

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

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Unit 14

The impact of long-term
physiological conditions

Model assignment

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Please note:

You must use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical set assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how employees within the health and social care sector would support individuals with long-term physiological conditions, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the set assignment' later in this section.

You don't have to use the assignments that we provide. You can use this assignment as a guide to help you to design your own assignments and we provide an assignment checking service. You'll find more information on these matters in the qualification handbook in section 8 'Internal assessment'.

In the tasks, we'll refer to the format of evidence. Learners are not required to follow that format unless we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit. As this assignment is being used to ensure synoptic assessment takes place, learners should have completed the learning for all mandatory units and a substantial number of optional units before completing this assignment.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

There are no specific resources required for these tasks.

Health and Safety and the use of resources

Depending on the environment or the people that the learner will interact with then some supervision may be required. Learners should be instructed to follow health and safety guidance specific to the environment they are in.

Time

You should plan for learners to have 11 – 16 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the set assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work. You should make sure your work is labelled, titled and in the correct order for assessing. Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 14: The impact of long-term physiological conditions

Scenario

Helpers Home Care

Helpers Home Care are an agency that provide health and social care support for individuals within their own homes. Their customers range in age, from children to adults, and many have long-term physiological conditions.

Helpers Home Care have asked a consultant to help them develop a range of information materials for staff and service users that provide additional support and information, where requested, regarding long-term physiological conditions.

The tasks

Task 1: Types of long-term physiological conditions

(This task should take 1 hour.)

Learning Outcome 1: Know what long-term physiological conditions are; their causes and symptoms

Your task is to:

Create a poster that summarises types of long-term physiological conditions.

Pass	Merit	Distinction
P1: Summarise types of long-term physiological conditions		
Tasks/Evidence		
Your poster must include: <ul style="list-style-type: none">• The range of specific types of long-term physiological conditions with examples.		

Task 2: Long-term physiological conditions

(This task should take between 2 and 3 hours.)

Learning Outcome 1: Know what long-term physiological conditions are; their causes and symptoms

Your task is to:

- Produce an information leaflet for each of the individuals in the two case studies below.

Case Studies

1. Alice is 41 years old. Recently, she has been feeling physically tired and is finding it hard to grip objects. She is concerned that she may have multiple-sclerosis
2. Tony is 55 years old and has recently been experiencing shortness of breath. He is overweight, smokes and drinks more alcohol than recommended. There is a history of coronary heart disease in his family.

Pass	Merit	Distinction
P2: Describe known causes of long-term physiological conditions	M1: Provide biological explanations for symptoms of long-term physiological conditions	
P3: Describe possible symptoms of long-term physiological conditions		
Tasks/Evidence		
Your two information leaflets must include:		
<ul style="list-style-type: none"> • descriptions of the known causes of the two long-term physiological conditions • descriptions of possible common symptoms of the two long-term physiological conditions • biological explanations for the symptoms of the two long-term physiological conditions 		

Task 3: The effects of long-term physiological conditions.

(This task should take between 2 and 3 hours.)

Learning Outcome 2: Understand effects of long-term physiological conditions.

Case A

Jackie and Tom have a four year old daughter, Lucy. Lucy has been diagnosed with cystic fibrosis and will need long-term treatment and monitoring.

Case B

Geoff is 22 years old and has cerebral palsy. He lives independently and has support for his personal care needs. He is studying Law at University.

Your task is to:

Prepare and deliver a presentation to give at the information evening about the effects of long-term physiological conditions in cases A and B.

Pass	Merit	Distinction
P4: Explain possible effects of two long-term physiological conditions on the daily lives of individuals	M2: Analyse the impact of current monitoring and treatment of long-term physiological conditions on an individual's life.	
P5: Describe two possible ways of monitoring a long-term physical condition		
P6: Describe treatment available for two long-term physiological conditions		
Tasks/Evidence		
<p>You could use Microsoft PowerPoint to help you develop your presentation. If you do, remember to make the text on your slides clear and large enough, so that it can be read by all and keep your presentation interesting by including some relevant images.</p> <p>You must show the process by which you have developed your presentation and include your detailed notes. A witness testimony from your tutor, who has observed you deliver your presentation, must also be included.</p> <p>Your presentation must include:</p> <ul style="list-style-type: none">• An explanation of the possible effects on their daily lives.• A description of ways of monitoring and treating the conditions.• An analysis of the impact of the monitoring and treatment on their lives.		

Task 4: Supporting individuals with long-term physiological conditions

(This task should take between 2 and 3 hours.)

Learning Outcome 2: Understand effects of long-term physiological conditions.

Learning Outcome 3: Be able to support individuals with long-term physiological conditions to plan their care and support

Case studies

1. Farah has motor neurone disease which is affecting her mobility. She uses a wheelchair and needs support with her daily personal care, including washing and dressing. Farah's speech is not easy to understand due to her condition. She currently lives in her own home, but is finding this more difficult as her condition is deteriorating.
2. Jacob is a heavy smoker and has been diagnosed with emphysema. He is short of breath all of the time and frequently has chest infections. Jacob is 75 years old and lives with his wife.

