

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

Unit 18

Caring for older people

T/507/4437

Guided learning hours: 60

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Assessment Guidance updated for LO2

LEVEL 3

UNIT 18: Caring for older people

T/507/4437

Guided learning hours: 60

Essential resources required for this unit: For LO4, learners will need access to reliable media sources and case studies.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

We are all getting older. As we age, our bodies and brains change; many of these changes become more apparent the older we get.

Ageing need not be a negative experience, and many of the stereotypes about being “old” are no longer held. However, older people make up the majority of emergency admissions and receive more hospital care than any other group, so wherever you are planning your career, it is likely that you will need an appreciation and understanding of the needs of older people.

This unit is to enable you to support older people in planning their own care and support suitable to their needs by developing an understanding of the ageing process and the role of health and social care workers in supporting older people. You will be introduced to a range of the policy and legislation that guides our work with older people.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand the ageing process	<p>1.1 The 'ageing process' (e.g. meaning of the term 'ageing process')</p> <p>1.2 The definition of 'older person'</p> <p>1.3 Theories of ageing, i.e.</p> <ul style="list-style-type: none"> • biological (e.g. genetic pre-programming theory, free radical theory, wear and tear theory) • psychosocial (e.g. Erikson's life stage theory, activity theory, disengagement theory) <p>1.4 Understand common conditions affecting older people, i.e.</p> <ul style="list-style-type: none"> • disorders of the circulatory system (e.g. heart disease, stroke) • sensory impairment (e.g. cataracts, macular degeneration, hearing degeneration) • musculoskeletal disorders (e.g. osteoporosis, arthritis, rheumatism) • disorders of the nervous system (e.g. dementia, Alzheimer's disease, Parkinson's disease) • disorders of the respiratory system (e.g. lung cancer, emphysema, chronic obstructive pulmonary disease (COPD)) • disorders of the digestive system (e.g. bowel cancer, diabetes) <p>1.5 Emotional, social and economic effects of ageing, i.e.</p> <ul style="list-style-type: none"> • positive and negative effects, i.e. <ul style="list-style-type: none"> ○ lifestyle changes (e.g. work patterns, retirement, more leisure time, improved work-life balance, less stress) ○ change in roles of older people (e.g. as a family member – grandchildren, retired, voluntary worker, part-time work) ○ economic changes (e.g. income, pension, benefits, changes in expenditure) ○ changes in health and care needs (e.g. informal support, formal support, increased dependency on others as a result of illness or bereavement, lack of confidence) ○ potential for increased isolation (e.g. as a result of not meeting others at work, decreased income, decreased motivation, not feeling valued/needed)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Be able to support older people to plan their care and support</p>	<p>2.1 Legislation influencing care provision (e.g. The Care Act 2014, The Health and Social Care Act 2012, The Equality Act 2010, The Mental Capacity Act 2005)</p> <p>2.2 National initiatives influencing care provision for older people (e.g. The Care Certificate 2014, Code of Conduct for Healthcare Support Workers and Adult Social Care Workers, Dignity in Care Initiative, National dementia strategy , Codes of practice (e.g. A better home life; Community Life; Citizen Advocacy with Older People))</p> <p>2.3 Types of care (e.g. domiciliary care services , residential care (e.g. care home, nursing home), sheltered accommodation (e.g. housing with care), day centres, health care (e.g. hospital, out-patient, GP), counselling, respite care, palliative care, Macmillan nurses, support groups)</p> <p>2.4 Types of support (e.g. health, social, emotional, practical – housing, financial, specific (e.g. grief therapy; retirement planning, advice (e.g. Age UK; Citizens Advice Bureau))</p> <p>2.5 Practitioners, i.e.</p> <ul style="list-style-type: none"> • health, (e.g. GP, podiatrist, occupational therapist, physiotherapist, optician, surgeon, palliative care nurse) • social care (e.g. domiciliary care assistant, social worker, counsellor, therapist) <p>2.6 Applying values of care, i.e.</p> <ul style="list-style-type: none"> • maintaining confidentiality • promoting equality and diversity • promoting individual rights and beliefs <p>2.7 Promoting independence (e.g. person-centred care, choice, improving motivation, improving self-esteem, empowerment, holistic practice)</p> <p>2.8 Dilemmas (e.g. duty of care, the wishes of individuals who require care and support and the wishes of their family, independence and safety of the individuals who require care and support, time and cost, confidentiality and disclosure, individual choice and needs of others)</p>

