

Unit 26: Caring for Individuals with Additional Needs

Unit code:	M/600/8981
QCF Level 3:	BTEC Nationals
Credit value:	5
Guided learning hours:	30

● Aim and purpose

This unit aims to enable learners to challenge their attitudes towards individuals with additional needs by introducing models of disability and exploring barriers. Learners will be able to examine the role of health and social care services in providing care and support.

● Unit introduction

Individuals with additional needs have a right to receive the best quality care and support. This unit explores the additional needs experienced by individuals and how these may impact on their health, wellbeing and life opportunities. Individuals with additional needs may need provision from a number of services, requiring organisations to work in partnership to assess needs and provide support.

Learners will explore additional needs which may be experienced by individuals, considering the effects that their needs may have on their wellbeing, rights and access. Learner' understanding of disability will be challenged through an introduction to the models of disability and the factors which contribute to barriers faced by individuals with additional needs. Legislation, frameworks and policies, which govern work in the health and social care sectors and support the rights of individuals with additional needs, will be introduced. The final part of the unit will enable learners to consider current practice, including a person-centred approach.

This unit will consolidate learning from *Unit 2: Equality, Diversity and Rights in Health and Social Care* by contextualising knowledge and understanding. As individuals with additional needs may be particularly vulnerable, *Unit 11: Safeguarding Adults and Supporting Independence* will have particular relevance, particularly for those wishing to work with individuals with additional needs.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know reasons why individuals may experience additional needs
- 2 Understand the barriers experienced by individuals with additional needs
- 3 Understand current practice with respect to provision for individuals with additional needs.

Unit content

1 Know reasons why individuals may experience additional needs

Additional needs: physical; cognitive; sensory

Types of need: genetic eg Down's syndrome, cystic fibrosis, sickle cell disorders; developmental, eg autistic spectrum disorder, learning disability; environmental, eg result of working practices, linked to infectious diseases; accidents, eg paraplegia, loss of limb; other, eg stroke, sensory impairment, mental illness

2 Understand the barriers experienced by individuals with additional needs

Disability and dependency as social constructs: definitions of impairment and disability

Models: medical; social; normalisation; holistic approach; impact on services provided

Barriers: discrimination; employment opportunities; cultural; physical access; attitudinal; communication; barriers to access and opportunities; financial; lack of choice

3 Understand current practice with respect to provision for individuals with additional needs

Services: statutory, private and third sector, eg day care, independent living, community care, residential homes, hospitals, health centres' training and education

Principles of care: diversity; respect; dignity; confidentiality; anti-discriminatory practice

Person-centred planning: Common Assessment Framework; needs-led assessment; integrated practice; encourage personal growth; balancing risk with individual rights; supporting choice; empowering

Positive working practice: eg personal care, appropriate touch; promote self-image, remote coping strategies, safe practice and safeguarding; promoting independence, enabling, positive reinforcement; financial support

Supporting communication: aids to communication, eg advocates, signers, technological aids; Makaton; visual aids and symbols

Supporting access: physical, eg ramps, provision of mobility aids, wheelchairs, mobility scooters, access symbols, changing/toilet facilities

Guidance: as relevant to home country, eg codes of practice, charters and policies, role of General Social Care Council England/Care Council for Wales/Northern Ireland, Improving Life Chances of Disabled People – White Paper, A New Strategy for Learning Disabilities for the 21st Century, Fair Access to Care Services

Legislation and regulations: as relevant to home country, eg The Equality Bill 2010, Mental Health Act 1983, Disability Discrimination Act, Human Rights Act, Data Protection Act, Nursing and Residential Care Homes Regulations, Care Standards Act, Carers and Disabled Children Act, UN Convention on Disability Rights

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline reasons why individuals may experience additional needs [IE3; IE4; CT2; CT4]	M1 assess barriers which may be experienced by individuals with additional needs, with reference to models of disability	D1 evaluate working practices and their potential for breaking down barriers and improving the wellbeing and life chances of individuals with additional needs.
P2 describe models of disability [CT4]		
P3 explain barriers which may be experienced by individuals with additional needs [IE3; CT2; CT4; EP4]		
P4 explain positive working practice with individuals with additional learning needs. [IE4; IE6; CT2]	M2 discuss positive working practice with individuals with additional learning needs.	

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit should be delivered in as practical a way as possible. Ideally, learners should have some experience of working with individuals with additional needs, through work experience, voluntary work, or family members. The unit could be introduced through class or small-group discussion, with learners sharing their own experiences and discussing issues related to these observations. It is important to discuss vocational terminology at this early stage, both appropriate and inappropriate use of terminology, ensuring learners focus on the individuals rather than viewing individuals as 'disabled'. Attitudes will be explored in more detail when learners consider the models of disability. Learner understanding of the terms 'impairment' and 'disability' should be discussed. Legislation, regulations and policies are subject to change so care should be taken to use the most current.

