Unit 40: Supporting the Use of Assistive Technology

Unit reference number: H/616/7416

Level: 5

Unit type: Optional

Credit value: 4

Guided learning hours: 14

Unit summary

Today's society now recognises the importance of supporting older people and/or those with disabilities to access independence.

In this unit, you will learn how to provide guidance to others, e.g. carers, colleagues, advocates and to review the assessment and referral process used to secure assistive technology aids. You will be encouraged to explore the range of assistive technologies available and the impact they can have on day-to-day life for individuals. Included in this will be ways in which very specific needs can be met to promote individuals' independence. You will research and gain an understanding of the benefits, limitations and the risks associated with assistive technology. You will gain knowledge and skills in supporting individuals and others in the referral process and in how to use the appropriate assistive technology and how this relates to your own role and responsibilities. Finally, you will review the assessment and referral processes and support provided to ensure that they meet the needs and preferences of individuals accessing the service.

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 the contribution that assistive technology can make to the lives of individuals	1.1	Investigate the range and availability of assistive technology
		1.2	Research how the use of assistive technology can result in positive outcomes for individuals
2	Be able to support the use of assistive technology	2.1	Research assistive technology solutions that meet identified needs
		2.2	Explain how a range of assistive technology solutions can be adapted according to need and context
		2.3	Assess the risks associated with the range of assistive technology solutions
		2.4	Discuss a range of assessment and referral processes which are used to secure assistive technology
		2.5	Support the individual to secure the provision of appropriate assistive technology
		2.6	Support the individual to use assistive technology in line with agreed ways of working
3	Be able to support others to facilitate the use of assistive technology	3.1	Provide information to others about assistive technology
		3.2	Provide guidance to others to facilitate the use of assistive technology in line with agreed ways of working
4	Be able to monitor the provision of assistive technology	4.1	Monitor assessment and referral processes in line with agreed ways of working
		4.2	Evaluate the processes justifying conclusions
		4.4	Compare evaluation outcomes with current organisational procedures and update as required

Content

What needs to be learned
Learning outcome 1: Understand the contribution that assistive technology can make to the lives of individuals
Individual • Someone requiring care or support; it will usually mean the person or people supported by the learner. **Range of assistive technology available** • Telecare assistance e.g. sensors, alarms linked by phone, chair occupancy sensors, fall detectors. • Assisted living technology, e.g. wheelchairs, walking aids, scooters. • Assistance dogs. • Electrical and electronic devices, hardware and software. • Environmental aids. • Communication aids, e.g. voice recognition, vision aids. • Dexterity, e.g. grippers, extended reach, medication selectors. **Use of assistive technology:** • Accommodating varying individual needs. • Impact on day-to-day life. • Communication. • Social and emotional wellbeing. • Physical and mental wellbeing. • Independent living. • Hospital and residential care. • Homecare. **Positive outcomes for individuals:** • Safer living environments. • Reduced impacts of a fall. • Reduction in support services. • Access to education and employment. • Support in rehabilitation. • Ability to accept and use technology. • Increased confidence. • Self-esteem.
Learning outcome 2: Be able to support the use of assistive technology
Others • May include, other professionals, carers/family members, advocates, colleagues. **Meeting identified needs** • Accessibility and mobility. • Independence. • Manual and supportive handling. **Adaptations according to need and context** • Selection of the adaptations as required. • Monitoring of the use of the adaptations, e.g. safety, appropriateness. • Evaluation of the adaptations' effectiveness.

What needs to be learned

Risks associated with the range of assistive technology solutions

- Inadequate training.
- High-low maintenance.
- Incorrect use.
- Incorrect assessment.
- Malfunctioning technology.
- Confidentiality and data protection.
- Privacy.
- Dignity.
- Disempowerment.
- Isolation.

Assessment and referral processes to sure assistive technology:

- Awareness of availability.
- Funding.
- Participation of health services, e.g. primary health, home and community care, speciality assistive clinics.
- Variability in structures and approaches.
- Need for adaptations, e.g. environmental changes.

Learning outcome 3: Be able to support others to facilitate the use of assistive technology

Provide information and guidance to others about assistive technology

- Develop networking groups to support development of skills and knowledge.
- Act as, or assign mentors to workers in the use of assistive technology.
- Provide opportunities for learning, development of skills, and the ethical principles of assistive technology.
- Encourage and facilitate feedback on learning and development of others.
- Lead by example in the use of assistive technology.
- Encourage others to reflect accurately on their skills and knowledge in order to identify areas for improvement.

Learning outcome 4: Be able to monitor the provision of assistive technology

Monitor assessment and referral processes

- Reporting and recording.
- With regard to organisational and statutory guidelines.

Outcomes of support

- Both process and outcomes based.
- Take into account the records of workers/ informal carers.
- Put the individual at the centre of the process.
- Be in a format which, as far as possible, is accessible to the individual.

Information for tutors

Suggested resources

Books

Cook A M and Miller Polgar J – *Essentials of Assistive Technologies* (Mosby, 2012) ISBN 9780323075367

Edyburn D – *Efficacy of Assistive Technology Interventions: 1 (Advances in Special Education Technology)* (Emerald Group Publishing Limited, 2015) ISBN 9781784416423

Federici S and Scherer M – *Assistive Technology Assessment Handbook* (CRC Press, 2012) ISBN 9781879105539

Lancioni G E and Sigafoos J – *Assistive Technology: Interventions for Individuals with Severe/Profound and Multiple Disabilities* (Springer SBM, 2013) ISBN 978148999579

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

Websites

www.alzheimers.org.uk	UK care and research charity for people with dementia and their carers.
www.bmcgeriatr.biomedcentral.com	The everyday use of assistive technology by people with dementia and their family carers: a qualitative study.
www.bmcgeriatr.biomedcentral.com	Effect of a tailored assistive technology intervention on older adults and their family caregiver: a pragmatic study protocol.
www.jstor.org	Education and Training in Development 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.