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

Module Descriptor

Activities of Living Patient Care

Level 5   L22441

www.fetac.ie
# Level 5 Module Descriptor

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<td>Module Code</td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
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<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
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Introduction

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

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

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

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

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

Course providers are encouraged to design programmes which enable learners to develop core skills.
1 Module Title Activities of Living Patient Care

2 Module Code L22441

3 Level 5

4 Credit Value 1 credit

5 Purpose This module is a statement of the standards to be achieved to gain an FETAC credit in Activities of Living Patient Care. It is an elective module for the Level 5 Certificate in – Healthcare Support.

This module is based on The Elements of Nursing, a model for nursing based on a model of living (Roper, Logan, Tierney), first published in 1980.

The module is designed to equip learners with the knowledge and skills to provide care for people in a variety of settings, working under the direction and supervision of nursing/midwifery staff.

6 Preferred Entry Level Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

7 Special Requirements None.

8 General Aims

Learners who successfully complete this module will:

8.1 demonstrate good work practices in the provision of holistic care for patients/clients

8.2 understand the elements of activities of living

8.3 demonstrate how to assist a patient/client in the activities of living

8.4 enhance the quality of life of patients/clients
The specific learning outcomes are grouped into 2 units.

Unit 1  Activities of Living
Unit 2  Caring for the Patient/Client Utilising Activities of Living

10 Specific Learning Outcomes

Unit 1  Activities of Living

Learners should be able to:

10.1.1 list the activities of living
10.1.2 outline the role of the health care assistant in utilising the activities of living
10.1.2 list the five main concepts of the model of living
10.1.3 outline the meaning of the term ‘activity of living’
10.1.4 understand the association of ‘lifespan’ in relation to the activities of living
10.1.5 understand the association of ‘dependence/independence continuum’ in relation to the activities of living
10.1.6 discuss the factors influencing the activities of living
10.1.7 discuss the importance of individuality in living

Unit 2  Caring for the Patient/Client Utilising Activities of Living

Learners should be able to:

10.2.1 understand the activity of maintaining a safe environment
10.2.2 discuss the following in relation to maintaining a safe environment:
   - risk of infection
   - risk of accident
   - risk of fire
   - problems due to sensory impairment/loss
10.2.3 demonstrate effective communication skills while caring for a patient/client

10.2.4 understand the normal range of breathing pulse rate and blood pressure

10.2.5 outline factors which influence breathing, pulse and blood pressure rates

10.2.6 demonstrate competence in observation, counting, recording and reporting any change in breathing habit (rate, rhythm, character)

10.2.7 demonstrate competence in counting, recording and reporting the pulse rate of patient/clients (rate, rhythm, volume, tension)

10.2.8 demonstrate competence in measuring, recording and reporting blood pressure rate manually and electronically

10.2.9 discuss eating and drinking under the following headings:
- effects of nutrition/malnutrition on patients/clients
- special dietary requirements
- aids to assist in eating and drinking
- social aspects of eating
- skills and techniques required to assist/feed a patient/client
- different methods of feeding patients/clients eg nasogastric and peg feeding

10.2.10 demonstrate competence in measuring, recording and reporting a patient’s/client’s weight

10.2.11 discuss elimination under the following headings:
- privacy and dignity
- limited mobility
- promotion of continence
- care of the incontinent patient
- constipation
- urinary catheter care
- ileostomy/colostomy care
- change of environment and routine

10.2.12 recognise the normal and abnormal constituents of elimination

10.2.13 demonstrate competence in recording and reporting of fluid balance

10.2.14 demonstrate competence in the correct technique for emptying, recording and reporting a urinary catheter bag
10.2.15 demonstrate competence in:
   • testing of urine (urinalysis)
   • recording and reporting of results of urinalysis

10.2.16 discuss personal hygiene and dressing under the following headings:
   • privacy and dignity
   • dependence/independency continuum
   • aids to assist with dressing
   • oral hygiene
   • foot care
   • care of prosthesis

