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City & Guilds Group
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Level 2 Certificate in Supporting Users of Assistive Technology (3070)

Qualification handbook
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1 About this document

1.1 Introduction

This document contains the information that centres need to offer the following qualification.

Level 2 Certificate in Supporting Users of Assistive Technology

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<thead>
<tr>
<th>QCA accreditation number</th>
<th>500/1587/4</th>
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<tr>
<td>Learning Aim Reference Number</td>
<td>50015874</td>
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</table>

This document includes details and guidance on:
- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements.
2 About the Level 2 Certificate in Supporting Users of Assistive Technology

2.1 Relevant sources of information

Related publications
City & Guilds also provides the following documents specifically for this qualification:

<table>
<thead>
<tr>
<th>Publication</th>
<th>Available from</th>
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</thead>
<tbody>
<tr>
<td>Candidate guide</td>
<td>TS-02-3070</td>
</tr>
<tr>
<td>Assessor guide</td>
<td>EN-02-3070</td>
</tr>
<tr>
<td>C&amp;S Guidance updates</td>
<td><a href="http://www.cityandguilds.com/health">www.cityandguilds.com/health</a></td>
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There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- Providing City & Guilds qualifications – a guide to centre and qualification approval: This document contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- Ensuring quality – This document contains updates on City & Guilds assessment and policy issues.
- Centre toolkit – This document contains additional information on providing City & Guilds qualifications, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates.
- Directory of Qualifications – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the Directory of Qualifications and this Guide, the Directory of Qualifications contains the more up-to-date information.

For the latest updates on our publications along with details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.
## City & Guilds websites

<table>
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<tr>
<th>Website</th>
<th>Address</th>
<th>Purpose and content</th>
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<tr>
<td>City &amp; Guilds main website</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
<td>This is the main site from which all our other sub sites can be accessed.</td>
</tr>
<tr>
<td>Walled Garden</td>
<td><a href="http://www.walled-garden.co.uk">www.walled-garden.co.uk</a></td>
<td>The Walled Garden is an online qualification administration portal for approved centres. It has been redeveloped to allow centres to do much more including to register candidates and check exam results, and will save time, money and paperwork.</td>
</tr>
<tr>
<td>SmartScreen</td>
<td><a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a></td>
<td>If you are a City &amp; Guilds' centre, and registered for Smartscreen, your centre and your learners can access lots of useful support materials from this site including lesson plans, handouts and activities, revision help, and even careers advice. Note smartscreen content has not yet been developed for all our qualifications.</td>
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</table>
2 About the Level 2 Certificate in Supporting Users of Assistive Technology

2.2 Aim of the qualification

Increasingly individuals use assistive technology to increase or maintain their independence, wellbeing and choice. This qualification therefore aims to provide services with effective, certificated basic training for staff who support individuals who use assistive technology on a day-to-day basis.

This qualification is for assessors of people who may need assistive technology, for hands-on carers who need to use assistive technology with the individuals they work with, and for people supporting access for others with a range of disabilities. People that would potentially undertake this qualification may include
- support workers in residential care
- non-residential support workers for people in supported living or their own homes
- care enablers
- education enablers
- teachers or teaching assistants
- trusted assessors (both NHS and social care employed)
- equipment providers.

This vocationally related qualification has been designed by City & Guilds in order to
- meet the needs of candidates who work or want to work as carers for those using assistive technology in the health and care sectors
- support Government initiatives towards the National Qualifications Framework (NQF). For further information on the NQF, visit the QCA websites www.qca.org.uk and www.ndaq.org.uk
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in this sector
- as a stand-alone qualification, accredited as part of the NQF at Level 2
- provide valuable accreditation of skills and knowledge for candidates not following N/SVQ and Apprenticeship programmes, without requiring or proving occupational competence
- contribute to the knowledge and understanding towards the related Level 2 NVQ in Health, whilst containing additional skills and knowledge which go beyond the scope of the NOS. See the N/SVQ Relationship mapping for further details.
- contribute to skills and/or knowledge towards the Knowledge and Skills Framework. See the mapping later in this handbook for further details
- provide a progression route to related level 3 qualifications
- provide those carers that do use assistive technology with recognition and certification for this.
2 About the Level 2 Certificate in Supporting Users of Assistive Technology

2.3 The structure of the qualification

The following certificate will be awarded to successful candidates on completion of the required combinations of units. Candidates completing one or more units, rather than the full qualification, will receive a Certificate of Unit Credit (CUC).

Candidates must complete seven units in total to gain the certificate; all five mandatory units and two optional units.

Mandatory units (all of which must be completed to gain full certificate)
- 3070-011 Principles of assistive technology
- 3070-012 Individuals who use assistive technology and their needs
- 3070-013 Communication with users of assistive technology
- 3070-014 Health and safety issues in relation to assistive technology
- 3070-015 Ethics and the use of assistive technology

Optional units (two of which must be completed to gain full certificate)
- 3070-016 Enable individuals to carry out daily living activities using assistive technology
- 3070-017 Information and communication technology for individuals with disabilities
- 3070-018 Telecare and telemedicine
- 3070-019 Stock control for assistive technology services
- 3070-020 Sources of funding and accessing financial support for the provision of assistive technology
- 3070-021 Telecare services centre and response
- 3070-022 Installation and maintenance of telecare and telecare based assistive technology

<table>
<thead>
<tr>
<th>QCA unit reference</th>
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<td>M/500/4855</td>
<td>012</td>
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</tr>
<tr>
<td>T/500/4856</td>
<td>013</td>
<td>Communication with users of assistive technology</td>
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<td>A/500/4857</td>
<td>014</td>
<td>Health and safety issues in relation to assistive technology</td>
<td>Mandatory</td>
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<tr>
<td>F/500/4858</td>
<td>015</td>
<td>Ethics and the use of assistive technology</td>
<td>Mandatory</td>
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<td>J/500/4859</td>
<td>016</td>
<td>Enable individuals to carry out daily living activities using assistive technology</td>
<td>Optional</td>
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<td>A/500/4860</td>
<td>017</td>
<td>Information and communication technology for individuals with disabilities</td>
<td>Optional</td>
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Values statements
The key purpose for those working in Health and Social Care settings has been identified by the sector skills councils to be: ‘to provide an integrated, ethical and inclusive service which meets agreed needs and outcomes of people requiring health or social care’. Implicit in this statement is the core assumption that the human rights of these people will be safeguarded at all times.

These qualifications link with and build upon Health and Social Care workforce development structures across the UK. Through their strong linkage to the core units of the Health and Social Care N/SVQs the certificates provide a thorough and practical way to support and embed some of the key service and staff performance measures brought in to reform and develop quality Health and Social Care. The areas covered in the units of the Certificate are closely aligned to codes of conduct and practice and the Knowledge and Skills Framework.
3 Candidate entry and progression
3.1 Candidate entry requirements

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to be successful in gaining their qualification. Candidates are expected to have access to a setting which has assistive technology, and with individuals who use assistive technology. This may be a teaching environment for individuals with disabilities, it may be a health care setting or it may be within private industry. Candidates will also need to have access to a computer in order to complete some of the activities within the assignments.

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.
3 Candidate entry and progression
3.2 Age restrictions, legal considerations

Age restrictions
This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group. Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications on completing assessments.
4 Centre requirements
4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

This section provides an outline of the process of applying for approval.

Centres must meet a set of quality criteria including:
- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centre also needs approval to offer a specific qualification. This is known as the qualification approval process (QAP). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for this particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in Providing City & Guilds qualifications - a guide to centre and scheme (qualification) approval, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Further details of reasons for suspension and withdrawals, procedures and timescales, are contained in Providing City & Guilds Qualifications.
4 Centre requirements
4.2 Resource requirements

Physical resources
Centres must have access to sufficient assistive technology equipment in the centre, workplace or voluntary setting to ensure candidates have the opportunity to cover all of the practical activities.

Centre staff
Centre staff must satisfy the requirements for occupational expertise for this qualification. These requirements are as follows:

- Staff should be technically competent in the areas for which they are delivering training and/or should also have experience of providing training.
- Assessors and tutors should have experience of providing training.
- Centre staff may undertake more than one role, but the internal verifier may not internally verify their own assessments.

