Unit Title: **Understand Physical Disability**

Sector unit number	PD OP 3.1
Level:	3
Credit value:	3
Guided learning hours:	22
Unit Reference 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	Assessment Criteria	Exemplification
The Learner will:	**The Learner can:**	
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:
	    • **congenital**
	    • **acquired**
	    • **neurological**
	2.3 Compare a congenital disability with a neurological disability, including causes
		Congenital can include
		• Cerebral palsy
		• Cystic fibrosis
		• Spina bifida
		• Congenital heart onditions
		• Muscular dystrophy
		• Congenital hip disorder

Learning Outcomes	**Assessment Criteria**	**Exemplification**

2		**Acquired** disabilities can include • Arthritis • Rheumatism • Cardiac conditions • Pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis **Neurological** conditions can include • Multiple sclerosis • Parkinson's Disease • Stroke
	2.4 Explain the emotional impact of a **progressive** disability on the individual 2.5 Compare the different impacts on individuals that congenital and progressive disabilities can have	**Progressive** can also include neurological and some congenital conditions • 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** • Physical health • Education • Housing • Employment • Access to cultural/leisure activities • Mobility • Sexuality

Learning Outcomes	Assessment Criteria	Exemplification
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	
	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.

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.

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.

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

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.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). 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 the children and young people's workforce developed by Skills for Care and Development.

Additional information

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

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.