Your task is to:

1. For each of the case studies above, write a report that includes information about the services available in your local area for Farah and Jacob.
2. Write a conclusion about potential barriers that Farah and Jacob may face when accessing treatment and recommend ways of overcoming these.

Pass	Merit	Distinction
P7: Explain two barriers to accessing treatment for long-term physiological conditions		D1: Recommend ways of overcoming barriers encountered by individuals with long-term physiological conditions.
P8: Suggest services within the health and social care sector that can best support the needs of individuals with long-term physiological conditions	M3: Analyse local service provision available for an individual with a long-term physiological condition	
P9: Explain the purpose of local service provision for people with long term physiological conditions.		
Tasks/Evidence		
<p>Your report must include:</p> <ul style="list-style-type: none"> • The support services that may suit their needs, with an explanation of their purpose. • An analysis of the services available in the local area. <p>Your conclusion must include:</p> <ul style="list-style-type: none"> • Two possible barriers, for each individual, in accessing treatment for their long-term physiological conditions • Recommendations for overcoming these barriers. 		

Task 5: End of life care

(This task should take between 2 and 3 hours.)

Learning Outcome 4: Know about end of life care

Case studies

1. Farah's motor neurone disease has now progressed further and she has lost all mobility. She has begun to think about her options for her end of life care.
2. Jacob is finding it increasingly difficult to breath, and now has oxygen therapy day and night. He is unable to walk, has lost a large amount of weight and finds it difficult to eat and drink. He is concerned about the amount of care his wife is now having to give him and how this is likely to increase as his condition deteriorates further.

Your task is to:

For the case studies above, produce two reports about the end of life care options, one for Farah and one for Jacob.

Pass	Merit	Distinction
P11: Describe strategies and frameworks available to support individuals in the terminal stages of long-term physiological conditions	M4: Describe moral and ethical conflicts surrounding end of life care.	D3: Summarise potential ethical and moral conflicts between individual choice and wider society
Tasks/Evidence Your report must include: <ol style="list-style-type: none">1. A description of the support that will be available to Farah and Jacob as their conditions deteriorate, including strategies and frameworks available.2. The choices Farah and Jacob have and a description of the moral and ethical conflicts that Farah, Jacob and their carers may face.3. A summary of the limitations of the choices Farah and Jacob can make within current frameworks. Summarise any conflicts that may arise between the choices Farah and Jacob may wish to make and the limitations imposed by current frameworks.		

Task 6: Frameworks and best practice.

(This task should take between 2 and 3 hours.)

Learning Outcome 3: Be able to support individuals with long-term physiological conditions to plan their care and support

Your task is to:

Write a report that evaluates the impact of a current framework and explains the importance of best practice when supporting individuals with long-term physiological conditions.

Pass	Merit	Distinction
P10: Explain the importance of best practice when supporting individuals with long-term physiological conditions		D2: Evaluate the impact of current frameworks on the support of individuals with long-term physiological conditions
Tasks/Evidence		
Your report must include: <ul style="list-style-type: none">• An explanation of the importance of best practice when supporting individuals with long-term physiological conditions• An evaluation of the impact a current framework has on the support of individuals with long-term physiological conditions		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Health and Social Care

Unit 14: The impact of long-term physiological conditions

LEARNER NAME:

For Pass have you:	Completed (✓)	Ref/Page no(s)/DVD timings
Summarised types of long-term physiological condition (P1)		
Described known causes of long-term physiological conditions (P2)		
Described possible symptoms of long-term physiological conditions (P3)		
Explained possible effects of two long-term physiological conditions on the daily lives of individuals (P4)		
Described two possible ways of monitoring a long-term physical condition (P5)		
Described treatment available for two long-term physiological conditions (P6)		
Explained two barriers to accessing treatment for long-term physiological conditions (P7)		
Suggested services within the health and social care sector that can best support the needs of individuals with long-term physiological conditions (P8)		
Explained the purpose of local service provision for people with long term physiological conditions (P9)		
Explained the importance of best practice when supporting individuals with long-term physiological conditions (P10)		
Described strategies and frameworks available to support individuals in the terminal stages of long-term physiological conditions (P11)		

For Merit have you:	Completed (✓)	Ref/Page no(s)/DVD timings
Provided biological explanations for symptoms of long-term physiological conditions (M1)		
Analysed the impact of current monitoring and treatment of long-term physiological conditions on an individual's life (M2)		
Analysed local service provision available for an individual with a long-term physiological condition (M3)		
Described moral and ethical conflicts surrounding end of life care (M4)		

For Distinction have you:	Completed (✓)	Ref/Page no(s)/DVD timings
Recommended ways of overcoming barriers encountered by individuals with long-term physiological conditions (D1)		
Evaluated the impact of current frameworks on the support of individuals with long-term physiological conditions (D2)		
Summarised potential ethical and moral conflicts between individual choice and wider society (D3)		

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