Assessor and verifier requirements
Assessors must:

- be occupationally knowledgeable, at least to level 2, in the use of assistive technology to support individuals with special needs, and preferably have experience of working with these individuals
- have direct or related experience in assessment
- have experience in using externally set criteria to mark assignments
- be prepared to participate in assessment standardisation activities
- have a commitment to reflective practice and to codes of practice where these apply.

Internal verifiers must:

- be occupationally knowledgeable in the use of assistive technology to support individuals with special needs. Their knowledge must be at least to level 2
- have experience of using quality assurance systems as applied to qualifications
- organise and/or participate in standardisation activities.

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification.

Continuing professional development (CPD)
Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.
4 Centre requirements

4.3 Registration and certification

Full details of City & Guilds' administrative procedures for this qualification are provided online to City & Guilds registered centres at via the Walled Garden. This information includes details on:

- registration
- enrolment numbers
- fees
- certification.

These details are also available in the Directory of Qualifications.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, which are specified in the City & Guilds Directory of Awards.
4 Centre requirements
4.4 Quality assurance

**Internal quality assurance**
Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre’s own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds Qualifications* and in the *Centre toolkit*. This document also explains the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates’ assessment records for three years after certification.

National standards and rigorous quality assurance are maintained by use of:
- City & Guilds assignments, marked by the centre according to externally set marking criteria
- internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:
- quality assurance co-ordinator
- assessor
- internal verifier/moderator
- mentor.

**External quality assurance**
External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that there is validity, reliability and good practice in centres.

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

**External verifiers:**
The role of the external verifier is to:
- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and City & Guilds.
External quality assurance for the qualification will be provided by the usual City & Guilds external verification process which includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds Qualifications*. 
Course design and delivery

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualification.

- Candidates will need to identify their subject before they begin Unit 1.
- For the remaining units, candidates may use subjects from the case studies, but should be encouraged to focus on individuals they actually know or work with where possible.

Relationship to other qualifications and wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualification:

- Signposting Key/Core Skills for the qualification can be found in Appendix 3 of this handbook.
- This qualification has also been mapped to the NVQ in Health, and consequently the Knowledge and Skills framework. This mapping can be found in Appendix 2.
- Opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualification have been identified, and can be found in the appendices of this handbook.

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment (for example, practical assessment, assignment) the assessment must be stopped and the candidate advised of the reasons why. The candidate should be informed that they have failed the assessment. Candidates may retake the assessment at a later date, at the discretion of the centre. In any cases of doubt, guidance should be sought from the external verifier.

Data protection and confidentiality

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in Providing City & Guilds Qualifications.
Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the Centre toolkit.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see Providing City & Guilds Qualifications).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in Providing City & Guilds Qualifications, in the Directory of Qualifications, and is also available from the City & Guilds Customer Relations department.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see Access to assessment and qualifications, available on the City & Guilds website.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in Providing City & Guilds Qualifications. There is also appeals information for centres and learners on the City & Guilds website or available from the Customer Relations department.
Assessment
5.1 Summary of assessment requirements

For this qualification, candidates will be required to complete the following assessments:

- one assignment for each mandatory unit
- one assignment for each chosen optional unit.

City & Guilds provides the assignments, in the form of guides for both assessors and candidates (stock codes EN-02-3070 and TS-02-3070 respectively).

Time constraints
The following time constraints must be applied to the assessment of this qualification.

- It is anticipated that an assignment should take no longer than eight hours, in total, to complete. Centre staff should guide candidates to ensure excessive evidence gathering is avoided. Centres finding that assignments are taking longer, should contact the external verifier for guidance.
- If candidates do not pass their assignments on the first submission, they may normally resubmit only once.

Grading and marking
Grading of assignments for this qualification is pass or fail.

Detailed marking and grading criteria are provided in the Marking Criteria section of each assignment in the Assessor’s Guide to Assignments.

All assignments are internally marked and graded, and the marking of these assignments is externally verified.
6 Unit specifications

Availability of unit specifications
The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website, or are available to purchase as a paper copy (stock order code SP-02-3070).

Structure of units
The units in this qualification are written in a standard format and comprise the following:
- unit reference
- title
- rationale and unit aim
- a list of the learning outcomes for the unit
- statement of guided learning hours
- assessment details
- learning outcomes in detail expressed as practical activities and underpinning knowledge
- range.

Philosophy and principles behind the qualification
This qualification is underpinned by values which promote understanding and respect, and place the individual at the centre of the plan for provision. This intention for this qualification is for it to further qualify the workforce and so facilitate more individuals to receive customised support, through technology, to help meet their needs.
Mandatory units (all of which must be completed to gain full certificate)
3070-011 Principles of assistive technology
3070-012 Individuals who use assistive technology and their needs
3070-013 Communication with users of assistive technology
3070-014 Health and safety issues in relation to assistive technology
3070-015 Ethics and the use of assistive technology

Optional units (two of which must be completed to gain full certificate)
3070-016 Enable individuals to carry out daily living activities using assistive technology
3070-017 Information and communication technology for individuals with disabilities
3070-018 Telecare and telemedicine
3070-019 Stock control for assistive technology services
3070-020 Sources of funding and accessing financial support for the provision of assistive technology
3070-021 Telecare services centre and response
3070-022 Installation and maintenance of telecare and telehealth based assistive technology
Unit 011  Principles of assistive technology

Rationale
This unit introduces candidates to the field of assistive technology. It reveals the extent to which assistive technology is used within and across the care and health industries, and the range of needs it is employed to meet. Finally the use of assistive technology is looked at in the context of the International Classification of Functioning disability and health (ICF).

This unit is particularly applicable to candidates who are new to this subject and wish to gain a basic understanding of the field, but is also relevant to candidates who already work with assistive technology in any way.

Basic IT literacy and access to the internet is required in order to complete this unit.

Learning outcomes
1  Examine the meaning of the term assistive technology
2  Identify various types and functions of assistive technology for individuals
3  Relate the various types and functions of assistive technology to the International Classification of Functioning disability and health

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 30 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Outcome 1
Examine the meaning of the term assistive technology.

Practical activities
1. Research a range of definitions for assistive technology using a variety of resources
2. Reflect the range of assistive technologies, and the range of individual needs they can meet

Underpinning knowledge
1. Specify a variety of valid sources of information about use of assistive technology

Range

Valid sources
This may include:
- FAST
- AAATE
- RESNA
- ARATA
- RAATE
- DLF
- Assist UK
- TECDIS
- BECTA
- Learning and Skills council
- DfES
- HTA
- PASA (NHS)
- CSIP
- The Red Cross.
Unit 011 Principles of Assistive Technology

Outcome 2
Identify various types and functions of assistive technology for individuals

Practical activities
1. Describe and evaluate an individual’s needs that may be supported by assistive technology
2. Identify relevant alternative non-assistive technology interventions for individuals
3. Identify relevant alternative AT interventions for individuals
4. Identify appropriate AT to support the individual both short-term and long-term

Underpinning knowledge
1. Explain how assistive technology supports people
2. Identify when assistive technology meets the need of an individual
3. Recognise specific pieces of assistive technology
Unit 011 Principles of Assistive Technology

Outcome 3
Relate the various types and functions of assistive technology to the International Classification of Functioning disability and health.

Practical activities
1. Describe an individual’s situation in terms of the International Classification of Functioning disability and health (ICF)
2. Give specific examples of the application of assistive technology in relation to International Classification of Functioning disability and health (ICF)

Underpinning knowledge
1. Describe the concepts used in the ICF 2001
2. Locate the ICF concepts primarily related to
   - legislation
   - medication
   - assistive technology
   - surgery
   - work
   - characteristics of individuals
3. Illustrate how the ICF concepts are inter-related

Range

Concepts
Health condition (disorder/disease)
Body function and structure (impairment)
Activities (limitation)
Participation (restriction)
Environmental factors
Personal factors
Unit 012  Individuals who use assistive technology and their needs

Rationale
This unit gives candidates an understanding of who will use assistive technology, and the activities involved in effectively meeting these individuals’ needs.

This unit is relevant to everyone working in the field of assistive technology, but particularly those who have only had experience of one specialism of assistive technology.

