
5 Unit 5: Caring for People with Additional Needs [AS level, double award, optional, internally assessed]

5.1 ABOUT THIS UNIT

This AS level unit is an optional part of the double award only and is internally assessed.

This unit explores caring for service users who have additional needs due to physical disability, sensory impairment, learning difficulty, or any combination of these. You will investigate the attitudes and values of society, experienced by service users with additional needs. You will develop an understanding of the care management approaches used by care workers when providing specialist care or support to service users who have additional needs.

This unit links with the following units: Unit 1: *Promoting quality care*, Unit 3: *Promoting good health*, Unit 4: *Health and safety in care settings*, Unit 9: *Caring for older people*, Unit 10: *Care practice and provision* and Unit 11: *Understanding human behaviour*. Although this unit does not link directly to the NVQs in providing health, social and protective services, it provides a broad introduction to the qualifications involving Care, Caring for Children and Young People and Early-Years Care and Education at Levels 2 and 3.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will produce a guide for care workers which explores caring for service users with additional needs, including a profile of a service user. Your evidence will include:

- understanding of the causes of additional needs and the effects of additional needs on service users;
- understanding of the care-management processes and key roles of service providers who support service users with additional needs;
- research and analysis of the models or approaches used to support the service users recognising attitudes and values of society towards service users with additional needs;
- a profile of a service user who has additional needs, including the barriers experienced, support, aids and adaptations used, evaluating their impact on the service user.

5.2 WHAT YOU NEED TO LEARN

You need to learn about:

- common causes of physical disability, sensory impairment and learning difficulties;
- the care-management process;
- models and approaches;
- producing a profile of a service user with additional needs.

5.2.1 Common Causes of Physical Disability, Sensory Impairment and Learning Difficulties

You need to have an understanding of the main causes of physical disability, sensory impairment and learning difficulties. These include:

- hereditary conditions, e.g. gene defects;
- chromosomal abnormalities, e.g. the presence of an extra chromosome leading to Down's Syndrome;
- environmental factors, e.g. pollution;
- accidents;
- disease-related causes;
- birth injury, e.g. oxygen deprivation, physical trauma;
- developmental disorders.

You need to have an understanding of how physical disability, sensory impairment and learning difficulties can affect body function, and the effects they may have on service users.

You need to know that sensory impairments are those which involve disorders of the senses, e.g. sight, hearing, touch, taste or smell. The most common are sight and hearing, but you also need to be aware of the hidden impairments such as Anosmia (loss of smell) and Anaesthesia (loss of the sense of touch in all or part of the body).

5.2.2 Care-Management Process

You need to understand that care-management is the process of tailoring services to meet individual needs. You need to know:

- the stages involved in assessment for service users with physical disability and sensory impairment, what is involved at each of the stages and how each stage is documented and implemented;
- the methods which are used to assess, plan, implement, monitor and evaluate/review individual care plans;

- which professionals are involved in the care-management cycle for service users with physical disability and sensory impairment, and the key roles of those who provide support;
- the benefits of a multi-disciplinary approach to care;
- the staged approach to assessment and intervention for service users with learning difficulties;
- the methods used to plan, implement, monitor and evaluate and review individual learning plans, including target setting for service users with learning difficulties.

You also need to be aware of family considerations in relation to service users.

You are not expected to undertake an assessment of need yourselves, but you do need to know how assessments are undertaken and the questions and recording documents used.

5.2.3 Models and Approaches

You need to understand that the type of support provided may depend on the model or approach used, to include:

- the medical model;
- the social model.

You need to consider the differences between the models and the effects these could have on the type of support that service users could receive.

You need to analyse the attitudes and values of society towards service users and understand how stereotyping, prejudice and discrimination can affect service users. You need to include examples of both negative and positive experiences, as these relate to service users.

You need to know about possible environmental and economic barriers, and attitudes and values of society, including:

- how environmental barriers restrict access to health, social care or early-years services and facilities, limiting opportunities to participate fully in the social and economic life of their community, and have an effect on their additional needs;
- how positive and negative attitudes affect the social inclusion of service users, including employment; e.g. stereotypes of people who experience impairments result in low expectations of ability, unfair discrimination, limited educational provision and assumptions about medical and care needs;
- how economic barriers limit access to services and facilities including work, leisure and recreation.

You also need to consider the ways in which barriers, e.g. environmental, attitudinal and economic, could be overcome to improve opportunities for people with additional needs and their quality of life.

Environmental barriers include the poor accessibility of services, including steps/stairs, lack of lifts, lack of suitable parking spaces, heavy doors, width of corridors. You may also consider other restrictions, including lack of adapted toilets, height of light switches, sockets, lack of Braille signs etc.

