

Live Assessment Material

Model Assignment 1

OCR Level 1/2 Cambridge National Award in Health and Social Care
OCR Level 1/2 Cambridge National Certificate in Health and Social Care
OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R025: Understanding life stages

Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- Unit entry code R025
- Certification code Award J801/Certificate J811/Diploma J821

The accreditation numbers associated with this unit are:

- Unit reference number A/503/6238
- Qualification reference J801 - 600/4777/X, J811 - 600/4780/X, J821 - 600/4771/9

Duration: Approximately 10 hours

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Model Assignment: Information for Learners

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R025: Understanding life stages

Scenario for the assignment

Setting the scene - producing information to help support members of the community through key transitions in their lives

The local authority has set up a 'Transitions Team'. The team consists of practitioners from all areas of health, social care and early years services such as teachers, school nurse, GP, social worker, care home staff, family liaison officers, youth workers, nursery staff and local people such as yourself. The team meets regularly at the local community centre and they work together to develop strategies to support local people of all ages through key transitions in their lives.

You are a voluntary member of the Transitions Team; their current project is to raise people's awareness of the factors affecting key transitions that will be experienced throughout their lives and of the support that can be available for them. The team have asked you to produce information materials about life stages and support that would be available, in a suitable format for people who use the community centre for various events and activities each week.

Your materials will include information about:

- the changes associated with the transition from young people to adulthood
- factors that affect development
- an overview of the ageing process
- an overview of medical conditions which may affect progress through the life stages.

You will also produce:

- a support plan for an individual with a medical condition.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your tasks

Task 1: Transition from young people to adulthood

This task covers all of Learning Outcome 1: Understand the stages of development from young people to adulthood

The first task is to produce information which provides an overview of development from young people to adulthood (5 to 65).

You must explain:

- physical, intellectual, language, emotional and social changes that occur through the life stages from young people to adulthood
- how factors that may affect development.

Task 2: The ageing process in older adulthood

This task covers all of Learning Outcome 2: Understand the ageing process in older adulthood

The second task is to produce information, which provides an overview of the ageing process.

You must:

- describe the ageing process (physical, intellectual, emotional and social)
- explain how an older person's role in life changes..

Task 3: How medical conditions may affect progress through the life stages

This task covers all of Learning Outcome 3: Know which medical conditions may affect progress through the life stages

You have been asked to produce an information pack about conditions which affect progress through the life stages.

Select two individuals from the list of case studies provided or use your own case studies. Choose one individual with a birth defect and one individual with a non-birth medical condition.

You must:

- provide an overview of birth defects and non-birth medical conditions that affect progress through the life stages.
- identify one individual with a birth defect and discuss how this condition could affect the individual and their family as they move through the different life stages
- identify one individual with a non-birth medical condition and discuss how this condition could affect the individual and their family as they move through the different life stages.

Task 4: Create a support plan

This task covers Learning Outcome 4: Be able to create support plans

Using your own case study or one selected from the list provided produce a support plan for that individual's specific medical requirements.

Your support plan must:

- be presented in an appropriate format for the individual
- address the specific needs of the individual
- be appropriate to their life stage

Case Studies

<p>Henry</p> <p>Henry, 86, has Alzheimer’s disease and is experiencing difficulties living in his own home. Henry’s wife died five years ago and his only son, Paul, lives 150 miles away. It was after his wife’s death that Henry’s memory problems became more obvious. He now forgets to eat meals and cannot recognise friends and family when they visit him.</p>	<p>Vaida</p> <p>Vaida, 17, lives at home with her mum. Vaida has a demanding job and enjoys a good social life; she is upset because she has just been diagnosed with Type 2 diabetes. She is very concerned about how the condition will impact on her lifestyle.</p>
<p>Ted</p> <p>Gabrielle, 68, and her husband Ted, 70, are both retired. Recently, after suffering chest pains when gardening, Ted has been diagnosed with angina, a coronary heart disease.</p>	<p>Lauren</p> <p>Lauren, 18, has anorexia. Lauren’s battle with anorexia started when she was 14. Her life became stressful when her parents split up and then she had to move house and change school. Her life felt out of control and she began to think that losing weight and improving her fitness would help things change for the better. Her weight dropped from 8.5st to under 5st. Eventually, she collapsed and ended up in hospital.</p>
<p>Naz</p> <p>Hardeep, 45, is married to Naz, 42. They have two children, Satkeerat, 13, and Priya, 10. Naz has just been diagnosed with breast cancer.</p>	<p>Jamie</p> <p>Jamie, 8, is a keen footballer. Jamie found himself getting breathless when playing football and has now been diagnosed with asthma.</p>
<p>Mark</p> <p>Mark, 33, has been diagnosed with progressive hearing loss (Bi-lateral high frequency loss). He can hear everything but finds it very difficult to understand what the words are. When it was diagnosed he became depressed because of worries about the effect it would have on his future, his career and his family.</p>	<p>Kate</p> <p>Jackie and Colin, have two children, Kate, 10 and Ben, 4. Kate has cerebral palsy. This condition has delayed her development.</p>
<p>Ashleigh</p> <p>Ashleigh, 24, worries about living with cystic fibrosis and how she doesn’t want it to stop her from doing the things she loves.</p>	<p>Claire</p> <p>Claire was born with Down’s syndrome 12 years ago. Her mum, Grace, 42, refused to have tests when she was pregnant to determine if the baby had any abnormalities or birth defects saying she would love the baby no matter what. Grace and her husband, Steven, are determined that their daughter will live a fulfilling life and will give her all the support she needs.</p>