Learning outcomes
1  Examine the range of individuals’ needs that can be met using assistive technology
2  Describe the process for assessing, implementing and reviewing provision of assistive technology for an individual

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 30 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Unit 012  Individuals who use assistive technology and their needs

Outcome 1
Examine the range of individuals’ needs that can be met using assistive technology

Practical activities
1  Research and describe the range of individuals’ needs which can be supported by assistive technology, including needs arising as a result of sensory, physical, cognitive and communication impairments

Underpinning knowledge
1  Identify the range of individuals’ needs associated with assistive technology

Range

Needs
This may include their need to
Access employment
Education
Daily living
Leisure
Unit 012  Individuals who use assistive technology and their needs

Outcome 2
Describe the process for assessing, implementing and reviewing provision of assistive technology for an individual

Practical activities
1  Identify the different stages in the process relevant to the individuals’ needs
2  Specify the roles and responsibilities of individuals and agencies involved in the process
3  Describe the monitoring and evaluation of the individual’s needs once the assistive technology is in place

Underpinning knowledge
1  Describe the different stages of the process
2  Identify the roles of various professionals and agencies that may be involved in the provision of assistive technology, such as occupational therapists, speech and language therapists, physiotherapists, opticians, rehabilitation engineers, audiologists, clinical scientists and prosthetists and orthotists
3  Explain the importance of ongoing assessment and evaluation
Unit 013  Communication with users of assistive technology

Rationale
This unit enables candidates to develop effective communication between themselves and individual users of assistive technology and professionals within the field.

This unit is relevant to candidates who have, or who will have, any contact with the users of the assistive technology. The skills acquired by candidates in this unit are useful to workers in a wide variety of roles across health and care, not just those working with users of assistive technology.

Learning outcomes
1. Describe principles of good practice in relation to effective communication with users of assistive technology
2. Develop effective working relationships with individuals who use assistive technology
3. Inform assistive technology users and their significant others of the features and benefits of assistive technology

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 30 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Unit 013  Communication with users of assistive technology

Outcome 1
Describe principles of good practice in relation to effective communication with users of assistive technology.

Practical activities
1. Describe the factors which enable effective communication with users of assistive technology
2. Identify potential barriers to effective communication with users of assistive technology
3. Demonstrate how the Disability Discrimination Acts 1995 and 2005 encourage effective communication
4. Identify own strengths and limitations in communication with users of assistive technology
5. Plan how to use own strengths and overcome identified limitations in communication with users of assistive technology

Underpinning knowledge
1. Identify different methods of communication and when it would be appropriate to use each method
2. Be aware of current legislation relating to the use of assistive technology, including the DDA

Range

Potential barriers
Cultural
Linguistic
Environmental
Physical
Social
Psychological

Methods of communication
Verbal and non-verbal communication
Augmentative and alternative communication
Plain English
Unit 013  Communication with users of assistive technology

**Outcome 2**
Develop effective working relationships with individuals who use assistive technology

**Practical activities**
1. Use effective and appropriate communication methods to explain own role and responsibilities to an individual who uses assistive technology
2. Describe own good practice in maintaining effective working relationships with users of assistive technology

**Underpinning knowledge**
1. Explain the meaning of the term *active listening*
2. Explain the importance of communicating the limits of own role and responsibilities to users of assistive technology
3. Describe the indicators of an effective working relationship, including active participation in events by the individual, sustained interest and expressing personal opinions
Unit 013  Communication with users of assistive technology

Outcome 3
Inform users of assistive technology and their significant others of the features and benefits of assistive technology.

Practical activities
1. Provide information about assistive technology to potential users and others significant to them.
2. Obtain feedback from individuals and others significant to them about information provided.
3. Use feedback to plan how to improve future information delivery.

Underpinning knowledge
1. Identify appropriate methods for gaining feedback about the benefits and features of assistive technology.
2. Identify appropriate methods of providing information to individuals who use assistive technology, and others significant to them.

Range

Appropriate methods for gaining feedback
- Augmentative and alternative communication
- Interview
- Face-to-face discussion
- Questionnaires
- Using symbols and photographs
- Using Braille
- Using audio-based
- Through an interpreter
- Telephone interviews
- Group discussions
- Monitoring and review processes
- Observation and activity logs
Unit 014  Health and safety issues in relation to assistive technology

Rationale
This unit provides an overview and understanding of health and safety legislation and the use of risk assessments. It will give candidates an understanding of their roles and the roles of others in relation to the provision of assistive technology to individual users.

This unit is relevant to workers in virtually any work setting across health and care due to the importance of health and safety. The inclusion of decontamination within this unit means it links well with optional unit 019 on stock control.

Learning outcomes
1  Describe health and safety legislation relevant to users of assistive technology
2  Identify health and safety policies and procedures relating to the care and support of individuals using assistive technology
3  Identify hazards, and unsafe or unhealthy environments and equipment
4  Assess and manage risk

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 30 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Unit 014  Health and safety issues in relation to assistive technology

Outcome 1
Describe health and safety legislation relevant to users of assistive technology

Practical activities
1   Explain **health and safety legislation**, national and local policy and guidance that protects assistive technology workers and users

Underpinning knowledge
1   Explain what is meant by the terms **regulations, legislation and policies and guidelines**
2   Identify **health and safety legislation** relevant to users of assistive technology
3   Identify which legislation relates to the assistive technology worker and which relates to the assistive technology user

Range

**Health and safety legislation**
Electricity at work act
LOLER
Health and Safety at Work etc. Act 1974
Management of Health and Safety at Work Regulations 1999
COSHH
RIDDOR
PPE (1992)
PUWER 1998
Display screen equipment regulations (1992)
Manual handling operations regulations 1992
CRB checks and regulations
Unit 014  Health and safety issues in relation to assistive technology

Outcome 2
Identify health and safety policies and procedures relating to the care and support of individuals using assistive technology

Practical activities
1. Explain the types of support that could be provided for an assistive technology user to ensure the individual's and the candidate's health and safety
2. Decontaminate and clean items of assistive technology to a level that is fit for purpose

Underpinning knowledge
1. Explain how ‘custom and practice’ can become the norm in place of standard procedures
2. Describe the various types of support that could be provided for an assistive technology user to ensure their health and safety
3. Explain their own roles and responsibilities in relation to health and safety

Range

Types of support
Practical
• physical checks
Instructional
• manufacturers and suppliers
• accessible and user-friendly instructions for equipment use
Training
Ongoing
• providing reminders for scheduled maintenance of assistive technology equipment, training, regular eye tests etc
Outcome 3
Identify hazards, and unsafe or unhealthy environments and equipment

Practical activities
1. Conduct a review of potential hazards in a work setting
2. Identify who might be at risk, and how changes to the environment might minimise these risks

Underpinning knowledge
1. Define what a hazard is
2. Identify who is responsible for maintaining a safe environment

Range

Hazards
What could reasonably be expected to cause harm
Unit 014  Health and safety issues in relation to assistive technology

Outcome 4
Assess and manage risk

Practical activities
1 Complete a risk assessment for an assistive technology user who wants to undertake an activity
2 Reflect upon their personal conduct and the measures they take to ensure it does not endanger the health and safety of themselves or the individuals they work with
3 Demonstrate they can follow workplace policies and/or supplier/manufacturer’s instructions for the safe use of assistive technology equipment

Underpinning knowledge
1 Identify the key features of risk assessment
2 recognise that their personal conduct impacts upon the health and safety of themselves and individuals they work with
3 Explain why it is important to follow workplace policies and supplier/manufacturer instructions

Range

Key features
Activity
Identified risk(s) associated with this activity
Control measures
Degree of risk
Likelihood of risk being realised
Risk factor
Individuals responsible for implementation of control measures
Review date
Unit 015 Ethics and the use of assistive technology

Rationale
The aim of this unit is for the candidate to demonstrate an awareness of the ethical issues and person centred values surrounding the use of assistive technology.

This unit is relevant to candidates who have, or who will have, any contact with the users of the assistive technology. The skills acquired by candidates in this unit are useful to workers in a wide variety of roles across health and care, not just those working with users of assistive technology.

