

Unit Title:	Understand physical disability
Sector unit reference:	PD OP 3.1
Level:	3
Credit value:	3
Guided learning hours:	22
Unit accreditation number:	J/601/6150

Unit purpose and aim

This unit covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the importance of differentiating between the individual and the disability	1.1 Explain the importance of recognising the centrality of the individual rather than the disability 1.2 Explain the importance of an assessment being person centred 1.3 Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only	The individual is the person requiring care or support
2 Understand the concept of physical disability	2.1 Define the term physical disability 2.2 Describe the following terminology used in relation to physical disability: <ul style="list-style-type: none"> • congenital • acquired • neurological 2.3 Compare a congenital disability with a neurological disability, including causes 2.4 Explain the emotional impact of a progressive disability on the individual	Congenital can include <ul style="list-style-type: none"> • cerebral palsy • cystic fibrosis • spina bifida • congenital heart conditions • muscular dystrophy • congenital hip disorder Acquired disabilities can include <ul style="list-style-type: none"> • arthritis • rheumatism • cardiac conditions • pulmonary conditions from work conditions or smoking eg emphysema, pulmonary

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	2.5 Compare the different impacts on individuals that congenital and progressive disabilities can have	fibrosis Neurological conditions can include <ul style="list-style-type: none"> • multiple sclerosis • Parkinson's Disease • stroke Progressive can also include neurological and some congenital conditions <ul style="list-style-type: none"> • Motor Neurone Disease
3 Understand the impact of living with a physical disability within society	3.1 Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability 3.2 Analyse the socio-economic effects of physical disability on an individual 3.3 Explain the changes that have occurred in society as a result of Disability legislation 3.4 Analyse the extent of improvements for the individual as a result of Disability legislation 3.5 Explain the effects of physical disability on an individual's life choices 3.6 Explain how attitudes either promote a positive or negative perception of disability	Life Choices <ul style="list-style-type: none"> • physical health • education • housing • employment • access to cultural/leisure activities • mobility • sexuality
4 Understand the importance of promoting inclusion and independence	4.1 Explain the importance of independence and inclusion for individuals with physical disabilities 4.2 Analyse ways that inclusion and independence can be promoted 4.3 Explain the importance of the individual having control of choices and decisions 4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	4.5 Explain how to encourage the individual to take positive risks while maintaining safety 4.6 Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes	

Assessment

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

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.

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.

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.

Link to functional skills standards <http://www.gcda.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.