

## Unit 534

## Understand physical disability (PD OP 3.1)

<b>UAN:</b>	J/601/6150
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	This unit is linked to PD OP 3.1
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.
<b>Aim</b>	This unit covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.

<b>Learning outcome</b>	The learner will:
	1. Understand the importance of differentiating between the individual and the disability
<b>Assessment criteria</b>	
	The learner can: 1.1 Explain the importance of recognising the centrality of the individual rather than the disability 1.2 Explain the importance of an assessment being person-centred 1.3 Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only

<b>Learning outcome</b>	The learner will:
	2. Understand the concept of physical disability
<b>Assessment criteria</b>	
	The learner can: 2.1 Define the term physical disability 2.2 Describe the following terminology used in relation to physical disability: <ul style="list-style-type: none"><li>• <b>Congenital</b></li><li>• <b>Acquired</b></li><li>• <b>Neurological</b></li></ul> 2.3 Compare a congenital disability with a neurological disability, including causes

- 2.4 Explain the emotional impact of a **progressive** disability on the individual
- 2.5 Compare the different impacts on individuals that congenital and progressive disabilities can have

**Range**

**2.2 Congenital:**

- Cerebral palsy
- Cystic fibrosis
- Spina bifida
- Congenital heart conditions
- Muscular dystrophy
- Congenital hip disorder

**2.2 Acquired:**

- Arthritis
- Rheumatism
- Cardiac conditions
- Pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis

**2.2 Neurological:**

- Multiple sclerosis
- Parkinson's Disease
- Stroke

**2.4 Progressive:**

- Neurological and some congenital conditions
- Motor Neurone Disease

<b>Learning outcome</b>	The learner will:
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3. Understand the impact of living with a physical disability within society

**Assessment criteria**

The learner can:

- 3.1 Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability
- 3.2 Analyse the socio-economic effects of physical disability on an individual
- 3.3 Explain the changes that have occurred in society as a result of Disability legislation
- 3.4 Analyse the extent of improvements for the individual as a result of Disability legislation
- 3.5 Explain the effects of physical disability on an individual's **life choices**
- 3.6 Explain how attitudes either promote a positive or negative perception of disability inclusion for individuals with physical disabilities

<b>Range</b>
<b>3.5 Life Choices</b> <ul style="list-style-type: none"> <li>• Physical health</li> <li>• Education</li> <li>• Housing</li> <li>• Employment</li> <li>• Access to cultural/leisure activities</li> <li>• Mobility</li> <li>• Sexuality</li> </ul>

<b>Learning outcome</b>	The learner will:
4. Understand the importance of promoting inclusion and independence	
<b>Assessment criteria</b>	
The learner can: <ul style="list-style-type: none"> <li>4.1 Explain the importance of independence and inclusion for individuals with physical disabilities</li> <li>4.2 Analyse ways that inclusion and independence can be promoted</li> <li>4.3 Explain the importance of the individual having control of choices and decisions</li> <li>4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities</li> <li>4.5 Explain how to encourage the individual to take positive risks while maintaining safety</li> <li>4.6 Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes</li> </ul>	

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Supporting information

**Guidance**

**Definition**

**Learning Outcome 1, Assessment Criterion 1.1**

**Individuals:** someone requiring care or support.