

Unit Title: Principles of supporting individuals with a learning disability to access healthcare

Unit sector reference: LD 208K

Level: 2

Credit value: 3

Guided learning hours: 23

Unit accreditation number: T/601/8654

Unit purpose and aim

This unit covers the principles of supporting individuals with a learning disability to access healthcare. It covers legislation, barriers to and functions of healthcare services, and plans for healthcare.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare	1.1 Outline what is meant by a rights-based approach to accessing healthcare 1.2 Identify legislation which supports a rights-based approach to accessing healthcare 1.3 Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability 1.4 Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance 1.5 Describe the actions to take if an individual cannot give informed consent to the treatment	An individual is someone requiring care or support

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Understand the function of different healthcare services that an individual with a learning disability may need to access	2.1 List a range of healthcare services that an individual with a learning disability may need to access 2.2 Describe the work of each type of healthcare service 2.3 Explain how to gain access to 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 an individual with a learning disability may need to access	3.1 Outline the role and responsibility of the 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 a learning disability	4.1 Explain how plans for healthcare can be of benefit to an individual with a learning disability 4.2 Identify a range of regular health checks that an individual may have to support good health and well-being 4.3 Outline how missing regular health checks may increase the risk of poor health and well-being for the individual 4.4 Explain the importance of individual preference in relation to treatments available	Plans for healthcare – in England this refers to/should include Health Action Plans Treatments available – this may include complementary therapies
5 Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services	5.1 Identify barriers to accessing healthcare services that an individual with a learning disability may experience 5.2 Describe ways to overcome barriers to accessing healthcare services 5.3 Describe reasons why an individual may be reluctant to access healthcare services 5.4 List a range of resources that may be helpful to an individual with a learning disability assessing healthcare services	Barriers should include personal barriers as well as external barriers

Assessment

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

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.

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.

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:

HSC 26, 225

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.

Functional Skills standards can be viewed at <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.