Learners could carry out individual or group research into potential causes of additional needs, perhaps focusing on a specific type of need. Learners could then present information to the whole group. Case studies could enable learners to discuss the possible effects of different needs on an individual's holistic wellbeing and life opportunities. Guest speakers, for example from third sector organisations, would help to broaden learners' knowledge and provide opportunities for questions.

Following preparatory work, models of disability need to be introduced and explored, in detail, through small-group or class discussion. Case studies may be a useful tool to support learners' understanding of the models of disability enabling them to apply theory to practice. Role play or 'hot seating' could be used facilitate empathy with individuals who have additional needs.

Learners should be encouraged to reflect on workplace observations, and link theory to practice. The rights of individuals and the need for confidentiality need to be revisited and reinforced throughout delivery of this unit. Real life stories including video clips are available on a number of websites, for example Mencap and the Royal National Institute of Blind People and the NHS life choices website. These will provide an insight into individuals' needs, their preferences and how they wish to be viewed and treated. This could lead to group activity on types of barriers faced by individuals with additional needs and a more in-depth discussion and analysis of why these may exist.

Learners should draw on their work experiences when they consider positive working practices and their potential effects on individuals with additional needs. DVDs, which illustrate positive working practices, could also be used. Examples could be discussed in class, with the opportunity for learners to reflect on their observations, identify best practice and make suggestions on how practice might be improved. Guidelines for working with individuals with additional needs could be planned in small groups and presented, leading to class agreement on what constitutes 'good practice'. It is likely that learners will have studied legislation, regulations, frameworks and policies within other units, for example, *Unit 2: Equality, Diversity and Rights in Health and Social Care*. Understanding should be consolidated, ensuring that learners understand how current legislation and policies underpin practice.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Learning outcome 1 Buzz group: to identify what is meant by additional needs and learners' own perspectives. Learner research: into types of additional needs and possible causes. Speakers/DVDs/life stories. Tutor input: the possible impact on the health and life opportunities of individuals.
Assignment 1: An introduction to additional needs (P1)
Learning outcome 2 Tutor input: models of disability. Case studies: in relation to models. Learner research: into possible barriers – websites/journals/visits to local community to look at physical access. Tutor input/workshop: introduction to basic signing/Makaton/visual symbols aids.
Assignment 2: Why do barriers exist? (P2, P3, M1)
Learning outcome 3 Tutor input: principles of the sector/legislation and policies. Group activity: eg quizzes/questions to consolidate knowledge. DVDs/speakers. Reflections on work experience. Small-group work presentations: good practice.
Assignment 3: A question of positive practice (P4, M2, D1)
Unit review and assessment.

Assessment

Assessment may be through a common scenario, although it is more likely that understanding for this unit will be assessed through separate assessments. An initial assignment could include P1 and part of M1. The main method of assessment will be writing/essays, although presentations could be used to generate evidence for P1. Where presentation evidence is used, copies of notes or PowerPoint evidence may be supplemented with witness testimony or recorded for verification purposes. Group work to generate evidence for P1 would be acceptable, but individual contributions and understanding would need to be authenticated.

A second assignment could generate evidence for P2, P3 and part of M1. For P2, learners will need to produce a piece of writing which describes models of disability. This assignment could be in response to case studies of individuals with different types of additional needs. Case studies would need to provide the scope learners require to explain a range of different needs and assess possible barriers.

The final assignment would cover P4, M2 and D1. To achieve P4, learners should, where possible, draw on their observations from work experience, although case studies may be used. Alternatively, a separate task could be provided for D1, which consolidates understanding from the pass and merit criteria.

At pass grade learners will demonstrate knowledge of a range of additional needs and be able to provide the main features of each to achieve P1. They will have a good understanding of the models of disability and show how each describes different viewpoints of disability to achieve P2. To achieve P3, learners should include a range of barriers which may be experienced, although at this grade examples are likely to be predictable. Learners should explain how and why these barriers occur. For P4, learners must clearly indicate, with reference to relevant examples, that they have a good understanding of positive working practices in line with the policies and principles of the sector and underpinned by relevant legislation.

To achieve M1, learners will assess different barriers which exist for people with additional needs, demonstrating that they are able to consider interrelated aspects and recognise how the models of disability may explain the reasons for barriers. For M2 learners must go on to discuss how and why positive working practices improve the outcome for individuals with additional needs, with clear references to specific sections of legislation, frameworks and policy.

