

## SOCIETY, HEALTH AND DEVELOPMENT

### Unit 9: The social model of disability and its importance to the work of the adult social care sector



## Society, Health and Development

### Level 2 Unit 9: The social model of disability and its importance to the work of the adult social care sector

#### Sample scheme of work

<b>Total GLH</b>	30, of which 10 will be needed for the internal assessment
<b>Aim/s or statement of purpose</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• know the importance of the social model of disability to the adult social care sector</li> <li>• understand the role of the adult social care sector in supporting the social model of disability</li> <li>• be able to promote the principles of the social model of disability.</li> </ul>
<b>Notes</b>	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assessment should take 10 of the 30 GLH.</p> <p>On completion of the learning outcomes learners should undertake the assessment appropriate for this unit. Within teaching and learning differentiation will take place through question and answer, pair or group work, through the level of support provided and extension activities undertaken.</p> <p><b>Learning activities</b></p> <p>A selection of activities has been designed to support the learning outcomes of each unit. These may be adapted to suit the centre, the learners and the local context. In addition, it is expected that learners will have access to employers and work experience as appropriate. Some web links have been included, but it is recognised that learners may need direction when using them and that the websites may change significantly over time.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to know the importance of the social model of disability to the adult social care sector (LO1)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• describe the historical development, aims and objectives of the social model of disability (AC1a)</li> <li>• describe the role of key legislation, policies and codes of practice in supporting the social model of disability (AC1b)</li> <li>• outline the difference between the social and the medical model of disability (AC1c)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Make notes from the tutor’s presentation on the social model of disability</li> <li>• Produce a mind map of the historical development of the social model of disability</li> <li>• In pairs, take alternate turns to question and answer on the aims and objectives of the social model of disability</li> <li>• Produce a reflective account identifying own understanding of and attitudes towards disabilities</li> <li>• Discuss in groups or class how understanding and attitudes can be changed</li> <li>• Research the key features of relevant legislation supporting the social model of disability, eg Care Standards Act 2000, Equality Act 2006 <a href="http://www.opsi.gov.uk">www.opsi.gov.uk</a></li> <li>• In pairs or small groups, research and share information with others on policies and/or codes of practice in local sector organisations that support the social model of disability, eg equal opportunities, inclusion, recruitment</li> <li>• Research what is meant by the medical model of disability</li> <li>• Produce a visual display highlighting the key similarities and differences between the social and medical models of disability</li> </ul> <p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>• Explain the social model of disability in terms of the concept, its historical development, aims and objectives</li> <li>• Organise pairs or groups for question and answer sessions</li> <li>• Ensure learners are able to reflect on their personal understanding and attitudes towards disabilities</li> <li>• Lead group or class discussions</li> <li>• Guide research on relevant legislation</li> <li>• Facilitate access to appropriate policies and codes of practice</li> <li>• Guide research into the medical model of disability and assess the visual displays</li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to understand the role of the adult social care sector in supporting the social model of disability (LO2)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>analyse the influence of the social model of disability on the development of support and service provision (AC2a)</li> <li>explain how barriers in society and the environment might be overcome (AC2b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>Research the role at national level of: The Department for Work and Pensions, the Care Quality Commission and Primary Care Trusts</li> <li>Work in pairs to research the role in a local area of a statutory and a third sector service, eg adult social care, education and leisure services, housing, residential and nursing homes, self support group such as MENCAP</li> <li>Share research findings with other pairs</li> <li>In groups, discuss influences on service provision, eg adaptations to physical access, role of service users in planning provision, self directed care</li> <li>Role play different attitudes and behaviour to disability</li> <li>Discuss how attitudes to disabilities have changed over time</li> <li>Explain how potential barriers to local services are overcome for an individual with a specific need, eg visual impairment</li> <li>Describe the role of the Care Value Base</li> </ul> <p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>Support research</li> <li>Organise feedback sessions</li> <li>Lead and support group discussions</li> <li>Organise role plays</li> <li>Use 'The story of the name change: the Spastics Society to SCOPE' to stimulate discussions <a href="http://www.scope.org.uk/downloads/publications/scopename_change.pdf">www.scope.org.uk/downloads/publications/scopename_change.pdf</a></li> <li>Assess explanations and descriptions</li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to be able to promote the principles of the social model of disability (LO3)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• reflect on values and attitudes in relation to the social model of disability (AC3a)</li> <li>• assess how local environments implement the social model of disability (AC3b)</li> <li>• propose personal and environmental improvements that support the social model of disability (AC3c)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Assess own values and attitudes to the social model of disability</li> <li>• Identify areas for improvement in own values, attitudes and awareness</li> <li>• Explore the views of others in group discussions</li> <li>• Discuss case study materials highlighting different opinions, attitudes and behaviour towards individuals with disabilities</li> <li>• Assess the local environment in terms of physical access, resources, provision and involvement for individuals with disabilities. Use surveys, interviews, internet and/or visits to gather the information.</li> <li>• Work in groups to generate ideas for improvement for a given issue in the local area</li> <li>• Develop your ideas to include: an outline of personal social responsibilities, how to overcome environmental barriers (if appropriate), suggestions of what actions could be taken and reasons to justify any suggestions</li> <li>• Create a visual display of the issue, your ideas for improvement and justification</li> </ul> <p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>• Support learners as necessary, in assessing their personal values and attitudes</li> <li>• Lead and support discussions</li> <li>• Produce case study materials</li> <li>• Arrange and facilitate assessments of the local environment</li> <li>• Organise groups for generation of ideas</li> <li>• Assess visual displays</li> </ul>	<p>RL1</p> <p>EP4</p>