

Unit 52: Supporting Individuals in the Use of Assistive Technology

Unit reference number: M/616/7385

Level: 4

Unit type: Optional

Credit value: 4

Guided learning hours: 32

Unit summary

Assistive technology can have a huge impact on the quality of life of the individuals that access it and the families and carers who support those individuals. There are many different assistive technologies that can be adapted to the needs of individuals and some can be designed specifically for people with a particular condition.

In this unit, you will explore the range, purpose and effectiveness of assistive technology. You will gain understanding of the assistive technology aids that are most commonly used. You will develop an understanding of your own roles and responsibilities in supporting individuals to use these aids and will be able to identify your role in supporting individuals to access specialist information and support. You will learn how to prepare the environment, and support the use of the assistive technology while recognising the limits and boundaries of your own role.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the range, purpose and effectiveness of assistive technology available to support individuals</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 Discuss the effectiveness of the most commonly used assistive technology in own area of work</p> <p>1.3 Evaluate how assistive technology can have a positive impact on the wellbeing and quality of life of individuals</p>
<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 express needs, preferences and desired outcomes in relation to the use of assistive technology in line with agreed ways of working</p> <p>2.3 Support an individual to access specialist information and advice about assistive technology in line with agreed ways of working</p> <p>2.4 Support an individual to select assistive technology to meet their needs and preferences in line with their desired outcomes</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>

Learning outcomes	Assessment criteria
<p>4 Be able to evaluate the effectiveness of assistive technology</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 based on outcomes of the review</p> <p>4.3 Revise plans on the use of assistive technology to achieve identified outcomes with individuals and/or others</p> <p>4.4 Evaluate own practice in the use of assistive technology to meet identified outcomes</p> <p>4.5 Adapt own practice in line with evaluation outcomes</p>

What needs to be learned

Learning outcome 1: Understand the range, purpose and effectiveness of assistive technology available to support individuals

Individual

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

Others

- May include other professionals, carers/family members, advocates, colleagues.

Assistive Technology

- Examples of assistive technology:
 - for learning, e.g. timers, reading guides, frequency modulation systems, calculators, writing supports
 - for communication and sensory impairment, e.g. hearing aids, induction loops, communication applications, smartphones computer software and hardware such as voice recognition programmes, screen readers, screen enlargement applications
 - for mobility, e.g. lightweight high-performance wheelchairs, scooters, walkers, hoists
 - for daily living, light-switch extension, remote-controlled appliances, bath and toilet aids, food aids
 - for comfort and dexterity, e.g. alternating pressure cushions, mattresses and overlays, posture support systems, adjustable beds
 - cushioned grips, medication dispensers, extendable reaching devices, adaptive switches
 - environmental control systems, e.g. telephones, intercom systems, remote controlled equipment, telecare alarm systems.
 - Safety and security aids, e.g. automatic calendar clocks, telecare alarm systems, location devices.

Positive impacts of assistive technology

- Impact on, e.g.:
 - cognitive disabilities
 - visual impairment
 - hearing impairment
 - mobility impairment
 - communication disorder
 - personal care.

What needs to be learned

Learning outcome 2: Be able to support the selection of assistive technology with individuals

Roles

- Own role:
 - providing support to use assistive technology
 - meeting health and safety requirements
 - ensuring that the assistive technology is appropriate for the individual.
- Role of others:
 - provide specialist support: correct installation, instruction on operation of the equipment; monitoring
 - family, friends: assisting in using the assistive technology where appropriate.

Supporting individual

- Supporting expression of needs, preferences and desired outcomes:
 - agreed ways of working
 - help with communication to express needs and preferences
 - writing letters
 - using the internet: emails, websites
 - making phone calls.
- Selecting assistive technology:
 - meeting health and safety requirements
 - appropriate for needs of individual
 - to meet needs of an individual
 - to address preferences of individual.

Learning outcome 3: Be able to support the use of assistive technology aids with an individual

Prepare environment

- May include lighting, layout of area, noise, position/location of technology.

Support the use of assistive technology

- In line with:
 - manufacturer's instructions
 - organisational guidelines
 - boundaries and limitations of own role.

Recording use of assistive technology

- Organisational procedures.
- Duties within the worker's own role.
- Data Protection Act 1998.

Making referrals to others

- For the purpose of:
 - routine maintenance of assistive technology
 - repairs of assistive technology.

What needs to be learned

Learning outcome 4: Be able to evaluate the effectiveness of assistive technology

Effectiveness of assistive technology against identified outcomes

- Individual's desired outcomes.
- Individual's preferences.
- Individual's identified and agreed needs.

Feed back to others on the use of assistive technology

- If the assistive technology is fit for purpose.
- Health and safety.
- The emotional state of the individual.
- Changes in the health and wellbeing of the individual.

Revise plans on the use of assistive technology

- Evaluate achievement of agreed outcomes.
- Review outcomes with individuals and/or others.
- Discuss with individuals and/or others how to revise plans.
- Complete and agree plans with individuals and/or others.

Evaluate own practice

- Identify any problems.
- Reflect on own performance.
- Receive feedback form others.
- Assess own performance against agreed ways of working.
- Assess health and safety issues.

Adapt own practice

- Review procedures in line with agreed ways of working.
- Take feedback into consideration.
- Adapt own practice in line with evaluation outcomes.

Information for tutors

Suggested resources

Books

Cook A M and Miller Polgar J – *Assistive Technologies: Principles and Practice*, 4th edition (Mosby, 2015) ISBN 9780323096317

Olson S et al – *Fostering Independence, Participation, and Healthy Aging Through Technology: Workshop Summary*, 1st edition (National Academies Press, 2013) ISBN 9780309285179

Websites

www.dlf.org.uk

Disabled Living Foundation – advice on assistive technology and short-term loans of equipment

www.gov.uk/government

Department of Health – research and development work relating to assistive technology

www.scie.org.uk

Social Care Institute for Excellence – Technology changing lives: how technology can support the goals of the Care Act.

www.skillsforcare.org.uk/Topics/Assistive-living-technology/Assistive-living-technology.aspx

Skills for Care – information on assistive technology.

www.togetherforshortlives.org.uk

UK charity – includes *A Family Companion Factsheet*.

Journal articles/academic papers

Journal of Assistive Technologies

www.jstor.org

Education and Training in Developmental Disabilities Vol 39, No. 3 (Sept 2004), pp. 217–226 Assistive Technology Use and Stigma

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3, and 4 (competence) must be made based on evidence generated during the learner's normal work activity. 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. Simulation cannot be used as an assessment method for learning outcomes 2, 3, and 4.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.