

Unit Title: Support individuals with a learning disability to access healthcare

Unit sector reference: LD 308

Level: 3

Credit value: 3

Guided learning hours: 25

Unit accreditation number: J/601/8657

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills necessary to support individuals with a learning disability to access and use a variety of healthcare services. It requires knowledge of the specific issues that a person with learning disabilities may experience when accessing healthcare services, ways of overcoming these issues, and how best to support an individual in a professional manner. It also requires the demonstration of skills in person-centred practice related to accessing healthcare services.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	1.1 Describe what is meant by a rights based approach to accessing healthcare 1.2 Outline the main points of legislation that exists to support a rights based approach 1.3 Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision 1.4 Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance 1.5 Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Understand the function of different healthcare services that an individual with learning disabilities may need to access	2.1 Explain the work of healthcare services that an individual with learning disabilities may need to access 2.2 Explain how an individual can access each type of healthcare service	Healthcare services may include: <ul style="list-style-type: none"> • primary healthcare services • acute healthcare services • specialist healthcare services • community healthcare services
3 Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access	3.1 Describe the role and responsibility of professionals working in different types of healthcare services	
4 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities	4.1 Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities 4.2 Explain the range of health checks available to individuals to support good health and well being 4.3 Explain the importance of routine healthcare checks	Plans for healthcare – In England this refers to/should include Health Action Plans
5 Be able to complete and review plans for healthcare	5.1 Identify who needs to be involved in the process of completing and reviewing plans for healthcare 5.2 Complete plans for healthcare with an individual or significant others if appropriate 5.3 Review plans for healthcare with an individual or significant others if appropriate	Others and Significant others may include <ul style="list-style-type: none"> • The individual • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates
6 Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services	6.1 Describe barriers to accessing healthcare services that an individual with learning disabilities may experience 6.2 Explain ways to overcome barriers to accessing healthcare services 6.3 Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
7 Be able to support an individual with learning disabilities when accessing a variety of healthcare services	7.1 Use a person-centred approach to support an individual to access healthcare services 7.2 Provide accessible information related to healthcare to individuals 7.3 Work with others when supporting an individual to access healthcare services 7.4 Support individuals in a range of practical healthcare situations 7.5 Support the individual to make safe choices with regard to treatments and medication 7.6 Record details of a healthcare visit in a format that an individual with learning disabilities can understand 7.7 Identify an individual's needs to healthcare professionals to ensure that the service can be accessed	Person-centred reflects what is important to individuals and helps them to live the life they choose Practical healthcare situations include: <ul style="list-style-type: none"> • Making and keeping a routine health check appointment • Making a complaint about a healthcare professional • Describing pain or other symptoms to a healthcare professional • Spending a night in hospital and having a medical procedure. Treatments and medication may include: complementary therapies, self-medicating, over the counter medicine

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 5 and 7 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

The principles of person centred care underpin this unit. Learners must recognise that the people they work with have differing needs, which, although they may be affected by a specific condition or syndrome, are unique to that individual.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

xxxx

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.