

Unit Title:	Support individuals in the use of assistive technology
Unit sector reference:	SS OP 3.4
Level:	4
Credit value:	4
Guided learning hours:	32
Unit expiry date:	28/02/2015
Unit accreditation number:	J/601/3541

Unit purpose and aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support the use of assistive technology.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1. Understand the range, purpose and effectiveness of assistive technology available to support individuals</p>	<p>The learner can:</p> <p>1.1 Research the range and purpose of assistive technology that is available to support individuals in own area of work</p> <p>1.2 Investigate the effectiveness of the most commonly used assistive technology in own area of work</p> <p>1.3 Explain how assistive technology can have a positive impact on the well being and quality of life of individuals</p>	<p>Well Being e.g.</p> <ul style="list-style-type: none"> • Emotional • Psychological • Physical
<p>2. Be able to support the selection of assistive technology with individuals</p>	<p>2.1 Explain own role and the roles of others in the provision of assistive technology for individuals</p> <p>2.2 Support an individual to access specialist information and support about assistive technology</p>	

Learning Outcomes	Assessment Criteria	Exemplification
	<p>2.3 Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology</p> <p>2.4 Support an individual to select assistive technology to meet their needs and preferences</p>	
<p>3. Be able to support the use of assistive technology aids with an individual</p>	<p>3.1 Prepare the environment to support the use of assistive technology with an individual</p> <p>3.2 Support the use of assistive technology following instructions or guidelines within boundaries of own role</p> <p>3.3 Record the use of assistive technology following procedures or agreed ways of working</p> <p>3.4 Explain when and to whom referrals for maintenance or repair would be made</p>	
<p>4. Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes</p>	<p>4.1 Review the effectiveness of assistive technology against identified outcomes with individuals and / or others</p> <p>4.2 Provide feedback to others on the use of assistive technology</p> <p>4.3 Revise plans to use assistive technology to achieve identified outcomes with individuals and / or others</p> <p>4.4 Evaluate own practice in using assistive technology to meet identified outcomes</p> <p>4.5 Adapt own practice to support the needs of the individual</p>	<p>Others could include:</p> <ul style="list-style-type: none"> • Other professionals • Carers / family members • Advocates • Colleagues

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 2, 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, 5, 6, 7, 9 and 11

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	✓
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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.