

<b>Unit Title:</b>	<b>Contribute to supporting individuals in the use of assistive technology</b>
Unit sector reference:	SS OP 2.4
Level:	2
Credit value:	3
Guided learning hours:	19
Unit expiry date:	28/02/2015
Unit accreditation number:	H/601/3451

## Unit purpose and aim

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The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1 Understand the range and purpose of assistive technology available to support individuals</p>	<p>The learner can:</p> <p>1.1 Define the term assistive technology</p> <p>1.2 List a sample of assistive technology aids</p> <p>1.3 Explain the functions of the sample of assistive technology aids selected</p> <p>1.4 Describe how the sample of assistive technology aids selected can be utilised to promote participation, access and inclusion</p>	
<p>2 Be able to contribute to the use of selected assistive technology</p>	<p>2.1 Support an individual to access information about assistive technology</p> <p>2.2 Support an individual to use assistive technology following instructions and / or agreed ways of working</p> <p>2.3 Provide feedback on the effectiveness of assistive technology</p>	

## Assessment

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This unit needs to be assessed in line with Skills for Care and Development's 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 outcome 2 must be assessed in real work environment.

## Guidance on assessment and evidence requirements

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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

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This unit has links to the following national occupational standards:

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](http://www.ukstandards.co.uk)

## Functional skills signposting

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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

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk)

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care and 01.5 Child Development and Well Being.