When considering *economic barriers*, you may wish to include the cost of transport to services and facilities and the costs of accessing work and leisure facilities.

5.2.4 Production of a Profile of a Service User with Additional Needs

You need to produce a profile of a service user with additional needs. Your profile will include background information about the additional needs your chosen service user has and the barriers they have experienced, including physical, attitudinal and economic.

You may choose to base your profile on someone you know, someone you have met on a work placement, or a case study. Confidentiality must be maintained at all times, you must not use real names and you must gather information in a sensitive manner.

You also need to know about the different methods of support that is available and how they can be used to meet the service user's individual needs in the following areas:

- assistance with daily living routines;
- education and training;
- day-care provision;
- assistance with health problems;
- social opportunities;
- assistance with mobility;
- economic.

You also need to know how aids and adaptations can be used to improve the quality of life for service users. Many Local Authority day centres have an attached unit from which service users can rent or loan specialist aids or equipment. These can include, for example, specialist aids for communication, mobility and daily living routines. You need to know how the aids are used and how they assist service users.

You need to understand the positive and possible negative effects that the use of specialist aids and adaptations may have on a service user's quality of life and that of their family.

5.3 ASSESSMENT EVIDENCE GRID

Please see over.

Unit 5: Caring for people with additional needs				
What you need to do:				
<p>You need to produce a guide for care workers which explores caring for service users with additional needs, using the profile of a service user who has additional needs [50 marks].</p> <p>Your evidence needs to include:</p> <p>AO1: understanding of the causes of additional needs and the effects of additional needs on service users [15];</p> <p>AO2: understanding of the care-management processes and key roles of service providers who support service users with additional needs [15];</p> <p>AO3: research and analysis of the models or approaches used to support service users, recognising attitudes and values of society towards service users with additional needs [10];</p> <p>AO4: a profile of a service user who has additional needs, including the barriers experienced, support, aids and adaptations used, evaluating their impact on the service user [10].</p>				
How you will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You describe, at a basic level, three causes of additional needs, showing a basic understanding of the effects on service users; [0 1 2 3 4 5]	you show a sound understanding of three causes of additional needs, giving a description of the effects on service users; [6 7 8 9 10]	you show a comprehensive understanding of three cause of additional needs, giving a thorough explanation of the effects on service users. [11 12 13 14 15]	/15
AO2	With guidance, you show a basic level of understanding of each stage of the care-management process and describe the key roles of two service providers who support service users with additional needs; you write in a manner which is adequate to convey meaning, although it will be expressed in a non-specialist manner; [0 1 2 3 4 5]	you show a sound understanding of each stage of the care-management process and describe in detail the key roles of two service providers who support service users with additional needs; you write in a manner which conveys meaning, using specialist vocabulary with few errors/inaccuracies; [6 7 8 9 10]	you accurately and independently show a comprehensive understanding of each stage of the care-management process and explain the key roles of two service providers who support service users with additional needs; you write in a manner which conveys appropriate meaning, using specialist vocabulary with accuracy; there will be no errors/inaccuracies. [11 12 13 14 15]	/15
AO3	You use limited information sources to collect evidence of how the social and medical models would interpret the additional needs of service users, analysing at a basic level the attitudes and values of society towards service users; [0 1 2 3 4]	you use a range of information sources to research how the social and medical models would interpret the additional needs of service users, analysing the attitudes and values of society towards service users; [5 6 7]	you obtain information from a range of sources to explore how the social and medical models would interpret the additional needs of service users, giving an informed analysis of the attitudes and values of society towards service users. [8 9 10]	/10
AO4	You produce a basic profile of a service user who has additional needs, describing at a basic level three barriers experienced, methods of support, aids and equipment used and include a basic evaluation of their impact on the service user; [0 1 2 3 4]	you produce a detailed profile of a service user who has additional needs, clearly describing three barriers experienced, methods of support, aids and equipment used and include a sound evaluation of their impact on the service user; [5 6 7]	you produce a comprehensive profile of a service user who has additional needs, thoroughly describing three barriers experienced, methods of support, aids and equipment used and include a thorough evaluation of their impact on the service user. [8 9 10]	/10
Total mark awarded:				/50

5.4 GUIDANCE FOR TEACHERS

5.4.1 Guidance on Delivery

Candidates need to gather information for their assessment through primary and secondary research.

