Unit 38: Developing and Implementing Reablement Plans

Unit reference number: Y/616/7414

Level: 4

Credit value: 4

Guided learning hours: 30

Unit summary

Reablement is a service that helps individuals who have experienced a crisis to gain and regain skills to live as independently as possible. The term 'crisis' is used when an individual has lost their skills through an illness or disability. As with any illness or disability, individuals can experience a loss of confidence and independence, meaning that they need support from reablement teams and professionals.

Where previously, individuals have needed home care packages, in the past decade there is an increasing number of people who no longer need a home care package after they have had a period of reablement. This highlights how important reablement is. Understanding the different tools used during a reablement period helps to ensure that resources are coordinated effectively to best support the individual.

This unit explores the vital role that reablement plays for individuals and their families in relation to their independence, choice and empowerment. You will demonstrate the skills and support needed to be able to identify the needs of individuals, supporting them in accessing appropriate resources and facilities.

Also in this unit, you will identify methods of addressing risks and barriers to reablement and daily living, you will inform plans to monitor and support reablement and ensure that agreed outcomes are met.

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
1 Understand reablement	1.1 Explain the current legislation relating to reablement
	1.2 Analyse the evidence base for current policy drivers towards reablement
	1.3 Explain how the following principles support reablement: • independence • empowerment • personalisation • choice and control
	1.4 Explore the cultural shift in working to support individuals and their families to learn how to meet their own needs
2 Understand the importance of activities of daily living for individuals	2.1 Explain basic and complex activities of daily living
	2.2 Explain how activities of daily living support individual roles and identity
	2.3 Explore the barriers to activities of daily living: • environmental • social • physical • emotional • sensory impairment • cognitive • finance
3 Understand resources available to support reablement	3.1 Explain a range of techniques that can be adopted for successful reablement
	3.2 Describe how different equipment can be used to support reablement
	3.3 Explain how technology can support reablement

Learning outcomes	Assessment criteria
4 Be able to contribute to the development of plans for reablement	4.1 Demonstrate how to work with individuals and others in setting outcome-focussed goals using assessment information
	4.2 Address barriers identified in reablement plan
	4.3 Identify resources needed to implement reablement plan
	4.4 Record risks associated with the agreed reablement plan
	4.5 Evaluate positive risk taking when working towards outcomes-focussed goals
	4.6 Produce contingency plans to reduce the likelihood of identified risks
5 Be able to implement reablement plan	5.1 Demonstrate methods to support optimum participation in activities of daily living
	5.2 Support learning and engagement with individuals and their families
	5.3 Apply agreed working procedures for partnership working arrangements with individuals and others to monitor progress against the outcome-focussed goals
	5.4 Collate any changes to the reablement plan based on the input from individuals and others
	5.5 Record agreed changes to reablement plan

Content

What needs to be learned

Learning outcome 1: Understand reablement

Individual

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

Legislation

- Care Act 2014.
- Human Rights Act 1998.
- Equality Act 2010.

Evidence base

- Department of Health.
- Social Care Institute for Excellence (SCIE).
- National Institute for Health and Care Excellence (NICE).
- NHS England.

Policy drivers

- Caring for our future: reforming care and support – White Paper (Department of Health, 2012).
- The Adult Social Care Outcomes Framework 2016/2017 (Department of Health).
- Integrated Care and Support: Our Shared Commitment (driving the change to policy for care and support to meet individual needs) (Department of Health, 2013).
- Fair Access to Care Services (Department of Health, 2010).
- Better Care Fund requirements for 2016–2017.
- SCIE Guide 49: Maximising the potential of reablement (2013).

Principles supporting reablement

- Independence, e.g. level of support, own home, accessing familiar settings/networks, not reliant on service delivery.
- Empowerment, e.g. at centre of decision making, flexibility, agreeing objectives, planning, assessment, review.
- Personalisation, e.g. to meet the specific needs of the individual, allocation of funding/resources to meet needs.
- Regaining skills; choice and control, e.g. monitoring activities, agreeing goals/objectives, valuing small/large changes/achievements.