<p>3. Understand the potential vulnerability of older people</p>	<p>3.1 Positive and negative media portrayal of older people (e.g. newspaper/magazine articles, TV documentaries –(e.g. Great Canal Journeys , OAPs Behaving Badly), TV dramas (e.g. Last Tango in Halifax), Advertising, (e.g. Helen Mirren – advertising L’Oreal), Leading Ladies campaign – Marks & Spencer, Third sector organisations, (e.g. Age UK – Celebrity Ambassadors))</p> <p>3.2 Attitudes and stereotypes, i.e. Ageism - older people perceived as, (e.g. frail dependent, ‘past it’, confused, out of touch, disabled, ill, suffering physical and mental degeneration, useless, slang names)</p>
	<p>3.3 Exploitation, i.e.</p> <ul style="list-style-type: none"> • victims of inadequate care and neglect (e.g. by institutions Mid Staffs Hospital scandal; Ash Court Care Home scandal, by family members/carers) • victims of abuse (e.g. by carers, practitioners, family members) • financial exploitation (e.g. by doorstep, phone, online scams; family, carers, practitioners)

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the ageing process	P1: Describe what is meant by the 'ageing process'	M1: Compare and contrast theories of ageing	
	P2: * Describe common conditions that affect older people	M2: Explain emotional, social and economic effects of ageing on an individual's quality of life	
2. Be able to support older people to plan their care and support	P3*: Summarise current legislation and national initiatives which influence the care and support provided for older people		
	P4 Suggest services within the health and social care sector that can best support the needs of older people	M3: Discuss dilemmas facing health and social care practitioners when caring for older people	
3. Understand the potential vulnerability of older people	P5: * Explain how older people may be vulnerable to exploitation	M4: Explore stereotypes and attitudes that may be held about older people	D1: Analyse how the media contributes to reinforcing and also breaking the stereotypes of older people

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Understand the ageing process

Learners must be able to describe what is meant by the ageing process, relating this to older people. They must also, for P2, describe common conditions which affect older people. In order to achieve M1 learners must also compare and contrast theories of ageing and, for M2, explain the effects of ageing on their emotional, social and economic wellbeing. For this LO learners will benefit from drawing on learning from mandatory Unit 2 Equality, diversity and rights, Unit 4 Anatomy and physiology, Unit 14 The impact of long term physiological conditions LO1,2,3. Unit 16 Supporting people with dementia, Unit 22 Psychology for health and social care LO1, 2, 3, 4. Unit 23 Sociology for health and social care LO2.

LO2: Be able to support older people to plan their care and support.

Learners must be able to summarise appropriate current legislation and national initiatives which have an influence upon the care and support provided for and to older people. Learners must also be able to identify and describe services within the health and social care sector that can best support the needs of three older people. This can be done through the use of case studies. Additionally, for M3, they must discuss a range of dilemmas which may be faced by health and social care practitioners when caring for older people. For this LO learners will benefit from drawing on learning from mandatory Unit 1 Building positive relationships in health and social care; mandatory Unit 2 Equality, diversity and rights, mandatory Unit 3 Health, safety and security in health and social care; Unit 6 Personalisation and a person centred approach to care; Unit 11 Career planning in health and social care LO2; Unit 19 Creativity and activity for adults; Unit 22 Psychology for health and social care LO2; Unit 23 Sociology for health and social care LO3.

LO3: Understand the potential vulnerability of older people

For P5, learners must be able to provide a clear explanation as to how older people may be vulnerable to exploitation. In order to achieve M4 learners must assess stereotypes and attitudes which may be held about older people. This may be developed in D1, where learners must analyse the impact of the media in reinforcing and breaking stereotypes of older people. For this LO learners will benefit from drawing on learning from Unit 7 Safeguarding.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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