

Unit Title:	Understand the context of supporting individuals with learning disabilities
Unit sector reference:	LD 201
Level:	2
Credit value:	4
Guided learning hours:	35
Unit accreditation number:	K/601/5315

Unit purpose and aim

The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation and also considers the central place of communication in working with individuals who have learning disabilities.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities	1.1 Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities 1.2 Explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families	An individual is someone requiring care or support
2 Understand the nature and characteristics of learning disability	2.1 Explain what is meant by 'learning disability' 2.2 Give examples of causes of learning disabilities 2.3 Describe the medical and social models of disability	Causes should include: before birth, during birth and after birth

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	2.4 State the approximate proportion of individuals with a learning disability for whom the cause is 'not known' 2.5 Describe the possible impact on a family of having a member with a learning disability	
3 Understand the historical context of learning disability	3.1 Explain the types of services that have been provided for individuals with learning disabilities over time 3.2 Describe how past ways of working may affect present services 3.3 Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: a) where people live b) daytime activities c) employment d) sexual relationships and parenthood e) the provision of healthcare	
4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1 Explain the meaning of the term 'social inclusion' 4.2 Explain the meaning of the term 'advocacy' 4.3 Describe different types of advocacy 4.4 Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities	Ways to build empowerment should include person-centred thinking Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 Explain how attitudes are changing in relation to individuals with learning disabilities 5.2 Give examples of positive and negative aspects of being labelled as having a learning disability 5.3 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers 5.4 Explain the roles of external agencies and others in changing attitudes, policy and practice	External agencies – include: advocacy services; parent/carer support groups; campaign groups etc Others may include <ul style="list-style-type: none"> • The individual • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates
6 Know how to promote communication with individuals with learning disabilities	6.1 Identify ways of adapting each of the following when communicating with individuals who have learning disabilities a) verbal communication b) non-verbal communication 6.2 Explain why it is important to use language that is both ‘age appropriate’ and ‘ability appropriate’ when communicating with individuals with learning disabilities 6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings	

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.

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.