

Unit 16: Understanding Specific Needs in Health and Social Care

Unit code: M/601/1623

QCF level: 5

Credit value: 15

Aim

The aim of this unit is to enable learners to gain insight into the ways that health and social care services empower users with specific needs to access the services they need easily.

Unit abstract

Because meeting the diverse demands of individuals with specific requirements is integral to the work of our health and social care services, learners considering a career in these fields will need to know the ways that services respond to these demands. Learners will find out how a specific need is defined and how perceptions of individuals with such needs are influenced and can change over time. The care requirements of individuals with specific needs will be investigated, together with the way in which legislation, organisations and services support such needs. Learners will have the opportunity to develop understanding of the impact the approaches and interventions have on individuals (particularly those who display challenging behaviour) and how, in turn, their needs affect the ways that services are provided. Whilst learners will be able to develop an overview of the range of specific needs, they may focus their study on those special needs relevant to their employment, voluntary work or placement.

Learning outcomes On successful completion of this unit a learner will:

1. Understand perceptions of health, disability, illness and behaviour
2. Understand how health and social care services and systems support individuals with specific needs
3. Understand approaches and intervention strategies that support individuals with specific needs
4. 4 Understand strategies for coping with challenging behaviours associated with specific

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NAME OF STUDENT:

DATE:

Learning Outcome	Students Must Meet ALL The Following Requirements For A PASS Grade	ACHIEVED	
		YES	NO
LO3: Understand approaches and intervention strategies that support individuals with specific needs	AC 3.1 : Explain the approaches and interventions available to support individuals with specific needs AC 3.2: Evaluate the effectiveness of intervention strategies for an individual with specific need(s) <i>The Student should carry out this task as a Social Care Worker by:</i>		
	1. Using Paragraph one list the approaches and interventions available to support individuals with specific needs.		
	2. Using Paragraph Two for the research findings on: the approaches and interventions available to support individuals with specific needs.		
	3. Using Paragraph Three to Explain four approaches and interventions available to support individuals with specific needs.		
	4. Using Paragraph Four to Evaluate and draw Conclusions about: the effectiveness of the intervention strategies discussed in paragraph 3. Draw conclusions accordingly.		
	STUDENTS WRITTEN REPORT MUST BE:		
	5. Carrying Out the command in the task in AC 3.1: To “Explain” which means: “To give account of the purposes or reasons.” Carrying Out the command in the task: in AC 3.2: To “Evaluate” which means: “Make a qualitative judgement taking into account different factors and using available knowledge/experience/evidence.”		
	6. Including themes and perspectives identified in your research findings and the content areas: <ul style="list-style-type: none"> • <i>Approaches and interventions:</i> self-help, direct action, partnerships, evidence-based practice, advocacy, guardianship, autonomy and empowerment, risk management; medical, technological, therapeutic products, lifestyle choices and therapies 		
	7. Citing four (4) or more reliable sources used in your work whether paraphrased, directly quoted or summarized.		
	8. Using Harvard Referencing Style properly.		
	9. Using the Four Paragraph Essay-Writing Structure.		
10. Acceptable level of College Writing exhibited: Spelling, Punctuation, Grammar, Usage and Sentence Structure.			
11. Meeting the 750 -1000 Words Requirements (only 10% more or less can deviate from the instructions).			
A Pass Grade Is Awarded		YES	NO

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DATE:

Learning Outcome	Students Must Meet ALL The Following Requirements For A PASS Grade	ACHIEVED	
		YES	NO
LO3: Understand approaches and intervention strategies that support individuals with specific needs	Ac 3.3. Discuss the potential impact of emerging developments on support for individuals with specific needs <i>The Student should carry out this task as a Social Care Worker by:</i>		
	1. Using Paragraph one define the term: emerging developments		
	2. Using Paragraph Two for the research findings on: emerging developments that have potential impacts for either autistic persons or visually impaired persons.		
	3. Using Paragraph Three to: discuss the potential impact of the two emerging developments mentioned in paragraph two on the selected person with specific needs.		
	4. Using Paragraph Four to draw Conclusions about: the impact of the two selected emerging developments on an autistic or visually impaired person mentioned in paragraph 2 & 3 above.		
	STUDENTS WRITTEN REPORT MUST BE:		
	5. Carrying Out the command in the task in AC 3.1: To “Discuss” which means: “to consider or examine by argument, comment, etc.; talk over or write about, especially to explore solutions; debate:”		
	6. Including themes and perspectives identified in your research findings and the content areas: Medical and technological advances, changes to legislation and policy, local, national and international perspectives		
	7. Citing four (4) or more reliable sources used in your work whether paraphrased, directly quoted or summarized.		
	8. Using Harvard Referencing Style properly.		
	9. Using the Four Paragraph Essay-Writing Structure.		
10. Acceptable level of College Writing exhibited: Spelling, Punctuation, Grammar, Usage and Sentence Structure.			
11. Meeting the 600-750 Words Requirements (only 10% more or less can deviate from the instructions).			
A Pass Grade Is Awarded		YES	NO

UNIT 16: HIGHER GRADE SCORE SHEET

NAME OF STUDENT:

DATE:

GRADE FOR AC #:	To Be Awarded A MERIT Grade students must meet the Pass Grade Criteria and further demonstrate higher ability:	ACHIEVED	
		YES	NO
	1. The B paper is always mechanically correct. The spelling is good, and the punctuation is accurate.		
	2. Some of the sentences may not be elegant, but they are clear, and in them thought follows naturally on thought. It is well organized around one main idea, it presents a worthwhile and interesting idea. That is, the idea is supported by sound evidence presented in a neat and orderly way.		
	3. Meets the research objectives that the writer declared in the beginning.		
		YES	NO
A MERIT Grade Is Awarded			
Name Of Assessor:		Date Of Assessment:	
GRADE FOR AC #:	To Be Awarded A DISTINCTION Grade students must meet the Pass Grade Criteria and further demonstrate higher ability:	ACHIEVED	
		YES	NO
	1. Paper is lively, well-paced, interesting, and everything in it seems to fit the theme exactly. Reading the paper, the writer cares for his or her ideas, and about the language that carries them. It may have a proofreading error or two, or even a misspelled word, but these errors are the consequence of the normal accidents all good writers encounter.		
	2. Apply the knowledge of course areas and concepts to the research effectively.		
	3. Identify, formulate, and solve problems.		
	4. Conduct, Analyze and interpret primary and secondary data effectively using appropriate research tools.		
	5. Use Seven or more (combination of) theories, techniques, skills, and appropriate researching and research writing practice.		
6. Recommendations And Executive Summary are relevant to the findings, presented with justification.			
A DISTINCTION Grade Is Awarded		YES	NO
Name Of Assessor:		Date Of Assessment:	
GRADE FOR AC #:	A REFERRED Grade is awarded because the student has not met the Assessment Criteria (AC) to be awarded a PASS Grade:		
	A REFERRED Grade Is Awarded	YES	NO
Name Of Assessor:		Date Of Assessment:	