Learning outcomes
1. Examine the meaning of the terms ethics and person centred approach
2. Recognise different attitudes towards individuals requiring assistive technology and the effects of these attitudes
3. Identify potential conflicts of interest regarding assistive technology

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 30 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Unit 015  Ethics and the use of assistive technology

Outcome 1
Examine the meaning of the terms ethics and person centred approach

Practical activities
1. Research the terms ethics and person centred approach
2. Agree a definition of ethics
3. Agree a definition of a person centred approach
4. Show how a person centred approach relates to the issues surrounding equality, diversity and rights of the individual

Underpinning knowledge
1. Identify the key concepts that relate to ethics
2. Identify the key concepts that relate to a person centred approach
3. Explain the theory of ‘person centred planning’ and how this may empower individuals

Range

Concepts that relate to ethics
- Professional boundaries
- Professional conflicts
- Harm by omission or commission

Concepts that relate to a person centred approach
- Confidentiality and privacy
- Dignity
- Managing expectations
- Informed consent of the individual
Unit 015  Ethics and the use of assistive technology

Outcome 2
Recognise different attitudes towards individuals requiring assistive technology and the effects of these attitudes

Practical activities
1  Compare different attitudes to
   a  people with disabilities
   b  ageing and the elderly
2  Explain how the use of assistive technology affects the attitudes of others towards those individuals
3  Identify the relationship between attitudes towards individuals using assistive technology, and the behaviour of others

Underpinning knowledge
1  Explain that there are different attitudes to disability and ageing
2  State the meaning of the terms stereotype, discrimination and stigma
Outcome 3
Identify potential conflicts of interest regarding assistive technology

Practical activities
1. Describe a potential conflict of interest between an individual using assistive technology and their family/friends.
2. Describe a potential conflict of interest between an individual using assistive technology and their support staff.
3. Describe a potential conflict of interest between an individual using assistive technology and the service provider.

Underpinning knowledge
1. Explain the meaning of the term conflict of interest.
2. Understand and identify a range of potential conflicts of interest between individuals who use assistive technology and others.
Unit 016 Enable individuals to carry out daily living activities using assistive technology

Rationale
There's a wide variety of commercially available equipment that can assist people in the recovery of physical injuries, increase people's mobility, and help people to be more independent. This unit is designed to give candidates knowledge of this equipment and sources of information about it, in order that they are better able to identify technological solutions to meet the needs of people with disabilities.

Learning outcomes
1 Identify commercial, statutory and voluntary providers of equipment for daily living and information relating to this technology
2 Identify how equipment for daily living promotes the independence of an assistive technology user with cognitive, sensory or physical disabilities

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 30 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Unit 016  Enable individuals to carry out daily living activities using assistive technology

Outcome 1
Identify commercial, statutory and voluntary providers of equipment for daily living and information relating to this technology

Practical activities
1  Research commercial, statutory and voluntary providers of equipment for daily living
2  Research organisations that provide information about equipment for daily living

Underpinning knowledge
1  Identify who the commercial, statutory and voluntary providers of assistive technology are

Range

Providers of equipment for daily living
This may include
Independent living solutions
Drake
ELAP
Neptune
NRS

Organisations that provide information
This may include
AbilityNet
Assist UK
DLF
RNIB
RNID
FAST
Ricability
RESNA
Unit 016 Enable individuals to carry out daily living activities using assistive technology

Outcome 2
Identify how equipment for daily living promotes the independence of an assistive technology user with cognitive, sensory or physical disabilities

Practical activities
1. Describe the correct use of equipment to support an assistive technology user with a cognitive disability
2. Describe the correct use of equipment to support an assistive technology user with a sensory disability
3. Describe the correct use of equipment to support an assistive technology user with a physical disability

Underpinning knowledge
1. Explain what is meant by the term equipment for daily living
2. Identify limitations to the provision of equipment for daily living
Unit 017  Information and communication technology for individuals with disabilities

Rationale
This unit provides candidates with an understanding of how information and communication technology (ICT) can be used to meet the needs of the individual for communication, computing and access to the environment.

This unit is aimed at candidates working with people who have physical, sensory or cognitive impairment or for people who wish to work in these fields.

Basic IT literacy and access to a computer is required in order to complete this unit.

Learning outcomes
1 Identify how ICT can enable individuals with physical disabilities to meet their needs for communication, computing and access to the environment
2 Identify how ICT can enable individuals with sensory disabilities to meet their needs for access to communication, computing and access to the environment
3 Identify how ICT can enable individuals with cognitive disabilities to meet their needs for communication, computing and access to the environment
4 Identify how ICT software can enable individuals with physical, sensory or cognitive disabilities to meet their needs for access to computing

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 30 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Unit 017  Information and communication technology for individuals with disabilities

Outcome 1
Identify how ICT can enable individuals with physical disabilities to meet their needs for communication, computing and access to the environment

Practical activities
1 Demonstrate how ICT software can enable people with physical disabilities to meet their needs for communication, computing and access to the environment
2 Demonstrate how ICT hardware can enable people with physical disabilities to meet their needs for communication, computing and access to the environment
3 Use an ICT item to achieve a specific outcome in relation to meeting the needs of an individual with a physical disability for communication, computing or access to the environment, and evaluate its effectiveness

Underpinning knowledge
1 Describe what is meant by the terms ICT, alternative and augmentative communication (AAC), telecommunications and environmental control (EC)
2 Describe what is meant by the terms hardware and software
3 Identify types of ICT input and output for items of ICT designed to meet the needs of people with physical disabilities
4 Identify barriers that prevent an individual with physical disabilities accessing ICT

Range
ICT
Computer equipment
Augmentative and alternative communication devices
Environmental control devices
Telecommunications
Hardware and software

ICT input
Voice recognition
Switches
Mouse emulation
Keyboards and keyboard emulators

ICT output
Visual outputs, audio outputs, printed material, Braille, infra-red and radio signals, vibrations

Barriers
Financial barriers, functional limitations, lack of knowledge of provision and equipment availability (local and national), insufficient training to use equipment, health and safety barriers, technological integration incompatibilities
Unit 017  Information and communication technology for individuals with disabilities

Outcome 2
Identify how ICT can enable individuals with sensory disabilities to meet their needs for communication, computing and access to the environment

Practical activities
1. Demonstrate how ICT software can enable people with sensory disabilities to meet their needs for communication, computing and access to the environment
2. Demonstrate how ICT hardware can enable people with sensory disabilities to meet their needs for communication, computing and access to the environment
3. Use an ICT item to achieve a specific outcome in relation to meeting the needs of an individual with a sensory disability for communication, computing or access to the environment, and evaluate its effectiveness

Underpinning knowledge
1. Identify types of ICT input and output for items of ICT designed to meet the needs of people with sensory disabilities
2. Identify barriers that prevent an individual with sensory disabilities accessing ICT

Outcome 3
Identify how ICT can enable individuals with cognitive disabilities to meet their needs for communication, computing and access to the environment

Practical activities
1. Demonstrate how ICT software can enable people with cognitive disabilities to meet their needs for communication, computing and access to the environment
2. Demonstrate how ICT hardware can enable people with cognitive disabilities to meet their needs for communication, computing and access to the environment
3. Use an ICT item to achieve a specific outcome in relation to meeting the needs of an individual with a cognitive disability for communication, computing or access to the environment, and evaluate its effectiveness

Underpinning knowledge
1. Identify types of ICT input and output for items of ICT designed to meet the needs of people with cognitive disabilities
2. Identify barriers that prevent an individual with cognitive disabilities accessing ICT
Unit 017  Information and communication technology for individuals with disabilities

Outcome 4
Identify how ICT software can enable individuals with physical, sensory or cognitive disabilities to meet their needs for access to computing

Practical activities
1. Research a range of accessibility resources which enables individuals with a physical disability to access ICT and demonstrate how this enables access
2. Research a range of accessibility resources which enables individuals with a sensory disability to access ICT and demonstrate how this enables access
3. Research a range of accessibility resources which enables individuals with a cognitive disability to access ICT and demonstrate how this enables access
4. Use the accessibility resources within Microsoft Windows to meet the needs of an individual who uses assistive technology
5. Use an accessibility resource to achieve a specific outcome in relation to meeting an individual's needs for communication, computing or access to the environment, and evaluate its effectiveness

Underpinning knowledge
1. State where information about software that enables individuals with a disability to access ICT for computing can be found
2. Describe how the software can improve access to ICT for computing for individuals with a disability
3. Identify the limitations of accessibility resources within Microsoft Windows to meet the needs of an individual who uses assistive technology

Range

Accessibility resources
Changing cursor
Sticky keys
Mouse settings
Filter keys
Icon sizes
Colours of text and background
Magnifier
Narrator
On-screen keyboard
Sound sentry
Rationale
Currently 1.5 million people are supported through telecare in the UK, and this field is continuing to increase in size as technology advances. The aim of this unit is to introduce the candidate to the basic principles of telecare and telemedicine.

