

Unit 33: Introduction to Disability Awareness

Level:	2
Unit type:	Optional (General)
Credit value:	2
Guided learning hours:	12

Unit summary

This unit aims to give learners an understanding of the key legislation that protects people with a disability, the social model of disability and the potential impact of a range of disabilities. Learners will understand the attitudes and barriers people with a disability face and how they can be overcome.

Unit assessment requirements

Assessment tasks and activities must enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria of the unit. Suitable forms of evidence for this unit include:

- written tasks such as reports, articles for journals, newsletters, leaflets, posters
- workbooks, work logbooks or learner diaries
- written or oral presentations
- projects
- oral question and answer

Observation records should not be used as the primary evidence of achievement for this unit, but can be used to supplement the more appropriate forms of evidence listed above or to provide sector contextualisation or evidence of how the learner has applied knowledge within their job role.

When devising the assessment activities, centres need to look closely at the verb used in each assessment criterion to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Centres need to produce assessment briefs for learners with clear instructions of what they are required to do.

Additional information

AC3.1, including:

- International Classification of Functioning, Disability and Health (World Health Organisation 2001)

Learning outcome 4: affecting speech, hearing, sight, mobility and understanding, including learning disabilities

AC5.1, including:

- social and financial issues
- negative attitudes
- physical barriers
- institutional barriers.

AC6.1, including:

- social and financial issues
- negative attitudes
- physical barriers
- institutional barriers.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the difference between the terms disability and impairment	1.1	State the meaning of 'disability'			
		1.2	Describe conditions which cause disability			
		1.3	State the meaning of 'impairment'			
		1.4	State the principles of the NHS in relation to disability as detailed in the NHS constitution			
2	Know how key legislation protects people who have a disability	2.1	Identify current disability-related legislation			
		2.2	State the rights of disabled people in line with current disability-related legislation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the social model of disability	3.1	Explain the meaning of the 'social model' of disability			
		3.2	Explain key differences between the 'medical model' of disability and the 'social model' of disability			
		3.3	Explain why the social model focuses on disability and not impairment			
		3.4	Describe the type of language used when applying the social model			
		3.5	Explain how the social model of disability can be used in practice			
4	Understand the potential impact of a range of disabilities	4.1	Explain the potential impact of disability on activities of daily living			
		4.2	Explain the potential impact of disability on typical diseases resulting in a referral to own area of work			
5	Understand attitudes and barriers face by people who have a disability	5.1	State the types of difficulties faced by disabled people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand the range of approaches to overcome potential barriers faced by people who have a disability	6.1	Describe approaches to overcome potential barriers faced by people with disabilities			
		6.2	Explain how to use appropriate and inclusive language and behaviour to avoid causing barriers for people with disabilities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)