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## **Introduction to Unit 9: Caring for Older People [AS level, optional, externally assessed]**

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### **OVERVIEW**

- Physical effects of aging on body systems.
- Social, emotional and economic effects of aging on older adults.
- Community care and support services for older service users.
- Professional care workers.
- Legislation.

### **SUITABLE TEACHING AND LEARNING STRATEGIES/ACTIVITIES?**

- Group research and presentations on different illnesses and disorders associated with later life.
- Interviews, questionnaires to research aspects of ageing.
- Lunch clubs/afternoon tea activity sessions with local older people to provide opportunities to discuss ageing with older people.
- Work placement with Vitalise (Winged Fellowship Trust), day centres residential homes.
- Invite older people into your centre for group discussions.
- Use case studies to highlight aspects of ageing.
- Visits to various service providers in the local area.
- Talks from/interviews with professional care workers.
- Group work and presentations about legislation.

### **POSSIBLE PITFALLS**

- Too much emphasis on body systems.
- Too much focus on different conditions rather than the effects on ageing.
- Limited understanding of the application of care values by professional care workers.
- Failing to read and understand what the question is asking.
- Writing too much information which does not apply to the question asked.
- Time management in exams is often poor – candidates do not answer all questions or leave time to check their answers.

## RESOURCES

- Science department models of body systems.
- Information leaflets about aspects of ageing available from Age Concern and Help the Aged.
- Staff training information on how to apply the care values.
- Preparation for retirement information.
- Information about volunteering opportunities for older people.
- National Care Standards for domiciliary care.
- NVQ care textbooks.
- DOH, NHS, Charitable organisations and support groups for specific conditions all have websites with relevant information (see [Unit Specification](#)).

## REVISION AND EXAM PREPARATION

- Provide guidance to candidates on exam techniques.
- Use exemplar/past papers as much as you can as you teach to introduce candidates as early as possible to the format of the paper.
- Practice using diagrams/illustrations to carry out risk assessments as these will be a feature of the external assessment.
- Use a highlighter on the paper to identify the command words – explain, describe, evaluate.
- Try to encourage candidates to only fill the required space on the paper as this can focus their attention and prevent 'waffle'.
- A good revision schedule is vital in order to cover all classroom activity/teaching.