

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Reablement and Rehabilitation

Unit Reference Number: J/652/0828

Level: Three (3)

Credit Value: Five (5)

Minimum Guided Learning Hours: 40

Assessment Criterion (The Learner can):	
1. Understand the principles of reablement and rehabilitation	1.1 Explain what is meant by reablement and rehabilitation
	1.2 Describe the aims and benefits of reablement and rehabilitation for individuals
2. Know how to support individuals to develop or regain skills	2.1 Describe examples of how to support individuals to practise skills that promote independence
	2.2 Describe how to encourage active participation in reablement or rehabilitation activities
	2.3 Explain how to observe and report progress or changes in ability
	2.4 Describe examples of how to adapt support in response to progress or setbacks
3. Know how to work in partnership to support reablement and rehabilitation	3.1 Describe how to work with others to support agreed reablement or rehabilitation programmes
	3.2 Assess how to communicate effectively with professionals involved in reablement or rehabilitation
4. Know how to promote wellbeing and independence through reablement and rehabilitation	4.1 Describe how to support individuals in ways that promote confidence and self-esteem

Indicative Content

<p>LO1</p>	<p>AC1.1 The definition of reablement as a:</p> <ul style="list-style-type: none"> • Short-term, goal-focused approach • Designed to help individuals regain skills, confidence and independence <p>The definition of rehabilitation as a:</p> <ul style="list-style-type: none"> • Structured process to support recovery following illness, injury or deterioration <p>Key similarities and differences between reablement and rehabilitation</p> <p>The focus on:</p> <ul style="list-style-type: none"> • Ability rather than dependency • Enabling individuals to do things for themselves where possible <p>AC1.2 Aims of reablement and rehabilitation, including:</p> <ul style="list-style-type: none"> • Regaining functional ability • Increasing independence in daily living • Building confidence and motivation <p>Benefits for individuals, such as:</p> <ul style="list-style-type: none"> • Improved physical and emotional wellbeing • Reduced reliance on long-term support • Greater choice and control over daily life <p>How effective reablement and rehabilitation promote:</p> <ul style="list-style-type: none"> • Long-term independence • Sustainable wellbeing
<p>LO2</p>	<p>AC2.1 Supporting practice of daily living skills, such as:</p> <ul style="list-style-type: none"> • Personal care • Preparing food and drinks • Mobility and transfers <p>Encouraging individuals to:</p> <ul style="list-style-type: none"> • Try tasks independently before offering support • Build skills gradually <p>Using agreed care or support plans to guide practice</p> <p>Ensuring support is:</p> <ul style="list-style-type: none"> • Safe • Proportionate • Person-centred <p>AC2.2 The importance of active participation in skill development</p> <p>Encouraging participation through:</p> <ul style="list-style-type: none"> • Positive encouragement • Clear explanations of goals and benefits <p>Supporting motivation by:</p> <ul style="list-style-type: none"> • Celebrating progress • Setting realistic and achievable goals <p>Respecting individual preferences, pace and choices</p>

	<p>AC2.3 Observing:</p> <ul style="list-style-type: none"> • Improvements in ability or confidence • Signs of deterioration or difficulty <p>Monitoring outcomes in line with agreed plans Recording observations accurately and promptly Reporting progress or concerns to:</p> <ul style="list-style-type: none"> • Supervisors • Relevant professionals <p>Understanding the importance of timely reporting to support review and adjustment</p> <p>AC2.4 Adjusting levels of support when:</p> <ul style="list-style-type: none"> • Skills improve • Confidence increases <p>Increasing or modifying support if:</p> <ul style="list-style-type: none"> • Progress slows • Setbacks occur <p>Reviewing goals and approaches with:</p> <ul style="list-style-type: none"> • The individual • The wider team <p>Knowing when to escalate concerns if progress is limited</p>
LO3	<p>AC3.1 Working as part of a multi-disciplinary team, including:</p> <ul style="list-style-type: none"> • Occupational therapists • Physiotherapists • Nurses and other professionals <p>Following agreed programmes and guidance Respecting:</p> <ul style="list-style-type: none"> • Roles and responsibilities • Professional boundaries <p>Supporting consistency across care and support</p> <p>AC3.2 Sharing information clearly and accurately Communicating:</p> <ul style="list-style-type: none"> • Progress • Concerns • Changes in ability <p>Recording and reporting in line with:</p> <ul style="list-style-type: none"> • Policies and procedures • Confidentiality requirements <p>How effective communication supports coordinated and effective reablement</p>
LO4	<p>AC4.1 Using strengths-based approaches to:</p> <ul style="list-style-type: none"> • Focus on what individuals can do • Encourage independence <p>Providing positive feedback and encouragement Supporting individuals to:</p>

- Take pride in achievements
 - Maintain motivation
- Promoting autonomy while maintaining safety
- AC4.2
- Reflective practice to:
- Evaluate own support strategies
 - Identify strengths and areas for improvement
- Using:
- Supervision
 - Feedback from others
- Applying learning to:
- Improve practice
 - Support continuous development
- Commitment to promoting sustainable independence

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care and Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate assessment evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for the unit.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations of validity and authenticity.

Assessment evidence may be drawn from a range of methods, selected to ensure validity, reliability and sufficiency, and may include, but is not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating the application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (for example: policies, procedures, care plans, risk assessments, audits or reports)
- Witness testimony from managers, colleagues or other relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate and permitted.

Where learning outcomes require demonstration of competence or practical skills, direct observation of practice must form the primary source of evidence. Observation should normally take place in person within the learner's work setting, unless otherwise permitted by awarding organisation guidance.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence:

- is fit for purpose

- reflects the learner's role, responsibilities and level of autonomy
- demonstrates both knowledge and effective practice, where required by the unit.

Evidence must clearly relate to the learner's own practice and must not rely solely on hypothetical, simulated or generic examples unless explicitly permitted.

Confidential, sensitive or personal information must not be included in learner portfolios. Where such information is relevant, evidence must be anonymised, summarised or referenced in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified and occupationally competent assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.