It is possible that candidates may wish to gather information for this unit while undertaking work placements. If this approach is used, you need to make sure that candidates have planned very carefully the observations, questions and interviews to be conducted, as many of the topics are of a sensitive nature. Permission would need to be obtained from the supervisor within the workplace environment and from the service users themselves. Candidates also need to be aware of the issues relating to confidentiality.

Suitable work experience placements could include, for example:

- day centres;
- sheltered accommodation;
- day-hospital units;
- adult resource centres;
- special schools;
- learning-support departments;
- audiology departments.

It is possible that you may wish to consider undertaking a residential experience with candidates to gather evidence for this unit. The 'Winged Fellowship Trust' is an organisation that relies upon the support of volunteers. The Winged Fellowship Trust provides holidays for service users with a range of additional needs at specialist centres around the country. When undertaking the residential placement, volunteers provide support to service users throughout the day, working alongside the trained staff for a whole week. Alternatively, role play/simulated conditions may be considered.

Common causes of physical disability, sensory impairment and learning difficulties

Science departments or health promotion units may have video materials which could be used to introduce the topic. Human development and biology textbooks are another useful source. In addition, there are a range of support groups working with, and on behalf, of service users with additional needs. These are often an excellent source of information about conditions and their impact.

When considering common causes, candidates need to apply their knowledge of them to their case studies. This will require them to suggest the causes of additional needs and to consider the reasons for the definitions.

The care management process

It would be extremely helpful if a specialist, such as a social worker or occupational therapist, could be invited to the centre to give input on the subject of care planning.

Candidates need to know which service providers could be involved at each stage of the care-planning cycle and their roles. It will also be important for them to understand the differences between *monitoring* and *evaluation* and the purposes of each. Candidates need to be aware of the benefits of a multi-disciplinary approach to care for both the service providers and the service users.

Models and approaches

Social policy, welfare and social care textbooks and the websites of disability rights organisations (usually run by disabled people themselves) provide extensive material on the contrasting nature and implications of the *social* and *medical* model approaches to disability.

Candidates could use observation to provide examples of both negative and positive experiences, as these relate to service users in a variety of different settings, e.g. social, education, employment and domestic, in order to analyse the attitudes and values of society towards service users and to understand how stereotyping, prejudice and discrimination can affect service users.

When investigating the barriers experienced by people with additional needs, candidates could plan and conduct a survey relating to access to health, social care, education and social activity for a service user. They need to be aware of services and facilities which may be used by the service user, or those which the service user would like to use, but which they may be unable to access. Barriers considered must link directly to the chosen service user and the additional needs experienced.

When considering *economic barriers*, information could be obtained through personal interview, but if such an approach is used, candidates need to be appropriately prepared, perhaps by undertaking role plays/simulations in order to check the suitability of the questions and the ways in which they can be asked.

Profile of a service user with additional needs

Many Local Authority day centres have an attached unit from which service users can rent or loan specialist aids or equipment. It may be helpful if candidates could visit such a unit to see for themselves the variety of aids available. Alternatively the Red Cross and Disability Living Foundation may be a source of information.

The occupational therapist at the Local Authority Social Services Department may be able to give a talk to candidates about the assessment of service users for the provision of aids and adaptations within the home.

5.4.2 Guidance on Assessment

It needs to be stressed that you determine only the *mark* for a candidate's portfolio evidence and not the *grade* which will be determined by OCR.

Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with marks below their potential.

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio (Section 5.3)

The information on this *grid* will eventually be transferred onto a *Unit Recording Sheet* to be attached to the front of each candidate's piece of work at the point when the work is submitted for moderation. A *Coursework Administration Pack* will be supplied, containing all relevant *Unit Recording Sheets*. Where marking for this unit has been carried out by more than **one** teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria as laid down in the *Assessment Evidence Grids*.

Each row in the *grid* comprises a strand showing the development of an assessment objective, each row corresponding to an assessment objective descriptor in the banner (the top section of the *grid*).

The maximum mark for each strand is shown in the far right hand column of the *grid* and this maximum mark is further broken down into a number of mark bands across each row with a range of descriptors.

You use your professional judgement to determine which descriptor in a strand best suits the individual candidate's work and from the range of marks available within that particular mark band, you circle the mark that best fits the work. You then record this mark in the column headed *Mark*.

You need to use the full range of marks available to you. You need to award full marks in any strand for work which fully meets the criteria. This is work which is the best one could expect from candidates working at AS level.

However, for strands which include a quantified element, e.g. **two** care workers or **four** therapies, and where a candidate's evidence includes less than the number specified, or includes the correct number but at varying levels of quality, you will use your professional judgement to allocate an appropriate mark. It is the *quality* of the evidence that is paramount rather than the *quantity*, although, in such circumstances, candidates will be unable to access the highest mark band for that strand.