Learning outcomes
1 Define the principles of telecare and telemedicine
2 Identify the factors that influence the provision of telecare
3 Identify the advantages of telecare and telemedicine
4 Match appropriate telecare and telemedicine technologies to different individuals

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 30 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Unit 018  Telecare and telemedicine

Outcome 1
Define the principles of telecare and telemedicine

Practical activities
1. Explain what is meant by the term *telecare*
2. Explain what is meant by the term *telemedicine*
3. Describe situations when it might be appropriate to use telecare or telemedicine
4. Describe different *assistive technology devices within telecare* which support people at home and explain their use

Underpinning knowledge
1. Explain the difference between telecare and telemedicine
2. Identify when the use of telecare and telemedicine is appropriate
3. Describe the difference between active and passive devices
4. Describe the functions of sensor and trigger devices

Range

**Assistive technology devices within telecare**
- Flood detectors
- Smoke alarms
- CO detectors
- Epilepsy monitors
- PIR intruder alarms
- Door contacts
- Wander monitors
- Pull cords
- Pendant alarms
- Panic buttons
Unit 018  Telecare and telemedicine

Outcome 2
Identify the factors that limit the provision of telecare

Practical activities
1  Identify the **individuals and organisations** who influence the provision of telecare
2  Explain the **factors** that limit the provision of telecare

Underpinning knowledge
1  Identify who is involved in the provision of telecare

Range

**Individuals and organisations**
Individuals themselves
Care workers
Service providers
Telecare providers
Friends or family
Government

**Factors**
Finances
Isolation of individuals who use telecare services
Staff training
Technophobia
Reliability issues with the technology
Personal privacy issues
Change in staff role
Unit 018 Telecare and telemedicine

Outcome 3
Identify the advantages of telecare and telemedicine

Practical activities
1. Describe the advantages of telecare and telemedicine for an individual who uses assistive technology
2. Describe the advantages of telecare and telemedicine for service providers

Underpinning knowledge
1. Identify the alternatives to telecare for an individual, and describe the impact of using the alternatives on their lives
Unit 018 Telecare and telemedicine

Outcome 4
Match appropriate telecare and telemedicine technologies to different individuals

Practical activities
1. Show how telecare and telemedicine can increase individuals’ independence
2. Plan the implementation of telecare equipment to meet identified needs for a range of individuals

Underpinning knowledge
1. Describe how telecare and telemedicine is used effectively with individuals
2. Define the term parameter setting

Range

Different individuals
Individuals who have a physical disability
- osteoporosis
- arthritis
- people susceptible to falls
- diabetes
- mobility limitations
- Individuals who have a cognitive disability
- epilepsy
- dementia
- Individuals who have a sensory disability
- olfactory impairment
- visual impairment
- hearing impairment
- neuropathy
Unit 019  Stock control for assistive technology services

Rationale
This unit is designed to convey to candidates the principles and practices of effective receipt, holding, refurbishment and issue of assistive devices. It also covers disinfection of devices, and the regulations relating to these activities. This unit is relevant to anyone involved in the supply or procurement of assistive technology.

Candidates undertaking this unit are advised to do unit 3070-014 as a precursor as that covers health and safety from a wider perspective, and is related to the concepts of infection control and decontamination explored in this unit.

Candidates successfully completing this unit will have gained the knowledge to manage stock control of assistive technology in a health equipment provider setting.

Learning outcomes
1. Explain the importance of infection control when using or decontaminating items of assistive technology
2. Describe methods for tracking and tracing and disposal of items of assistive technology
3. Describe the procedures that ensure items of assistive technology are fit for purpose and comply with regulations for use

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 30 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Unit 019  Stock control for assistive technology services

Outcome 1
Explain the importance of infection control when using or decontaminating items of assistive technology

Practical activities
1  Identify the routes of infection associated with assistive technology
2  Describe methods of reducing and preventing cross infection when using or handling items of assistive technology
3  Demonstrate how to maintain infection control when supporting users of assistive technology

Underpinning knowledge
1  Explain the causes of cross infection when using or handling items of assistive technology
2  Explain how to minimise cross infection when supporting users of assistive technology
3  Identify local policies and national guidance relating to infection control of items of assistive technology

Range

National guidance
MHRA guidance on equipment decontamination
The Health and Safety at Work etc. Act 1974
Microbiology Advisory Committee decontamination protocols
Controls Assurance Standards
Unit 019  Stock control for assistive technology services

Outcome 2
Describe the process of tracking and tracing and disposal of items of assistive technology

Practical activities
1 Identify the methods used to track and trace items of assistive technology
2 Define the process of ‘tracking and tracing’ from the point of receipt to the point of decommissioning of items of assistive technology
3 Identify the advantages of using an equipment recording system
4 Identify procedures for disposal of items of assistive technology

Underpinning knowledge
1 Demonstrate how assistive technology is serviced, stored, and issued
2 Describe different disposal methods for items of assistive technology
3 Demonstrate the advantages of having an accurate data recall system
4 Identify local policies and national guidance relating to correct disposal of items of assistive technology

Range

Tracking and tracing
An element of stock control involving recording the state of an item of equipment, and identifying where it is at any point in time and who has handled it
Outcome 3
Describe the procedures that ensure items of assistive technology are fit for purpose and comply with regulations for use

Practical activities
1 Define methods to ensure that items of assistive technology are fit for purpose

Underpinning knowledge
1 List the criteria/factors/checks that determine fitness for purpose of an item of assistive technology
2 Explain how to check that health and safety procedures have been carried out on an item of assistive technology prior to issue

Range

Methods used to track and trace items
Electronic (bar coding)
Handwritten eg indexing
Log book

Criteria/factors/checks that determine fitness for purpose
Health and safety check
Cleaned
Decontaminated
Refurbishment details
PAT tested for electrical safety if applicable
Unit 020  Sources of funding and accessing financial support for the provision of assistive technology

Rationale
This unit gives candidates an understanding of funding available to individual users and providers of assistive technology, how this funding may be accessed and conditions which may be attached to funding.

This unit is relevant to candidates responsible for the assessment, ongoing review and provision of assistive technology to individual users, including health and social care professionals, occupational therapists, physiotherapists, social workers, telecare and telehealth service providers.

Learning outcomes
1. Explain the sources and scope of funding for the provision of assistive technology
2. Explain how funding and financial support is accessed
3. Explain the supervision and accountability related to the provision of funding

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 25 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Unit 020  Sources of funding and accessing financial support for the provision of assistive technology

Learning outcome 1
Explain the sources and scope of funding for the provision of assistive technology

Practical activities
1  Identify the agencies and organisations involved in financially supporting the provision and maintenance of assistive technology to individual users
2  Describe the scope of the financial support offered by agencies and organisations in relation to the needs of the individual and the assistive technology required
3  Describe the conditions that may be attached to financial support of assistive technology by funding organisations

Underpinning knowledge
1  Identify the main government policies, guidance or legislation regarding access to funding for care services

Range

Agencies and organisations
Statutory agencies, eg health services, local authorities (social services, housing)
Voluntary sector organisations
Unit 020 Sources of funding and accessing financial support for the provision of assistive technology

Learning outcome 2
Explain how funding and financial support is accessed

Practical activities
1 Describe the procedures involved in applying for financial support for the provision of assistive technology
2 Describe the range of information necessary to accompany an application for financial support
3 Identify barriers to receiving funding to provide assistive technology
4 Explain why the participation of the individual user is essential in the application process for financial support

Underpinning knowledge
1 Identify organisational procedures concerning applying for funding for the provision of assistive technology (within their own organisation or from an external organisation)
2 Outline the criteria for access to this funding
3 Describe common barriers to access of the funding
Unit 020  Sources of funding and accessing financial support for the provision of assistive technology

Learning outcome 3
Explain the supervision and accountability related to the provision of funding

Practical activities
1. Describe the procedures necessary to evidence provision of assistive technology that has been accessed with financial support.
2. Describe the ongoing supervision and review of the financial structure supporting an individual user.

