

<b>Unit Title:</b>	<b>Support individuals with multiple conditions and/or disabilities</b>
Unit sector reference:	SS OP 3.3
Level:	3
Credit value:	4
Guided learning hours:	31
Unit accreditation number:	A/601/5190

## Unit purpose and aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support individuals with multiple conditions and/or disabilities

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the impact of <b>multiple conditions and/or disabilities</b> on individuals	1.1 Describe possible multiple conditions and/or disabilities that individuals may have 1.2 Explain how multiple conditions and/or disabilities may have an additional impact on the individual's <b>well being</b> and quality of life 1.3 Explain how multiple conditions and/or disabilities may impact on individuals opportunity to participate in a range of <b>activities</b>	<b>Multiple conditions and/or disabilities</b> could include a combination of factors relating to: <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• emotional health</li> </ul> <b>Well Being</b> eg <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical</li> </ul> <b>Activities</b> could include: <ul style="list-style-type: none"> <li>• education</li> <li>• employment</li> <li>• leisure activities</li> <li>• social activities</li> <li>• household or domestic tasks</li> </ul>
2 Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1 Describe own role in supporting the <b>well being</b> of individuals with multiple conditions and/or disabilities	<b>Well Being</b> eg <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	2.2 Explain the steps to take when actions may be outside of the scope of own role and responsibilities	
3 Understand the support available for individuals with <b>multiple conditions and/or disabilities</b>	3.1 Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area  3.2 Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities  3.3 Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities  3.4 Explain the importance of <b>informal networks</b> in providing support to individuals with multiple conditions and/or disabilities	<b>Informal networks</b> could include: <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• neighbours</li> <li>• special interest groups</li> </ul>
4 Be able to assist individuals with <b>multiple conditions and/or disabilities</b>	4.1 Support an individual to identify needs and preferences  4.2 Identify any resources or specialist equipment that may be required to support an individual to engage in <b>activities</b>  4.3 Support an individual to engage in <b>activities</b> that meet their needs and preferences	<b>Activities</b> could include: <ul style="list-style-type: none"> <li>• education</li> <li>• employment</li> <li>• leisure activities</li> <li>• social activities</li> <li>• household or domestic tasks</li> </ul>
5 Be able to evaluate the support provided to an individual to engage in <b>activities</b>	5.1 Review with the individual and/or <b>others</b> , how well the activities have met the identified needs and preferences  5.2 Reflect on own support to an individual to engage in activities  5.3 Explain where additional advice, guidance or	<b>Others</b> could include: <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	<p>support can be accessed to improve own practice</p> <p>5.4 Adapt own practice to support the needs of the individual</p>	

## Assessment

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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 4 and 5 must be assessed in a 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 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

**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.

**Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>**

<b>Functional Skills Standards</b>					
<b>English</b>		<b>Mathematics</b>		<b>ICT</b>	
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 '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system O1 Health, Public Services and Care.