work posting in geriatric social care	2.1	Describe the tools in field work posting e.g. <ul style="list-style-type: none"> • Documentation tools • Geriatric social care tool kit • Feld work posting management information dashboard 								
	2.2	Identify geriatric social care tool kit e.g. <ul style="list-style-type: none"> • Devices and medical aids • Person-centered Management Plan • Standard Operating Procedures (SOPs) 								
	2.3	Identify documentation tool e.g. <ul style="list-style-type: none"> • Attendance log book • Learners Activity book • Supervisory logbook 								
LO3 Demonstrate practical skills in geriatric social care	3.1	Participate in a multidisciplinary team to address the diverse needs of older adults.								

LEARNING OBJECTIVE (LO) The learner will:		PERFORMANCE CRITERIA	Evidence Type				Evidence Ref. Page No.			
		The learner can:								
	3.2	Conduct assessment of the older adult e.g. <ul style="list-style-type: none"> • Physical • Cognitive • Mental • Social 								
	3.3	Carry out person-centered care								
	3.4	Apply ethical and legal considerations in geriatric social care settings e.g. <ul style="list-style-type: none"> • Privacy • Confidentiality • informed consent • professional codes 								
LO4: Understand how to produce a report on field work posting in geriatric social care	4.1	Explain recommended report writing template on field work posting in geriatric social care.								
	4.2	Explain report writing and presentation on field work posting in geriatric social care								
	4.3	Demonstrate report presentation on field work posting in geriatric social care								

Learners Signature:	Date
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