Underpinning knowledge
1. Describe local procedures for accounting for financial support.
Rationale
This unit provides an understanding of the aims of a telecare services centre, its procedures and responsibilities in relation to call handling and data protection.

This unit is relevant to operators within a telecare services centre or those working in other fields who seek to develop a broader understanding of work within a telecare services centre setting.

Learning outcomes
1. Explain the aims and scope of a telecare services centre
2. Explain a telecare services centre’s response procedures
3. Explain a telecare services centre’s responsibilities in relation to handling information

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 25 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Learning outcome 1
Explain the aims and scope of a telecare services centre

Practical activities
1. Describe the organisation and scope of a telecare services centre.
2. Explain the aims of service delivery of telecare services centres.
3. Identify the range of types of telecare equipment monitored by telecare services centres.
4. Explain the monitoring process and range of information necessary for delivery of service.

Underpinning knowledge
1. Describe a range of activities covered by telecare services centres
2. Describe a range of telecare equipment

Range

Activities
- Call alarm monitoring and call handling
- Telecare monitoring
- Telehealth monitoring
- Repairs reporting for housing organisations
- Emergency/out-of-hours calls for other organisations
- Security monitoring
Learning outcome 2
Explain telecare services centres’ response procedures

Practical activities
1. Identify and describe the range of support responses available to the individual service user
2. Explain the service centre’s response procedures to both critical and non-critical calls
3. Describe the need for comprehensive evaluation of every call and response

Underpinning knowledge
1. Describe what is meant by a critical and a non-critical call
2. Explain the importance of clear communication between the call handler and the service user
Learning outcome 3
Explain a telecare services centre’s responsibilities in relation to handling information

Practical activities
1 Describe the service centre role in relation to confidentiality, data protection and freedom of information
2 Explain how information is managed and safeguarded and explain the contractual arrangements with the service user
3 Identify the procedures involved in sharing information with other organisations and agencies

Underpinning knowledge
1 Define what is meant by confidentiality
2 Identify legislation relevant to data protection and freedom of information
Rationale
This unit is intended to enable installers to adopt a person-centred approach in the installation of telecare and/or telehealth based assistive technology. The unit consolidates the knowledge gained from the core units and is designed to enable the candidate to apply their knowledge in the context of telecare and/or telehealth based assistive technology solutions.

This unit will aid those involved in the installation of telecare and/or telehealth based assistive technologies to identify a range of factors that have an impact over and above that of conventional technology installations.

Learning outcomes
1. Identify environmental and technological factors which impact on telecare and telehealth installations.
2. Identify personal factors which impact on telecare and telehealth installations.

Assessment
Assessment for this unit is by means of an externally set, internally marked assignment.

Guided learning hours
It is recommended that 30 guided learning hours should be allocated for each of the units. This may be on a full time or part time basis.
Unit 022  Installation and maintenance of telecare and telehealth based assistive technology

Learning outcome 1
Identify environmental and technological factors which impact on telecare and telehealth installations.

Practical activities
1. Identify a range of factors related to the user's premises which may have an impact on the installation process
2. Explain why telecare base units must be capable of interrupting telephone calls and taking control of the telephone line
3. Explain why sensors and triggers need to be to be positioned appropriately
4. Explain why inspection, testing and review of telecare and telehealth installations is important
5. Describe what a ‘virtual sensor’ is within the context of assistive technology
6. Explain the difference between a critical and a non-critical fault in relation to examples of telecare and telehealth based assistive technology

Underpinning Knowledge
1. Explain how different environments affect the installation process
2. Explain why testing, inspection and regular reviews are essential, and identify how they should be undertaken
3. Identify good practice guidance relating to the installation, testing and maintenance of telecare and telehealth based assistive technology

Range
- Availability of services (e.g. electrical and telephony)
- Condition of electrical installation
- Condition of telephony installation
- Condition of the fabric and interior of the building
- Existing installations of telecare/telehealth equipment
- Compatibility of new and existing equipment, including upgrades.
- Adaptations to the environment (extensions, conversions etc) in situ or pending
- Use of space in the environment
- Needs of other occupants of environment (shared facilities like communal entrances)
- Pets and children

Good practice guidance
This may include
- Telecare Services Association (TSA) Code of Practice
- Electricity at Work Regulations 1989
Unit 022  Installation and maintenance of telecare and telehealth based assistive technology

Learning outcome 2
Identify personal factors which impact on telecare and telehealth installations

Practical activities
1. Describe how an individual’s cognitive impairment may have an impact on the installation process
2. Describe how an individual’s physical impairment may have an impact on the installation process
3. Describe how an individual’s sensory impairment may have an impact on the installation process
4. Identify a range of personal factors, both of the user and of the individuals who support them, that will impact on the installation of telecare and telemedicine based assistive technology.

Underpinning Knowledge
1. Identify how a cognitive impairment may affect how the technology is installed and used.
2. Explain how a cognitive impairment may affect how the user understands and accommodates the installation process and the guidance on using the technology.
3. Identify how a physical impairment may affect how the technology is installed and used.
4. Explain how a physical impairment affects how the user accommodates the installation process.
5. Identify how a sensory impairment may affect how the technology is installed and used.
6. Explain how a sensory impairment affects how the user accommodates the installation process and the guidance on using the technology.

Range

Personal factors
Appropriate communication pre, during and post installation
Technology signposting disability
Technology signposting condition progression
Anxiety relating to disruption during installation
Effects of noise, dust etc.
Disruption of daily routine including: medication, feeding, toileting, social
Impact disruption of installation has on ability to absorb information/training
Fear of change for the user
Fear of change for those who support them
Changes in physicality (loss of, or gain in weight)
Loss of long term partners
### Key words and terms

