Unit 47: Contribute to Supporting Individuals in the Use of Assistive Technology

Unit reference number:	H/616/7352
Level:	2
Unit type:	Optional
Credit value:	3
Guided learning hours:	20

Unit summary

Assistive technology is being used in more situations than ever before and there is an ever-greater need to establish and continuously develop our understanding of what assistive technology can do and what might prevent people from using it. We also need to know how we can support individuals to engage with assistive technology in a positive way that improves their independence, empowerment, safety, mobility and communication, while still recognising their need for human interaction.

By contributing to the support of individuals in using assistive technology, you are empowering them to be more independent, while at the same time recognising the continuing role of making sure they are safe.

This unit aims to give you an understanding of the various assistive technologies available for supporting individuals. You will learn how various assistive technologies work and how they may be utilised to promote participation, access and inclusion of individuals.

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 range and purpose of assistive technology available to support individuals	1.1 Define the term 'assistive technology'
	1.2 Summarise types of assistive technology aids
	1.3 Explain the functions of the selected assistive technology aids
	1.4 Explain how the selected assistive technology aids can be utilised to promote participation, access and inclusion
2 Be able to contribute to the use of selected assistive technology	2.1 Support an individual to access information about assistive technology
	2.2 Support an individual to use assistive technology following instructions and/or agreed ways of working
	2.3 Provide feedback on the effectiveness of assistive technology

Content

What needs to be learned
Learning outcome 1: Understand the range and purpose of assistive technology available to support individuals

Definition of assistive technology

- Assistive technology: manual or electronic products, equipment, and systems that enhance learning, working, and daily living by compensating for or alleviating an injury, handicap or illness or to replace a physical function.

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.

Reason for assistive technology

- Cognitive disabilities.
- Visual impairment.
- Hearing impairment.
- Mobility impairment.
- Communication disorder.

Purpose and function of assistive technology

- Autonomy.
- Wellbeing.
- Safety and security.
- Mobility.
- Communication.
- Promotion of participation, access and inclusion.

What needs to be learned

Learning outcome 2: Be able to contribute to the use of selected assistive technology

Support

- Individual is someone requiring care or support.
- Access information:
  - ensuring it is in an appropriate format
  - ensuring it conforms to individuals' needs, wishes and preferences
  - ensuring it is relevant and current.
- Supporting an individual to read and understand instructions.
- Discussing best practice and any concerns.
- Ensuring that checks are made before using technology for the first time.
- Demonstrating how to prepare assistive technology for use so that the individual may achieve this independently.
- Use verbal and non-verbal communication and prompts to encourage use of assistive technology.
- Continuously monitor aspects of safe and appropriate use of assistive technology.
- Agreed ways of working
  - includes policies and procedures where these exist
  - referencing to and updating an individual's care plan.

Feedback on effectiveness

- Accessibility.
- Manageability.
- Communication:
  - verbal and non-verbal
  - formal and informal.

Information for tutors

Suggested resources

Books

Bouck C – *Assistive Technology* (Sage, 2017) ISBN 9781483374437

Green R – *Keep It Simple: A Guide to Assistive Technologies* (Libraries Unlimited, 2011) ISBN 9781591588665

Kollak I – *Safe at Home with Assistive Technology* (Springer Briefs in Applied Sciences and Technology) (Springer, 2017) ISBN 9783319428895

Websites

www.alzheimers.org.uk	Alzheimer's Society – gives information on assistive technology
www.atdementia.org.uk	Trent Dementia Services Development Centre
www.bataonline.org	British Assistive Technology Association
www.disabilityactionalliance.org.uk	Disability Action Alliance – gives information on assistive technology
www.nhs.co.uk	NHS website – includes information on services available in your home
www.rnib.org.uk	Royal National Institute of Blind People – includes information on assistive technology

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 outcome 2 (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 outcome 2.

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