

Unit Title:	Contribute to the support of individuals with multiple conditions and/or disabilities
Unit sector reference:	SS OP 2.3
Level:	2
Credit value:	3
Guided learning hours:	25
Unit accreditation number:	A/601/4895

Unit purpose and aim

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to the support of individuals with multiple conditions and/or disabilities

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the impact of multiple conditions and/or disabilities on individuals	1.1 Identify possible multiple conditions and/or disabilities individuals may have 1.2 Explain how multiple conditions and/or disabilities may have additional impacts on individuals' well being and quality of life	Multiple conditions and/or disabilities could include a combination of factors relating to: <ul style="list-style-type: none"> • sensory loss • physical health • mental health • physical disability • learning difficulty/disability • emotional health Well Being eg <ul style="list-style-type: none"> • emotional • psychological • physical
2 Know the support available for individuals with multiple conditions and/or disabilities	2.1 Explain the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities 2.2 Identify the equipment that may be required to support the additional needs of individuals with multiple conditions and/or disabilities	Informal networks could include: <ul style="list-style-type: none"> • Family • Friends • Neighbours • Special interest groups

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	2.3 Identify the resources that may be required to support the additional needs of individuals with multiple conditions and/or disabilities 2.4 Describe how informal networks can provide support to individuals with multiple conditions and/or disabilities	
3 Be able to contribute to the support of individuals with multiple conditions and/or disabilities	3.1 Describe own role in supporting individuals with multiple conditions and/or disabilities 3.2 Contribute to the identification of needs and preferences of an individual with multiple conditions and/or disabilities through observation and interaction 3.3 Follow agreed ways of working or a plan to support an individual to participate in an activity 3.4 Support the use of equipment or resources to enable an individual to participate in an activity	
4 Be able to evaluate own contribution to the support of an individual for an activity	4.1 Reflect on own contribution to supporting an individual to participate in an activity 4.2 Explain where additional advice, guidance or support can be accessed to improve own practice 4.3 Adapt own practice to meet the needs of an individual	An activity could include: <ul style="list-style-type: none"> • Education • Employment • Leisure activities • Social activities • Household or domestic tasks

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes

and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 3 and 4 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

Sensory Services 4

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care and 1.5 Child development and well-being.