The following key words and terms are used in this qualification.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>The process through which the regulatory authorities confirm that a qualification and the associated assessment specifications conform to the regulatory criteria.</td>
</tr>
<tr>
<td>APEL</td>
<td>The Assessment of Prior Experience and Learning. The facility for an individual to receive credit for previously acquired (and still current) competence.</td>
</tr>
<tr>
<td>Allied professionals</td>
<td>People whose work is related to health and social care, but are not care workers, such as teachers, doctors or occupational therapists.</td>
</tr>
<tr>
<td>Assessment</td>
<td>The process through which evidence of candidates’ attainments is evaluated against agreed criteria.</td>
</tr>
<tr>
<td>Assessor</td>
<td>Person appointed by the centre and responsible for the initial judgement of candidates’ performance against defined standards. Experienced and qualified or working towards qualifications in assessing candidates.</td>
</tr>
<tr>
<td>Assistive technology</td>
<td>Any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities</td>
</tr>
<tr>
<td>Attitude</td>
<td>The way that our beliefs affect the views we have about how people should live their lives.</td>
</tr>
<tr>
<td>Award</td>
<td>Qualification certificate issued by awarding bodies to attest to a candidate’s competence.</td>
</tr>
<tr>
<td>Awarding body</td>
<td>An organisation, such as City &amp; Guilds, who are recognised by the Qualifications and Curriculum Authority (QCA) or the Scottish Qualifications Authority (SQA) for the purpose of awarding National/Scottish Vocational Qualifications (N/SVQs) and other qualifications.</td>
</tr>
<tr>
<td>Beliefs</td>
<td>Something that we understand to be true and that guides the way we live our life.</td>
</tr>
<tr>
<td>Candidate</td>
<td>Employee or student/trainee registered with City &amp; Guilds who wishes to be assessed in order to gain a qualification.</td>
</tr>
<tr>
<td>Centre</td>
<td>An organisation (such as a school, college or workplace) inspected, approved by and accountable to City &amp; Guilds. Deemed to have the trained staff and resources for the assessment arrangements for a particular award.</td>
</tr>
<tr>
<td>Certificate of unit credit</td>
<td>Certification document issued by City &amp; Guilds listing the units achieved.</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Relating to thought, or pertaining to the mind.</td>
</tr>
<tr>
<td>Cross contamination</td>
<td>The transfer of pathogens or other harmful substances indirectly from one person to another through improper or unsterile equipment or procedures.</td>
</tr>
<tr>
<td>Cross infection</td>
<td>An infection passed from one person to another.</td>
</tr>
<tr>
<td><strong>External verifier</strong></td>
<td>Person appointed by, and accountable to, City &amp; Guilds to ensure quality assurance in terms of accurate and consistent standards of assessment across centres and over time.</td>
</tr>
<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td><strong>Ethics</strong></td>
<td>The shared set of moral values that guide the way we behave and practise.</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>Assess a particular event, incident or process to establish whether it has achieved its intended aims, and/or what the consequences may be.</td>
</tr>
<tr>
<td><strong>Factor</strong></td>
<td>Anything that can have an effect on a situation, such as personal history, present circumstances or the behaviour of others.</td>
</tr>
<tr>
<td><strong>Hardware</strong></td>
<td>The physical constituents (including the mechanical, magnetic, electronic, and electrical devices) that comprise a computer system, such as the motherboard, disk drives, keyboard, and screen.</td>
</tr>
<tr>
<td><strong>Internal verifier</strong></td>
<td>A person appointed by the centre to ensure quality assurance in terms of accurate and consistent standards of assessment and to co-ordinate the assessment process internally.</td>
</tr>
<tr>
<td><strong>International Classification of Functioning, Disability and Health (ICF)</strong></td>
<td>A unifying framework, created by the World Health Organisation, to classify the consequences of diseases and health conditions.</td>
</tr>
<tr>
<td><strong>Information and Communication Technology (ICT)</strong></td>
<td>Technology used to handle or process information and aid or facilitate communication.</td>
</tr>
<tr>
<td><strong>Telecare</strong></td>
<td>The method and system whereby care of elderly and vulnerable people is given remotely, through the use of sensors and monitors, often with the aim of allowing them to remain living in their own homes.</td>
</tr>
<tr>
<td><strong>Telemedicine</strong></td>
<td>The use of telecommunication to provide diagnostic and therapeutic medical information between patient and doctor over a distance, without necessitating they meet in person.</td>
</tr>
<tr>
<td><strong>National occupational standards</strong></td>
<td>The standards of competence defined by the sector body.</td>
</tr>
<tr>
<td><strong>National Vocational Qualification (NVQ)</strong></td>
<td>A work-related, competence-based qualification accredited by the Qualifications and Curriculum Authority (QCA) in England, Wales and Northern Ireland as being relevant to the needs of industry and awarded by approved awarding bodies.</td>
</tr>
<tr>
<td><strong>Quality assurance</strong></td>
<td>Procedures that are implemented by centres (internal quality assurance) and awarding bodies (external quality assurance) to ensure that standards are maintained.</td>
</tr>
<tr>
<td><strong>Qualifications and Curriculum Authority (QCA)</strong></td>
<td>The government regulatory authority responsible for accrediting qualifications in England, Wales and Northern Ireland and for their regulation in England and Northern Ireland.</td>
</tr>
<tr>
<td><strong>Reflective practice</strong></td>
<td>Thinking about the candidate's own performance, what went well and what could have been improved and learning from this for future practice.</td>
</tr>
<tr>
<td><strong>Reliability</strong></td>
<td>The extent to which assessment consistently measures what it is designed to measure.</td>
</tr>
<tr>
<td><strong>Scottish Qualifications Authority (SQA)</strong></td>
<td>The regulatory authority responsible for accrediting and regulating SVQs. SQA is also an awarding body.</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Sector skills council (SSC)</strong></td>
<td>A particular type of sector body, recognised by the regulatory authorities, as representing industry in determining national training needs and agreeing national standards.</td>
</tr>
<tr>
<td><strong>Sensory</strong></td>
<td>Relating to sight, hearing, touch, smell or taste.</td>
</tr>
<tr>
<td><strong>Software</strong></td>
<td>Programs used to direct the operation of a computer.</td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td>A set of beliefs that underpin all care work, such as respecting differences, maintaining confidentiality, enabling individuals to make their own choices.</td>
</tr>
<tr>
<td><strong>Verification</strong></td>
<td>A quality assurance procedure, that involves the internal and external monitoring of centres to ensure that the requirements of the qualification and assessment requirements are being adhered to.</td>
</tr>
</tbody>
</table>
Appendix 1  Connections to other qualifications and NOS

City & Guilds has identified the connections to other qualifications and the NOS. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards a N/SVQ, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the N/SVQ standards.

This table identifies possible links between the units in the Level 2 Certificate in Assistive Technology and the National Occupational Standards for Health. It also identifies links to the NHS Knowledge and Skills Framework.

<table>
<thead>
<tr>
<th>Level 2 Certificate in Assistive Technology</th>
<th>Links to Health NOS Competences</th>
<th>Links to NHS Knowledge and Skills Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Title</td>
<td>Number</td>
</tr>
<tr>
<td>011</td>
<td>Principles of Assistive Technology</td>
<td>AHP4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AHP 5</td>
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<tr>
<td>012</td>
<td>Individuals who use assistive technology and their needs</td>
<td>HSC24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HSC27</td>
</tr>
<tr>
<td>013</td>
<td>Communication with users of assistive technology</td>
<td>HSC21</td>
</tr>
<tr>
<td>014</td>
<td>Health and safety issues in relation to assistive technology</td>
<td>HSC22</td>
</tr>
<tr>
<td>015</td>
<td>Ethics and the use of assistive technology</td>
<td>HSC24</td>
</tr>
<tr>
<td>Level 2 Certificate in Assistive Technology</td>
<td>Links to Health NOS Competences</td>
<td>Links to NHS Knowledge and Skills Framework</td>
</tr>
<tr>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>Number</td>
<td>Title</td>
<td>Number</td>
</tr>
<tr>
<td>016</td>
<td>Equipment for daily living</td>
<td>AHP4</td>
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<td></td>
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</tr>
<tr>
<td>017</td>
<td>Information and communication technology for individuals with disabilities</td>
<td>–</td>
</tr>
<tr>
<td>018</td>
<td>Telecare and telemedicine</td>
<td>HSC27</td>
</tr>
<tr>
<td>019</td>
<td>Stock control for assistive technology services</td>
<td>HSC22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>020</td>
<td>Sources of funding and accessing financial support for the provision of assistive technology</td>
<td>–</td>
</tr>
<tr>
<td>021</td>
<td>Telecare services centre and response</td>
<td>–</td>
</tr>
<tr>
<td>022</td>
<td>Installation and maintenance of telecare and telehealth based assistive technology</td>
<td>HSC3117</td>
</tr>
</tbody>
</table>
This table signposts possible links that the Level 2 Certificate in Supporting Users of Assistive Technology qualification have to the Health & Social Care National Occupational Standards.

<table>
<thead>
<tr>
<th>Level 2 Certificate in Assistive Technology units</th>
<th>Links to Level 2 Health &amp; Social Care National Occupational Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
<td><strong>Number</strong></td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>011 Principles of assistive technology</td>
<td>HSC27 Support individuals in their daily living</td>
</tr>
<tr>
<td>012 Individuals who use assistive technology and their needs</td>
<td>HSC224 Observe monitor and record the conditions of individuals</td>
</tr>
<tr>
<td>013 Communication with users of assistive technology</td>
<td>HSC21 Communicate with and complete records for individuals</td>
</tr>
<tr>
<td>013</td>
<td>HSC233 Relate to, and interact with individuals</td>
</tr>
<tr>
<td>013</td>
<td>HSC242 Receive and pass on messages and information</td>
</tr>
<tr>
<td>014 Health and safety issues in relation to assistive technology</td>
<td>HSC22 Support the Health and Safety of yourself and individuals</td>
</tr>
<tr>
<td>014</td>
<td>HSC240 Contribute to identification of the risk of danger to individuals and others</td>
</tr>
<tr>
<td>014</td>
<td>HSC235 Enable individuals to negotiate specific environments</td>
</tr>
<tr>
<td>015 Ethics and the use of assistive technology</td>
<td>HSC24 Ensure your own actions support the care, protection and well being of individuals</td>
</tr>
<tr>
<td>015</td>
<td>HSC234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals</td>
</tr>
<tr>
<td>016 Equipment for daily living</td>
<td>No map</td>
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<tr>
<td>017 Information and communication technology for individuals with disabilities</td>
<td>No map</td>
</tr>
<tr>
<td>018 Telecare and telemedicine</td>
<td>No map</td>
</tr>
<tr>
<td>019 Stock control for assistive technology services</td>
<td>HSC243 Monitor, handle and maintain materials and equipment</td>
</tr>
<tr>
<td>020 Sources of funding and accessing financial support for the provision of assistive technology</td>
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<tr>
<td>021 Telecare services centre and response</td>
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<tr>
<td>022 Installation and maintenance of telecare and telehealth based assistive technology</td>
<td>No map</td>
</tr>
</tbody>
</table>
## Appendix 2  Key/Core Skills signposting

The qualification provides opportunities to gather evidence for the accreditation of Key Skills as shown in the table below. However, to gain Key Skills certification the Key Skills would need to be taken as additional qualifications.

