OCR

Oxford Cambridge and RSA

Unit title:	Adulthood, ageing and end-of-life
Unit number:	8
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	Y/505/4407

UNIT AIM AND PURPOSE

The aim of this unit is to enable learners to understand perceptions of adulthood, ageing and end-of-life; the implications of an increased ageing population on health and social care, and the impact of current health and social care policy on an ageing population.

This unit encourages the learner to look at the dynamic nature of adulthood and ageing; to consider perceptions of the ageing process and its impact on health and social care services, and the current government responses to the challenges of an increasing ageing population. It further encourages the learner to develop the skills required for drawing up care plans.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:
LO1 Understand perceptions of adulthood, ageing and end-of-life	1.1 analyse the relevance of established theories of adulthood, ageing and end-of-life to current practice. 1.2 assess how perceptions of adulthood, ageing and end-of-life have changed over time 1.3 evaluate potential social tensions between wider society and older adults
LO2 Understand the implications of an increased ageing population on health and social care services	2.1 explain how health behaviours impact on health and social care services 2.2 evaluate challenges facing health and social care services in providing quality care for an ageing population 2.3 summarise ethical considerations that arise from the demands that an increased ageing population place on health and social care services
LO3 Understand current government health and social care policy in relation to an ageing population	3.1 explain trends in current government policies that target older adults 3.2 evaluate job roles associated with older adults in relation to current and future government policy 3.3 evaluate benefits of partnership working in relation to older adults in health and social care

LO4 Be able to facilitate care and support for older adults in health and social care contexts	4.1 assess specific needs of older adults
	4.2 formulate strategies for overcoming ageism in health and social care contexts
	4.3 evaluate skills and qualities in relation to the requirements of job roles that supports older adults
	4.4 create care plans for older adults

GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

Merit Criteria (M1, M2, M3) (M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade)	Distinction Criteria (D1, D2, D3) (D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade) (In order to achieve a distinction grade, all merit criteria must also have been achieved)
MANDATORY TO ACHIEVE A MERIT GRADE	MANDATORY TO ACHIEVE A DISTINCTION GRADE
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

TEACHING CONTENT

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content, these are suggestions; they do not have to be the examples that the learner uses.

LO1 Understand perceptions of adulthood, ageing and end-of-life	
Theories	(e.g. Neugarten's theory of adult development, Erickson's theory of senescence, Peck's theory of senescence, Kubler-Ross five stages)
Perceptions	(e.g. labels, stigma, discrimination, rights)
Contributions to changes in perceptions	(e.g. life expectancy, medical and technological advancements, legislation (e.g. Equality Act 2010), media, economic contributions made by older adults)
Potential social tensions	(e.g. working life extended to support cost of health and care needs of older adults, competition for jobs and housing, prioritising needs).

LO2 Understand the implications of an increased ageing population on health and social care	
Health behaviours	(e.g. diet, activity, alcohol, smoking, drugs, attitudes to health)
Impact	(e.g. costs, staffing levels)
Challenges	(e.g. affordability of long-term care, recruitment and training of staff, accommodation, belief systems)
Ethical considerations	(e.g. advocacy, decision making, diversion of funds).

LO3 Understand the impact of current Government health and social care policy on ageing populations	
Policies	(e.g. policy statement on care and support, funding reforms)
Job roles	(e.g. nurse, care assistant, carers (formal and informal))
Benefits	(e.g. holistic approach, seamlessness of service, reduced costs, meeting needs).

LO4 Be able to provide care and support for older adults in health and social care contexts	
Needs	(e.g. financial, spiritual, cultural, sexual)
Strategies	(e.g. monitoring and evaluation of policies and legislation, regulation by CQC, media campaigns)
Skills	(e.g. communication, teamwork, support)
Qualities	(e.g. care, compassion, empathy)
Job roles	(e.g. nurse, care assistant, dementia care advisor, specialist nurse)
Care plan	Assessment of needs and the 'care management cycle', monitoring, evaluation.

GUIDANCE

Delivery guidance

It would be beneficial to deliver this unit in a 'real world' context. Delivery would ideally propose 'real world' concepts, situations and entities, and offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector/subject area. Typical delivery contexts could include researching the current and emerging technologies and their uses in settings which promote independent living. Communication with interested parties which might include service providers, service users and/or their advocates is to be encouraged.

Learners would benefit from being presented with a range of relevant problems from a variety of perspectives, and from being given the opportunity to explore them using diverse approaches. For example, case studies or scenarios could be used to enable learners to identify appropriate technological solutions to problems encountered in independent living settings.

Assessment evidence guidance

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes and be submitted in the form of assignments, essays, project portfolios, presentations or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence, individual contribution from each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

Tucker, M. (1996) *Adolescence adulthood and ageing* BPS Open Learning Books Leicester
Open University Course Readers
Taylor, I (ed.) *Active Psychology*, Publisher Longman (1999)

Policy

Fair Access to Care Services (FACS)
NSFs – Long-term Conditions
        Mental Health Strategy
Policy statement on care and support: funding reforms Feb. 2013

Journals

British Medical Journals, e.g. *Journal of Medical Ethics*
British Journal of Nursing
British Journal of Social Work

Websites

www.alzheimers.org.uk
www.kingsfund.org.uk
www.Scie.org.uk
www.assist-uk.org
www.thiscaringhome.org
www.nuffieldtrust.org.uk
www.mind.org.uk
www.nice.org.uk

Signposting to other units within the qualification

Unit 9:   Long-term conditions
Unit 22:   Understanding specific needs in health and social care.
Unit 25:   Supporting independent living
Unit 26:   Supporting significant life events