Sabrina	Sam
<p>Sabrina, 75, is recently widowed and finding it difficult to cope with her loss. She has osteoporosis and arthritis with painful shoulder and hip joints. She takes medication for her diabetes. Cleaning, meal preparation and gardening are becoming difficult. She spends a lot of time alone and is not interested in socialising. Sabrina's hospital consultant has arranged a hip replacement operation and she is on the waiting list. Sabrina is determined to continue living in the home she shared with her husband of 52 years.</p>	<p>Sam, 39, was born with becker muscular dystrophy which only affects males. As the condition progresses Sam worries about his future and how he will cope if he has to use a wheelchair.</p>

Information for Teachers

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General guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification for this qualification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out this assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately ten hours to complete all tasks. Learners would need approximately 3 – 3.5 hours to complete task 1, 2 – 2.5 hours to complete task 2, 3 – 3.5 hours to complete task 3 and 2 hours to complete task 4. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part of the task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers or to work through answers in detail.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.

- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times. It is acknowledged that learners in their responses may refer to situations in the scenario we have provided but as the scenario is fictitious this does not break any rules of confidentiality.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. Format must not be confused with the content or the type of evidence to be produced and it is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The assessment is structured so that learners are required to provide evidence of using appropriate Health and Social Care techniques to meet specified purposes. It is unlikely that evidence of the techniques used will, on their own, provide sufficient evidence to judge the extent to which they have been used appropriately. Annotations may help to provide this additional context. The section *Evidence Summary* at the back of this document will guide you on the type of evidence and formats for evidence.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 Scope of permitted model assignment modification

The model assignment is very self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You **must not** change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (section *The internally assessed units*)
- the requirement to use two case studies, one each for birth defects and non-birth medical conditions
- the requirement to produce a support plan for an individual with a medical condition..

Permitted changes:

The model assignment can be modified in terms of the areas described below at the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- The learner's assignment may be contextualised or amended to suit local needs. For example, instead of learners providing information for groups using a community centre, they could provide a display for the local health centre.
- Who the individual is and what their needs are.
- Case studies of conditions providing the level of detail is similar to those included in the model assignment.
- Each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.
- The type of evidence required and the format it takes.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to adapt the model assignment we strongly advise that staff responsible for modifying the model assignment and quality assuring it refer to the publication *Fair access by design*.

If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can be met and that learners can access the full range of marks.

Specific guidance on the tasks

Introduction to the tasks

These guidance notes should be used in conjunction with the specification.

The tasks have been designed to enable learners to demonstrate their knowledge and understanding of the main life processes that will occur with each life stage; and develop an awareness of and understanding of the key events that may happen and the effects of these during the lifespan of an individual. Learners will be able to produce a support plan for a person with a specific medical need.

Specific guidance on Task 1: Transition from young people to adulthood

This task covers all of Learning Outcome 1: Understand the stages of development from young people to adulthood

To avoid repetition learners should be advised that they should only cover the most relevant aspects of P.I.L.E.S for each developmental stage. For example physical development (gross/fine motor skills) does not need to be covered in depth at each life stage.

Specific guidance on Task 3: Medical conditions and their effects

This task covers part of Learning Outcome 3: Know which medical conditions may affect progress through the life stages

Learners can select from the case studies provided, or centres can produce their own case studies but must ensure that the conditions are either birth defects or non-birth medical conditions. The two case studies chosen should cover different life stages.

Learners should use a range of different sources of information to research the medical conditions, this gives the opportunity to carry out primary research with individuals who have experienced the medical conditions. The learners' research should be evidenced by accurate referencing in the body of the work and by including a bibliography.

Evidence summary

When completing this assignment it may be possible to generate evidence for completing a task in a variety of formats. This list provides examples of the format that can be used, it is not exhaustive. In some cases the task or assignment will require a specific format for the outcome and this will be clearly marked with an asterisk in the table.

Task number	What learners need to produce (evidence)	Format of evidence (this list is not exhaustive)
Task 1	<ul style="list-style-type: none"> Physical, intellectual, language, emotional and social development through the life stages - young people to adulthood Factors that can affect the key developmental changes 	<ul style="list-style-type: none"> Timeline Posters Wall chart Collage Annotated diagrams/pictures Information booklets Presentation slides
Task 2	<ul style="list-style-type: none"> Overview of the ageing process Change of role in life 	<ul style="list-style-type: none"> Posters Leaflet Annotated diagrams/pictures Information booklets Presentation slides
Task 3	<ul style="list-style-type: none"> Overview Two medical conditions Effects of the conditions 	<ul style="list-style-type: none"> Factsheets Leaflet Presentation slides Posters Interview records Questionnaire Bibliography
Task 4	<ul style="list-style-type: none"> Support plan for an individual with a specific medical condition 	Plan: <ul style="list-style-type: none"> Written notes or Word document Guide booklet Text with illustrations/diagrams