

Unit 44

Promoting Assistive Technology in Care

Unit reference number: M/616/7418

Level: 4

Unit type: Optional

Credit value: 4

Guided learning hours: 18

Unit summary

This unit aims to provide learners with an understanding of assistive technology in care, including the support that an organisation has to offer and championing the use of assistive technology.

You will learn to recognise the barriers that affect individuals and organisations when it comes to making effective use of assistive technology. Identifying and overcoming barriers in accessing and using assistive technology is key to ensuring that individuals are able to use the most appropriate technology to meet their needs and abilities. Barriers include lack of funding and difficulties with accessing assistive technology. You will explore ways of overcoming these barriers.

In this unit, you will demonstrate your ability to support the organisation to offer assistive technology. You will also obtain and evaluate feedback to support future assistive technology requirements.

You will explore your skills needs and those of others. This is vital in ensuring that individuals receive the appropriate support and guidance they need in their use of assistive technology. You will support others in acquiring knowledge of and skills in assistive technology and you will champion its use.

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 assistive technology in care</p>	<p>1.1 Explain the role of electronic and physical assistive technology to individuals requiring care or support</p> <p>1.2 Assess the impact of the following on individuals using assistive technology:</p> <ul style="list-style-type: none"> • social • psychological • emotional • economic • intellectual <p>1.3 Evaluate organisational expertise in the field of assistive technology</p>
<p>2 Be able to support the organisation to offer assistive technology</p>	<p>2.1 Describe how own organisation currently uses assistive technology</p> <p>2.2 Analyse the available support networks for users of assistive technology in the organisation</p> <p>2.3 Identify barriers to using assistive technology in the organisation</p> <p>2.4 Propose a strategy to reduce identified organisational barriers to assistive technology</p> <p>2.5 Contribute to the implementation of assistive technology in line with the strategy</p> <p>2.6 Obtain feedback from individuals and others to support future developments in the offer of assistive technology</p>

Learning outcomes	Assessment criteria
<p>3 Be able to champion the use of assistive technology</p>	<p>3.1 Carry out an organisational survey to identify staff knowledge and skills requirements to offering assistive technology</p> <p>3.2 Propose a strategy to champion the use of assistive technology in line with the survey</p> <p>3.3 Support others to acquire knowledge of assistive technology in line with the strategy</p> <p>3.4 Support others to implement assistive technology in line with the strategy</p> <p>3.5 Evaluate the impact of the strategy developed</p>

What needs to be learned

Learning outcome 1: Understand assistive technology in care

Assistive technology

- Individual – someone requiring care or support; it will usually mean the person or people supported by the learner.
- Electronic, e.g. sensor mats or pads, pendants/telecare, echo box/reminding tool, keypad entries, keys with lights, apps for budgeting/direction finding/instructions, talking books.
- Physical, e.g. kettle tippers, jar openers, special cutlery/utensils, key safe box, sticks to pull socks, hoists.

Impact

- Social, e.g. exclusion, community barriers, accessibility, communication, cultural, gender, poverty, education.
- Psychological, e.g. stress, anxiety, depression, developing new mental schemas, confidence.
- Emotional, e.g. self-image, self-esteem, self-concept.
- Economic, e.g. purchase, installation and maintenance costs.
- Intellectual, e.g. developing new knowledge, new skills.

Expertise

- Organisational, e.g. level of awareness of assistive technology, staff training, support, staff attitudes, procuring and managing equipment.

Learning outcome 2: Be able to support the organisation to offer assistive technology

Assistive technology in own organisation

- Internally.
- For service delivery.

Available support networks

- Support networks, e.g. manufacturers, subcontractors, specialists, colleagues, other organisations.

Barriers

- Barriers, e.g. organisational, health and safety (managing risk, working safely), cost implications, staff training, desire to use assistive technology.

Strategy to reduce barriers

- Strategy, e.g. policies, training, additional resources, buying in expertise.

Contribute to the implementation of assistive technology

- Development, e.g. policies, procedures and practices, training.

Feedback

- Gathering information from individuals, e.g. surveys, face-to-face interviews, forums.
- Others, e.g. partner, family members, friends, neighbours, care worker, colleagues.

What needs to be learned

Learning outcome 3: Be able to champion the use of assistive technology

Survey

- Gathering information from staff and individuals in relation to levels of knowledge and skills of staff, e.g. questionnaires, interviews, overt observation, covert observation, collating results.
- Propose a strategy to champion the use of assistive technology in line with the survey, e.g. analyse survey results, consult with colleagues and with management, develop a strategy, present strategy.

Support others

- Support, e.g. develop materials to support self-directed learning for others, offer training to other colleagues, offer support for individuals, seminars, workshops, attend relevant external training opportunities, social media.
- Evaluate the strategy developed, e.g. feedback from colleagues and individuals using services, evaluation of the impact of the strategy, evaluation of outcomes for colleagues and individuals using services.

Information for tutors

Suggested resources

Books

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

Kollak I – *Safe at Home with Assistive Technology* (Springer, 2017) ISBN 9783319428895

Robitaille S – *The Illustrated Guide to Assistive Technology and Devices: Tools and Gadgets for Living Independently* (ReadHowYouWant, 2012) ISBN 9781458763969

Journal

Journal of Assistive Technologies – enabling technologies for inclusion in health, support, care and education

Websites

www.skillsforcare.org.uk/Topics/Assistive-living-technology/Assistive-living-technology.aspx Includes guidance on assistive living technology.

www.technologytocare.org.uk Includes guidance on embedding Electronic Assistive Technologies (eATs) in social care.

www.vodg.org.uk Voluntary Organisations Disability Group – influences and develops social care policy, builds relationships with government and other key agencies, promotes best practice.

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 and 3 (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 and 3.

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