Only **one** mark per strand/row will be entered. The final mark for the candidate is out of a total of **50** and is found by totalling the marks for each strand.

The further guidance below amplifies the criteria in the *Assessment Evidence Grid* and will help you to determine the appropriate mark to be awarded for each strand.

Amplification of Criteria		
AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO1	1	Candidates produce a factual account based on the collection of information to describe three causes of additional needs of service users; this could be obtained, e.g. from questionnaires or interview questions prepared by candidates or from drawing information from given case studies; candidates show an understanding of the causes of the additional needs; the evidence will lack detail about the effects on service users covering aspects of PIES and may include some inaccuracies and omissions;
	2	candidates produce a factual account showing a sound understanding of three causes of additional needs for service users; illustrations could be included where relevant, e.g. to explain some complex information; there will be detailed description of the effects the additional needs have on service users covering all aspects of PIES; there will be few omissions and/or inaccuracies within the evidence;
	3	candidates will synthesise a range of information to show three causes of additional needs for service users; candidates could, for example, produce a bibliography and reference within the text the sources of the information used; the factual account will be detailed and will show a high level of understanding of the additional needs of the service user, giving a thorough explanation of the short and long-term effects covering all aspects of PIES; clear and accurate conclusions will be drawn; there will be no omissions or inaccuracies within the evidence.
AO2	1	With guidance, candidates will give a basic account of each stage of the care-management process; a limited description of the methods used to assess, plan, implement, monitor and evaluate/review individual care/learning plans, including reference to PIES at a basic level; when describing the roles of two service providers who support service users, they will choose one service provider that meets the physical needs, e.g. a physiotherapist, and another that meets social or emotional needs, e.g. a counsellor; candidates will show a basic understanding of the tasks they perform; the evidence will lack detail but candidates will show a basic understanding of the purposes of the care management process; there may be significant omissions; candidates will write in a manner which is adequate to convey meaning, although it will be expressed in a non-specialist manner;

AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
	2	<p>candidates will produce a detailed account of each stage of the care-management process;</p> <p>candidates will produce a clear description of the methods used to assess, plan, implement, monitor and evaluate/review individual care/learning plans, including reference to all aspects of PIES, at a sound level;</p> <p>when describing the roles of two service providers who support the service user, they will choose one service provider that meets the physical needs, e.g. a physiotherapist, and another that meets social or emotional needs, e.g. a counsellor;</p> <p>candidates will show a sound understanding of how each service provider meets the needs of service users and the skills and qualities required;</p> <p>candidates will write in a manner which conveys meaning, using specialist vocabulary with few errors/inaccuracies;</p>
AO2	3	<p>candidates will show a thorough understanding of each stage of the care-management process;</p> <p>there will be analysis of different methods used to assess, plan, implement, monitor and evaluate/review individual care/learning plans, including a detailed description of all aspects of PIES;</p> <p>candidates will also demonstrate an understanding of how evaluation procedures followed lead to the modification of individual plans to ensure the changing needs of service users are met;</p> <p>when explaining the roles of two service providers, candidates will choose one service provider that meets the physical needs, e.g. a physiotherapist, and another that meets social or emotional needs, e.g. a counsellor;</p> <p>candidates will show how each service provider provides support for service users and how each meets the service users needs, and the skills and qualities required;</p> <p>there will be sound understanding of the interactions between the service providers (multidisciplinary approach) and the differences in the skills and qualities of each to ensure the needs of service users are met;</p> <p>candidates will write in a manner which conveys appropriate meaning, using specialist vocabulary with accuracy – there will be no errors/inaccuracies.</p>
AO3	1	<p>Candidates will produce a factual description that shows a basic understanding of how both the medical and social models would interpret service users' additional needs;</p> <p>information could be collected, for example, through questionnaires, interview questions or from secondary sources;</p> <p>candidates will give ways in which service users' quality of life has been affected by the attitudes and values of society;</p> <p>a basic analysis of the attitudes and values of society towards service users will be included;</p> <p>only one or two sources of information will be used for the research;</p> <p>the analysis is limited and is more in the form of statements than analytical judgements, and may include some inaccuracies and omissions;</p>

AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO3	2	<p>the factual account will be more detailed, with candidates providing examples to explain the differences between the medical and social models;</p> <p>a chart could be included to compare the types/methods of support which would be provided by each model;</p> <p>candidates will draw conclusions to explain why the differences in interpretation would provide different support for service users;</p> <p>an analysis of the attitudes and values of society towards service users will be included;</p> <p>candidates will carry out research using both primary and secondary sources;</p> <p>the analysis will show the ability to reflect and to make reasoned judgements in detail; there may be a few errors/inaccuracies;</p>
	3	<p>candidates will demonstrate synthesis and understanding to compare how well the medical and social models provide support to meet the individual needs of service users;</p> <p>evidence to show the sources used could, for example, be included as a bibliography and referenced within the text;</p> <p>a high level of understanding will be evident within the detailed account;</p> <p>informed analysis of both positive and negative effects of the attitudes and values of society towards service users will be included;</p> <p>candidates will carry out research using a range of sources;</p> <p>the analysis is detailed and shows the ability of candidates to reflect on their findings and make reasoned judgements, there will be no errors/inaccuracies.</p>
AO4	1	<p>Candidates will produce a basic profile of a service user who has additional needs due to physical disability, sensory impairment, or learning difficulty, or for any combination of these;</p> <p>the introduction to the chosen service user will give basic information about their additional needs, including the causes and effects on the service user;</p> <p>three barriers will be described at a basic level;</p> <p>candidates will show a limited understanding of how the barriers restrict the service user, with little information given about limitations of opportunities to participate fully in the social and economic life of their community;</p> <p>candidates will identify methods of support, aids and equipment used by the service user;</p> <p>the evaluation of their impact on the service user will be basic and show limited understanding; there will be inaccuracies and/or omissions;</p>

AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO4	2	<p>candidates will produce a detailed profile of a service user who has additional needs due to physical disability, sensory impairment, or learning difficulty, or for any combination of these;</p> <p>the introduction to the chosen service user will give clear information about their additional needs, including a description of the causes and effects on the service user;</p> <p>three barriers will be clearly described;</p> <p>candidates will show a good understanding of how the barriers restrict the service user, with clear information given about limitations of opportunities to participate fully in the social and economic life of their community;</p> <p>candidates will describe a range of methods of support, aids and equipment used by the service user; the evaluation of their impact on the service user will be sound and show a good level of understanding;</p> <p>there will be a few inaccuracies and/or omissions;</p>
AO4	3	<p>candidates will produce a comprehensive profile of a service user who has additional needs due to physical disability, sensory impairment, or learning difficulty, or for any combination of these;</p> <p>the introduction to the chosen service user will give detailed information about the additional needs, including a thorough description of the causes and effects on the service user;</p> <p>three barriers will be thoroughly described;</p> <p>candidates will show synthesis and understanding of how the barriers restrict the service user, with detailed analysis of the limitations of opportunities to participate fully in the social and economic life of their community;</p> <p>candidates will give a detailed description of a range of methods of support, aids and equipment used by the service user;</p> <p>the evaluation of their impact on the service user will make reasoned judgments and show an excellent level of understanding of both positive and negative factors;</p> <p>there will be no inaccuracies or omissions.</p>

5.4.3 Resources

<p>Organisations</p>	<p>The Calvert Trust The Disabled Living Foundation The John Groom Association MENCAP SCOPE RADAR RNIB RNID Vitalise (formerly known as The Winged Fellowship Trust) <i>Many conditions have an organisation or support group that provides useful information. Details of registered charities can be found from the Charities Commission.</i></p>						
<p>Publications</p>	<p>Local areas have publications to support users with additional needs. Voluntary groups produce their own publications and newsletters on a regular basis.</p>						
<p>Textbooks</p>	<p>Social policy, social welfare and social care texts;</p> <table border="0" data-bbox="507 931 1407 1032"> <tr> <td data-bbox="507 931 651 965">Meggitt C</td> <td data-bbox="663 931 1114 999"><i>Special Needs Handbook for Health and Social Care</i></td> <td data-bbox="1121 931 1407 965">Hodder & Stoughton</td> </tr> <tr> <td data-bbox="507 999 651 1032">Skelt A</td> <td data-bbox="663 999 1114 1032"><i>Caring for People with Disabilities</i></td> <td data-bbox="1121 999 1407 1032">Longman</td> </tr> </table>	Meggitt C	<i>Special Needs Handbook for Health and Social Care</i>	Hodder & Stoughton	Skelt A	<i>Caring for People with Disabilities</i>	Longman
Meggitt C	<i>Special Needs Handbook for Health and Social Care</i>	Hodder & Stoughton					
Skelt A	<i>Caring for People with Disabilities</i>	Longman					
<p>Websites</p>	<p>Disability Alliance Disabled People International the organisations listed above the government's Disability Rights Commission. <i>Most UK support groups and organisations have websites; insert the name in a search engine and you will find several to access.</i></p>						