Cultural shift

- Reasons, e.g. less dependence on service providers, lowering dependence on practitioners, allocation of funding, direct payments, personalised budgets, individuals' expectations of service delivery, an increase in ability to carry out daily living tasks.

What needs to be learned

Learning outcome 2: Understand the importance of activities of daily living for individuals

Activities of daily living
- Basic, e.g. eating, washing/bathing, toileting, dressing, feeding.
- Complex, e.g. shopping, cooking, managing finances, travelling.

Individuals roles and identity
- Person-centred practice, e.g. choice, independence, rights, skills development.
- Roles, e.g. spouse, parent, grandparent, partner.
- Identity, e.g. community volunteer.

Barriers to activities
- Environmental, e.g. access, risk management.
- Social, e.g. integration, inclusion, exclusion, expectations.
- Physical, e.g. ability, level of fitness, wellbeing.
- Emotional, e.g. coping strategies, risk assessment.
- Sensory impairment, e.g. mobility, support needs, aids/adaptations.
- Cognitive, e.g. planning/preparation, awareness of abilities/needs/preferences.
- Finance, e.g. expenditure, limited income, accessing funding/benefits, prioritising.

What needs to be learned
Learning outcome 3: Understand resources available to support reablement

Techniques for reablement

- Initial, intensive support.
- Assessment and planning.
- Addressing holistic needs.
- Self-directed support.
- Collaboration, e.g. group work.
- Focus on achievements.

Equipment to support reablement

- Aids/adaptations; following assessment of ability/needs.
- Communication passports.

Technology to support reablement

- Telecare services, e.g. telehealth, telemedicine.
- Assistive technology and equipment.
- Electronic systems.

Learning outcome 4: Be able to contribute to the development of plans for reablement

Resources needed for implementation

- Staffing mix from service provider.
- Time allowances for delivery.
- Financial implications.
- Referral approaches.

Positive risk taking

- Outcome-focused approach.
- Principles behind positive risk taking, e.g. encourage collaboration, shared decision making, proportionate risk and benefit.

Contingency plans

- Single Assessment Process (SAP).
- Risk management documents

What needs to be learned

Learning outcome 5: Be able to implement reablement plan

Optimum participation

- Full understanding of aims and objectives of reablement plan.
- Commitment to achieve stated goals.
- Awareness of social support, e.g. family involvement, advocates, significant others.
- Integration of services from external professionals.

Monitoring progress

- Input from the individual, families, significant others, external professionals.
- Records and reports, e.g. record of goals, risk assessments, reablement referral documentation.
- Measuring impact from initial assessment; daily living measures, e.g. mobility, food preparation.
- Frequency of review, e.g. weekly, fortnightly, in person, over the phone.

Changes to reablement plan

- Reassessment and next steps, e.g. further input from external professionals, support from domiciliary services, intermediate care, council commissioning process, signposting to additional services.
- Handover process to ensure continuity of support.

Information for tutors

Suggested resources

Books

Ebrahimi V et al – *Reablement Services in Health and Social Care: A guide to practice for students and support workers* (Palgrave, 2017) ISBN 9781137372642

Pearson C et al – *Self-Directed Support: Personalisation, Choice and Control* (Dunedin Academic Press, 2014) ISBN 9781780460246

Strauser D – *Career Development, Employment, and Disability in Rehabilitation: From Theory to Practice* (Springer Publishing, 2013) ISBN 9780826195630

Websites

www.ageuk.org.uk	Age UK – campaign and research into effective adult care.
www.citizensadvice.org.uk	Citizens Advice – information, advice and guidance on a wide variety of topics, including employment and benefits.
www.communitycare.co.uk	Guidance on developments within social care.
www.equalityhumanrights.com	Guidance on the Equality Act 2010.
www.legislation.gov.uk	Website for current government legislation
www.nhs.uk	NHS Choices guide to care and support.
www.opm.co.uk	Reablement: a guide for frontline staff.
www.scie.org.uk/reablement	SCIE guide to reablement.

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 4 and 5 (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 4 and 5.

Assessment of learning outcomes 1, 2 and 3 (knowledge) may take place in or outside of a real work environment.