



Oxford Cambridge and RSA

Unit title:	Supporting independent living
Unit number:	25
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	A/601/1642

### **UNIT AIM AND PURPOSE**

This unit will enable learners to evaluate the use of technology in supporting independent living while considering the implications of its use from the perspectives of service users and providers.

This unit will provide a basis for understanding and knowledge of the role of modern technological advancements in enhancing individuals' needs from the perspectives of both service users and providers. The unit further encourages learners to investigate current and emerging technologies and their contribution to independent living.

With advances in assistive and communication technologies, some care staff roles are changing while new roles are being developed. Given the breadth of the technology spectrum, this unit would be of interest to traditional Health and Care sector job roles such as occupational therapists, social workers, Job Centre Plus Advisers and housing advisers, along with the newly developed job roles of technological development officers, Telecare specialists and assistive technology team managers.

## **LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

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

<b>Learning Outcome (LO)</b>  The Learner will:	<b>Pass</b>  The assessment criteria are the pass requirements for this unit.  The Learner can:
LO1 Understand the use of technology to support independent living	1.1 explain how technology can be used to support users of health and social care services in living independently  1.2 analyse barriers to the use of technology to support users of health and social care services in living independently  1.3 explain the benefits of these technologies to health and social care organisations and their users
LO2 Understand the implications of developments in technologies for use in health and social care	2.1 explain health and safety considerations in the use of technologies in health and social care  2.2 discuss ethical considerations in the use of technologies in health and social care  2.3 explain the impact of recent and emerging technological developments on health and social care services, organisations and care workers
LO3 Be able to recommend technologies to support independent living for users of health and social care services	3.1 identify the specific needs of an individual requiring support to live independently  3.2 make recommendations for how technologies might support the independent living arrangements  3.3 evaluate the usefulness of technology for users of health and social care services

## **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.

<b>Merit Criteria (M1, M2, M3)</b>	<b>Distinction Criteria (D1, D2, D3)</b>
(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.)	(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.)
<b>MANDATORY TO ACHIEVE A MERIT GRADE</b>	<b>MANDATORY TO ACHIEVE A DISTINCTION GRADE</b>
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.

<b>L01 Understand the use of technology to support independent living</b>	
Technology to support independent living	Assistive technology (e.g. Wakamaru, Telecare)  Adaptive technology (e.g. prosthetics, wheelchair, aids for daily living)  Technology used to develop new systems (e.g. Telehealth)  Communication technology (e.g. social media, apps, smart phones, tablets, video conferencing, home hub sensors, RFID, VOIP such as Skype)
Barriers	(e.g. cost, technical issues, training staff and users, maintenance difficulties, reluctance to accept technology, attitudes to change)
Benefits to users	(e.g. live and work independently, providing assurance, confidence building, accessing information, increased safety, choice and empowerment)
Benefits to organisations	(e.g. reduced costs, centralisation of facilities and services, reduction in face-to-face interactions).
<b>L02 Understand the implications of developments in technologies for use in health and social care</b>	
Health and safety	Ensuring adequate user/provider competence (e.g. consequences of technical breakdown)
Ethical considerations	(e.g. privacy, autonomy, control, social isolation, confidentiality, start-up funds being diverted from other services, decision making, encouraging sedentary lifestyles, cultural)
Impact on	Organisations (e.g. changes in working practices such as the remote exchange of physiological data to assist in diagnosing, cost benefit analysis)  Services (e.g. monitoring and supportive health care, changes in interactions)  Care workers (e.g. training, relationships, workload).

**LO3 Be able to recommend technologies to support independent living for users of health and social care services**

Identification of needs	(e.g. physical, intellectual, emotional, health and life choices, advocacy)
Supporting independent living	(e.g. medicine, medical services, physiotherapy, access to information, support groups such as charities, family, day-to-day living)
Use of technologies for individuals	(e.g. residential care, supported living such as sheltered accommodation, remaining in own home)

**GUIDANCE**

**Delivery guidance**

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or 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 will benefit from being encouraged to exercise autonomy and judgement to write a report based on research into the use of technologies to assist independent living. Learners might take the opportunity to adapt their thinking and reach considered conclusions when making recommendations for the use of technologies in an identified setting.

Learners would benefit from being presented with a range of relevant problems from a variety of perspectives, and 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, the 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**

Department of Health '*Use of Resources Guide*', DH, DoH London, 2009

Grant, August E., Meadows, Jennifer H. (Eds.) *Communication Technology Update and Fundamentals (13<sup>th</sup> edn.)* Focal Press an imprint of Taylor and Francis Group, 2012.

Scherer, Marcia (Ed.). *Assistive Technology: Matching Device and Consumer for Successful Rehabilitation* American Psychological Association, 2002.

Robitaille, Susanne. *The Illustrated Guide to Assistive Technology and Devices: Tools and Gadgets for Living Independently*, 2010.

Scherer, Marcia and Stefano Federici. *Assistive Technology Assessment Handbook* CRC Press. 2012. ISBN 9781439838655

### **Reports**

*The Costs and Benefits of Independent Living*. Report of research carried out by SQW on behalf of the Office for Disability Issues Department for Work and Pensions.

At a Glance 24: *Ethical Issues in the use of telecare* – a briefing summarising SCIE's Report 30 '*Ethical issues in the use of telecare*', Francis, J. and Holmes, P. (2010) London: SCIE

### **Policy**

*Fair Access to Care Services (FACS)*  
NSFs      *Long-term Conditions*  
              *Mental Health Strategy*

### **Programme**

*Whole System Demonstrator Programme* set up by the Department of Health

### **Journals**

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

## **Websites**

[www.alzheimers.org.uk](http://www.alzheimers.org.uk) – Alzheimer's Society – devices to help with everyday living

[www.kingsfund.org.uk](http://www.kingsfund.org.uk) – The King's Fund

[www.Scie.org.uk](http://www.Scie.org.uk) – Social Care Institute for Excellence

[www.wikipedia.org](http://www.wikipedia.org) – assistive technologies

[www.mbha.org.uk](http://www.mbha.org.uk) – Design and Technology

[www.assist-uk.org](http://www.assist-uk.org) – Disabled and older people's access to information and advice

[www.fastuk.org](http://www.fastuk.org) – Working with assistive technology community

[www.thiscaringhome.org](http://www.thiscaringhome.org) – Home Safety and Technology

[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk) – Job roles

## **Signposting to other units within the qualification**

Unit 3: Health and safety in the health and social care workplace

Unit 8: Adulthood, ageing and end-of-Life

Unit 12: Empowering users of health and social care services

Unit 22: Understanding specific needs in health and social care