

# Live Assessment Material

## Set Assignment 2

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 set 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       Certificate J811/Diploma J821

**The qualification numbers associated with this unit are:**

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

**Duration: Approximately 10 hours**

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Version 2 April 2019 - Change of title to set assignment, no other changes.

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# Set Assignment: Information for Learners

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

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Unit R025: Understanding life stages

# Scenario for the assignment

Setting the scene – producing information that can be easily accessed to help support people through the key transitions in their lives

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Local authorities set up Multi Agency Teams (MAT) to support people through the life stages from young people to adulthood. These Multi Agency Teams consist of professionals from different backgrounds such as teachers, school nurses, social workers, mental health workers, care home staff and youth workers.

Whilst on work experience with a social worker you have attended a MAT meeting. You have been asked to write user-friendly information sheets about the different life stages. These information sheets will go onto a website.

Your information sheets will include:

- 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

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

You need to provide information sheets on the stages of development from young people to adulthood (5 to 65).

You must explain:

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

## Task 2: The ageing process in older adulthood

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

You must provide information sheets that:

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

## Task 3: Medical conditions and their effects

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

You have been asked to provide information on the range of medical conditions which affect progress through the life stages.

Select two individuals from the list 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

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### **This task covers all of Learning Outcome 4: Be able to create support plans**

Choose an individual who has a specific medical requirement and produce a support plan for that individual.

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

Birth defects	Non-birth medical conditions
<p><b>Robbie</b></p> <p>Robbie, 10, was born with a severe visual impairment. He has limited vision in one eye and is blind in the other. He lives with his parents and his younger sister Anne who is 7. He is becoming more upset and frustrated about his condition. His mother is worried about Robbie starting at the local secondary school next year.</p>	<p><b>Harry</b></p> <p>Harry, 76, has coronary heart disease which has led to him having a stroke. He still lives at home on his own but is finding it difficult to cope. He eats chips from the local takeaway and ready meals from the freezer. His family live over 100 miles away and his only friend lives two streets away. He can no longer complete everyday tasks easily.</p>
<p><b>Richard</b></p> <p>Richard, 42, has Huntington's Disease and his condition has begun to deteriorate. He is married to Deborah and they have two children. Emma, 16, is studying for her GCSEs and Elizabeth, 19, is in her first year at university. Richard is a surveyor in the oil industry and his job takes him away from home for long periods. Richard's salary is the only source of income for the family. He is worried about how he will continue with his job and support his family.</p>	<p><b>Jake</b></p> <p>Jake, 36, is married to Becky. They have two children aged 3 and 13 years old. Jake has recently been diagnosed with lung cancer. The family are not coping well with this news.</p>
<p><b>Sophie</b></p> <p>Sophie, 8, was born with Down's syndrome. Her mother and father encourage Sophie to have a full and active life. Sophie attends her local school but needs a great deal of time and supervision both at school and at home. Her parents would like another child. However, they are concerned that they would not be able to cope and still give Sophie the support she needs.</p>	<p><b>Aisha</b></p> <p>Aisha, 62, is the primary carer for her elderly mother who lives with her. Aisha has recently been diagnosed with Type 2 diabetes. She is worried about how this could change her lifestyle especially as she enjoys going out regularly for meals with her friends. The Diabetes Clinic has given Aisha a diet sheet as her BMI is 30.</p>
<p><b>Rashid</b></p> <p>Rashid, 18, was born with spina bifida and is confined to a wheelchair. Following good exam results he would like to go to University. He currently lives with his father, who has been his main carer, and his younger sister, 15. His father has always encouraged Rashid to lead as independent a life as possible but is now concerned about how the family could continue to support Rashid if he moves away from home.</p>	<p><b>Salmina</b></p> <p>Salmina, 24, has recently been diagnosed with epilepsy. She has just bought a house in the country with her partner who, as a Police Officer, works shifts. Salmina plays a lot of sport and has an active social life. She is currently looking for a new job. Salmina is worried about the effects of having epilepsy.</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](http://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 set assignment modification

The set 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 produce a support plan

##### Permitted changes:

The set 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. Any case studies of individuals with birth defects or non-birth medical conditions could be used as a focus for the assignment providing it allows candidates to assess the full range of marks and does not contain the effects on either the individual or their family.
- Who the individual is and what their needs are.
- 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 set assignment we strongly advise that staff responsible for modifying the set assignment and quality assuring it refer to the publication *Fair access by design*.

**If modifications are made to the set 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

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**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

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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

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Learners can select from the case studies provided, or centres can produce their own case studies. Centres must ensure that learners select one birth defect and one non-birth medical condition. If centres produce their own case studies, care should be taken to ensure that the case studies do not provide information on **how** the condition has affected the individual.

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.

# 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"> <li>Physical, intellectual, language, emotional and social development through the life stages - young people to adulthood</li> <li>How factors affect development</li> </ul>	<ul style="list-style-type: none"> <li>Information sheets</li> <li>Leaflet</li> <li>Slide presentation</li> </ul>
Task 2	<ul style="list-style-type: none"> <li>Ageing process and its effects</li> <li>Change of role in life</li> </ul>	<ul style="list-style-type: none"> <li>Written</li> <li>Information sheets</li> <li>Leaflet</li> <li>Slide presentation</li> </ul>
Task 3	<ul style="list-style-type: none"> <li>Overview of birth defects and non-birth medical conditions</li> <li>Effects of one birth defect on progress through life stages</li> <li>Effects of one non-birth medical condition on progress through life stages</li> </ul>	<ul style="list-style-type: none"> <li>Video evidence</li> <li>Slide presentation</li> <li>Written</li> <li>Poster</li> <li>Fact sheets</li> </ul>
Task 4	<ul style="list-style-type: none"> <li>Support plan for an individual with a specific medical requirement</li> </ul>	<p>Plan:</p> <ul style="list-style-type: none"> <li>Written notes or Word document</li> <li>Checklist of skills</li> <li>Transcript for communication</li> </ul> <p>Practical /demonstration activity:</p> <ul style="list-style-type: none"> <li>Video evidence/transcript</li> <li>Witness/observation statement</li> </ul>