For D1, learners will demonstrate the ability to synthesise information from all pass and merit criteria. Their ideas will reflect that they are able to interact with complex issues. They will use reasoning, showing a particular understanding of the role of health or social care services and principles of practice. Learners will make clear links between practice and how this works to improve the health, wellbeing and life opportunities of individuals with additional needs.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	An introduction to additional needs	You work in a day centre for individuals with additional needs and have been asked to prepare information for new volunteers.	A presentation.
P2, P3, M1	Why do barriers exist?		A booklet which gives information on: a) the models of disability b) barriers which affect the lives of individuals with additional needs.
P4, M2, D1	A question of positive practice	You work for a health magazine and are interviewing an individual with additional needs who uses health and social care services.	An extended article for a website from the perspective of an individual with additional needs, which reflects on their experiences and informs their expectations of service delivery.

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

Learners will need access to:

- an appropriately qualified tutor
- library resources with key texts, journals, and other reference materials.
- case study materials
- current policy papers; government, professional associations and third sector
- audio/visual materials.

Employer engagement and vocational contexts

Work experience opportunities in environments which provide services for people with additional needs would benefit learners.

Guest speakers from organisations that offer services which support people with additional needs, in the statutory, private and third sector, would be useful, as would guest speakers with additional needs.

Indicative reading for learners

Textbooks

Boys D and Michie V – *BTEC National Health and Social Care Book 2* (Nelson Thornes, 2008)
ISBN 9786748781720

Brooke J – *Principles of Learning Disability and Support* (Heinemann, 2007) ISBN 9780435500016

Cambridge P and Carnaby S (editors) – *Person Centred Planning and Care Management with people with Learning Disability* (Jessica Kingsley, 2005) ISBN 9781843101319

Gates B (editor) – *Learning Disabilities: Towards Inclusion* (Churchill Kingston, 2007) ISBN 9780443101984

Kerr D – *Understanding Learning Disability and Dementia* (Jessica Kingsley, 2007) ISBN 9781843104421

Pountney J – *Your Role as a Learning Disability Worker* (Heinemann, 2007) ISBN 9780435500009

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 2* (Heinemann, 2007)
ISBN 9780435499169

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Journals and magazines

Care and Health

Caring Times

Community Care

Disability Now

Nursing Times

Viewpoint

Websites

www.ageconcern.org.uk

www.alzheimers.org.uk

www.aspire.org.uk

www.bcodp.org.uk

www.carersuk.org

www.community-care.co.uk

www.dh.gov.uk

www.dh.org.uk

www.disabilityalliance.org

www.disabilitynow.org.uk

www.dlf.org.uk

www.familycarers.org.uk

www.fpwd.org.uk

www.healthyplace.com

www.ILF.co.uk

www.integratedcarenetwork.gov.org

www.mencap.org.uk

www.nhs.uk

www.rnib.org.uk

www.rnid.org.uk

www.skillsforcare.org.uk

www.skillsforhealth.org.uk

www.stroke.org.uk

www.valuingpeople.gov.uk

Age Concern

Alzheimer's Society

Aspire

British Council for Disabled People

Carers Voice

Community Care

Dignity in Care campaign

Department of Health

Disability Alliance

Disability Now

Disabled Living Foundation

National Family Carer Network

Foundation for People with Learning Disabilities

Health issues

Independent living facilities

Care networks

Mencap

National Health Service (Choices)

Royal National Institute of Blind People

Royal National Institute for Deaf People

Sector Skills Council for Care and Development

Sector Skills Council for the UK Health Sector

The Stroke Association

Guide to the Human Rights Act

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	[IE3] exploring additional needs and barriers from the perspective of individuals with additional needs [IE4] analysing evidence about best practice of services; analysing current legislation and policies, judging their importance in supporting individuals with additional needs [IE6] supporting their conclusions about what constitutes good practice for individuals with additional needs
Creative thinkers	[CT2] generating questions in relation to the reasons why individuals may have additional needs and the barriers they may experience; asking questions of tutor, professionals and others about services and practice to support individuals with additional needs [CT4] questioning own assumptions about individuals with additional needs, and barriers in relation to models of disability
Effective participators	[EP4] identifying how barriers may be overcome when supporting individuals with additional needs.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	accessing websites to research information on legislation, frameworks, policies and working practices in the sectors
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	organising information clearly and logically
Present information in ways that are fit for purpose and audience	producing information in a format which meets the requirements of the assignment
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to group and class discussions generating and asking questions of guest speakers and professionals in work placements
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading course texts, journals and summarising information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing assignments and reports for assessment purposes.