<table>
<thead>
<tr>
<th>Unit number and title</th>
<th>Communication</th>
<th>Application of Number</th>
<th>Information and communication Technology</th>
<th>Problem Solving</th>
<th>Improving own learning and performance</th>
<th>Working With Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>011 Principles of assistive technology</td>
<td>C2.2, C2.3</td>
<td>N2.1, N2.3</td>
<td>ICT2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>012 Individuals who use assistive technology and their needs</td>
<td>C2.2, C2.3</td>
<td>N2.1, N2.3</td>
<td>ICT2.1</td>
<td>P5 2.1, P52.2, P52.3</td>
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<td>WO2.1, WO2.2, WO2.3</td>
</tr>
<tr>
<td>013 Communication with users of assistive technology</td>
<td>C2.2, C2.3</td>
<td></td>
<td></td>
<td></td>
<td>LP2.3</td>
<td>WO2.1, WO2.3</td>
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<tr>
<td>014 Health and safety issues in relation to assistive technology</td>
<td>C2.2, C2.3</td>
<td></td>
<td>ICT2.1,</td>
<td>P5 2.1, P52.2, P52.3</td>
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<tr>
<td>015 Ethics and the use of assistive technology</td>
<td>C2.1a, 2.1b, C2.2, C2.3</td>
<td></td>
<td>ICT2.1, ICT2.2</td>
<td>P52.1</td>
<td></td>
<td></td>
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<tr>
<td>016 Enable individuals to carry out daily living activities using assistive technology</td>
<td>C2.3</td>
<td></td>
<td>ICT2.1</td>
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</tr>
<tr>
<td>017 Information and communication technology for individuals with disabilities</td>
<td>C2.1a, C2.1b, C2.2, C2.3</td>
<td></td>
<td>ICT2.1, ICT2.2, ICT2.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit number and title</td>
<td>Communication</td>
<td>Application of Number</td>
<td>Information and communication Technology</td>
<td>Problem Solving</td>
<td>Improving own learning and performance</td>
<td>Working With Others</td>
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<tr>
<td>018 Telecare and telemedicine</td>
<td>C2.3</td>
<td></td>
<td>ICT2.1</td>
<td>P52.2</td>
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<td>WO2.1</td>
</tr>
<tr>
<td>019 Stock control for assistive technology services</td>
<td>C2.2</td>
<td>N2.1</td>
<td>ICT2.1</td>
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<td>020 Sources of funding and accessing financial support for the provision of assistive technology</td>
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<td>021 Telecare services centre and response</td>
<td>C2.2</td>
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<tr>
<td>022 Installation and maintenance of telecare and telehealth based assistive technology</td>
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<td></td>
<td></td>
<td>P52.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Core Skills signposting

The qualification also provides opportunities to gather evidence for the accreditation of Core Skills as shown in the table below. However, to gain Core Skills certification the Core Skills would need to be taken as additional qualifications.

<table>
<thead>
<tr>
<th>Unit number and title</th>
<th>Communication</th>
<th>Numeracy</th>
<th>Information Technology</th>
<th>Problem Solving</th>
<th>Working With Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>011 Principles of assistive technology</td>
<td>Outcome 1</td>
<td>Outcome 1</td>
<td>Outcome 3</td>
<td></td>
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<tr>
<td></td>
<td>Outcome 2</td>
<td>Outcome 3</td>
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<td></td>
</tr>
<tr>
<td>012 Individuals who use assistive technology and their needs</td>
<td>Outcome 1</td>
<td>Outcome 1</td>
<td></td>
<td>Outcome 3</td>
<td>Outcome 2</td>
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<td></td>
<td>Outcome 2</td>
<td>Outcome 3</td>
<td></td>
<td></td>
<td>Outcome 3</td>
</tr>
<tr>
<td>013 Communication with users of assistive technology</td>
<td>Outcome 1</td>
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<td></td>
<td></td>
<td>Outcome 2</td>
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<tr>
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<td>Outcome 2</td>
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<td></td>
<td>Outcome 1</td>
<td>Outcome 4</td>
</tr>
<tr>
<td>014 Health and safety issues in relation to assistive technology</td>
<td>Outcome 1</td>
<td></td>
<td></td>
<td>Outcome 3</td>
<td>Outcome 4</td>
</tr>
<tr>
<td></td>
<td>Outcome 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>015 Ethics and the use of assistive technology</td>
<td>Outcome 1</td>
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<td>Outcome 1</td>
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<tr>
<td></td>
<td>Outcome 2</td>
<td></td>
<td></td>
<td>Outcome 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outcome 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>016 Enable individuals to carry out daily living activities using assistive technology</td>
<td>Outcome 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>017 Information and communication technology for individuals with disabilities</td>
<td>Outcome 1</td>
<td></td>
<td></td>
<td>Outcome 3</td>
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<tr>
<td>018 Telecare and telemedicine</td>
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<td>Numeracy</td>
<td>Information Technology</td>
<td>Problem Solving</td>
<td>Working With Others</td>
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<td>Outcome 1</td>
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<td>Intermediate 1 WC (R)</td>
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<td>Intermediate 2 CT Intermediate 1 P&amp;O</td>
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</table>
Appendix 3  The wider curriculum

Candidates taking this qualification may also have the opportunity to cover the following aspects of the wider curriculum.

Identification of opportunities for evidence generation of moral, ethical, spiritual, and cultural, European, Environmental education and Health and safety dimensions.

<table>
<thead>
<tr>
<th>Unit no and title</th>
<th>Spiritual, moral, ethical, social and cultural</th>
<th>European development</th>
<th>Environmental education</th>
<th>Health and safety</th>
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<tr>
<td>011 Principles of assistive technology</td>
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<td>012 Individuals who use assistive technology and their needs</td>
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<td>013 Communication with users of assistive technology</td>
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<td>014 Health and safety issues in relation to assistive technology</td>
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<td>015 Ethics and the use of assistive technology</td>
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<td>016 Enable individuals to carry out daily living activities using assistive technology</td>
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<tr>
<td>017 Information and communication technology for individuals with disabilities</td>
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<tr>
<td>018 Telecare and telemedicine</td>
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</table>
This qualification is accredited and included on the National Qualifications Framework, and may therefore be eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. This may need to be adapted if the qualification is not part of the NQF. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for help on how to find out more about the funding arrangements for this qualification.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>For higher level qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning. Further information on funding is available on the Learning and Skills Council website at <a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a> and, for funding for a specific qualification, on the Learning Aim Database <a href="http://providers.lsc.gov.uk/lad">http://providers.lsc.gov.uk/lad</a>.</td>
<td>Contact the Higher Education Funding Council for England at <a href="http://www.hefce.ac.uk">www.hefce.ac.uk</a>.</td>
</tr>
<tr>
<td>Scotland</td>
<td>Colleges should contact the Scottish Further Education Funding Council, at <a href="http://www.sfc.co.uk">www.sfc.co.uk</a>. Training providers should contact Scottish Enterprise at <a href="http://www.scottish-enterprise.com">www.scottish-enterprise.com</a> or one of the Local Enterprise Companies.</td>
<td>Contact the Scottish Higher Education Funding Council at <a href="http://www.shefc.ac.uk">www.shefc.ac.uk</a>.</td>
</tr>
<tr>
<td>Wales</td>
<td>Centres should contact Education and Learning Wales (ELWa) at <a href="http://www.elwa.ac.uk">www.elwa.ac.uk</a> or contact one of the four regional branches of ELWa.</td>
<td>For higher level qualifications, centres should contact the Higher Education Funding Council for Wales at <a href="http://www.hefcw.ac.uk">www.hefcw.ac.uk</a>.</td>
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<tr>
<td>Northern Ireland</td>
<td>Please contact the Department for Employment and Learning at <a href="http://www.delni.gov.uk">www.delni.gov.uk</a>.</td>
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