10.2.17 outline and explain the need for pressure area care

10.2.18 state how the body controls temperature

10.2.19 define pyrexia, hyperpyrexia and hypothermia

10.2.20 list how the temperature of patient/client can be obtained

10.2.21 demonstrate competence in measuring, recording and reporting the temperature of a patient/client

10.2.22 discuss mobilisation under the following headings:
   • promotion of a healthy lifestyle
   • aids to assist in mobilisation
   • safe movement and position of patients/clients

10.2.23 recognise the impact of ill health on work and play

10.2.24 recognise the patient/client need to express his/her sexuality

10.2.25 outline measures to assist the patient/client in the activity of sleeping

10.2.26 discuss the role of the health care assistant in caring for the dying patient/client under the following headings:
   • effective communication
   • confidentiality
   • cultural beliefs
   • the grieving process
   • support to family and colleagues
11  Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.
All assessment is carried out in accordance with FETAC regulations.
Assessment is devised by the internal assessor, with external moderation by the FETAC.

Summary

<table>
<thead>
<tr>
<th>Skills Demonstration</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

11.1 Skills Demonstration
demonstration competence in the following
- breathing
- pulse
- blood pressure
- weight
- fluid balance
- urinalysis
- temperature

Candidates will be observed and assessed in carrying out each specific skill listed above.

Candidates will be required to demonstrate the following skills:
- organisation and preparation of the tasks, paying particular attention to meeting the needs of clients
- ability to competently carry out each task
- communication with the client and any other appropriate person throughout the tasks, including the demonstration of consultation with the client and displays of encouragement and empathy
- use of appropriate safety and health practices.

11.2 Project

The internal assessor will devise a project brief that requires candidates to demonstrate their understanding of individual needs of patients/clients.

Through the project, candidates will demonstrate
- understanding and application of concepts associated with caring for patients/clients
- use of relevant research and sources of information
- ability to analyse, evaluate, and reflect on their interventions and to communicate and report these appropriately
The project may be presented using a variety of media including written, oral graphic, audio visual or any combination of these.

12 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
</tbody>
</table>
Candidate Name: _______________________________ PPSN: ________________________
Centre: __________________________________________________ Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>• thorough organisation and preparation of the task, including identification of clients’ needs</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>• competent execution of the task</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>• effective communication throughout the task</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>• effective use of relevant safety and health practices</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>• comprehensive record of the task</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet

**70**

*Internal Assessor’s Signature: _______________________________ Date: ____________

*External Authenticator’s Signature: _______________________________ Date: ____________*
### Individual Candidate Marking Sheet 2

<table>
<thead>
<tr>
<th>Activities of Living for Patient Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>L22441</td>
</tr>
<tr>
<td>Project 30%</td>
</tr>
</tbody>
</table>

Candidate Name: _______________________________  PPSN: ________________________
Centre: __________________________________________________  Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>understanding and application of concepts associated with caring for patients/clients utilising the activities of living</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>relevant research and sources of information</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>appropriate presentation of work</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>comprehensive reflective analysis of findings and logical conclusions and recommendations</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet 30

**Internal Assessor’s Signature:** _______________________________  **Date:** __________

**External Authenticator’s Signature:** _______________________________  **Date:** __________
**FETAC Module Results Summary Sheet**

**Module Title:** Activities in Living for Patient Care  
**Module Code:** L22441

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>70</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Maximum Marks per Marking Sheet*

**Signed:**  
**Internal Assessor:** ________________________________  
**Date:** ________________________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*  
D: 80 - 100%  
M: 65 - 79%  
P: 50 - 64%  
U: 0 - 49%  
W: candidates entered who did not present for assessment
Glossary of Assessment Techniques

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

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

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

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

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

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

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

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

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

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.
The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
**Project**

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

Projects may involve:

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

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

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

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

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

**Skills Demonstration**

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

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

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

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

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.