

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

Unit sector reference: LD 208C

Level: 2

Credit value: 3

Guided learning hours: 27

Unit accreditation number: J/602/0036

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting an individual to access and use healthcare services.

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 Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access	Healthcare services may include: <ul style="list-style-type: none"> • Primary healthcare services • Acute healthcare services • Specialist healthcare services • Community healthcare services
3 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with a learning disability-	3.1 Explain how plans for healthcare can be of benefit to an individual with a learning disability 3.2 Identify a range of regular health checks that an individual may have to support good health and well-being 3.3 Outline how missing regular health checks can impact on the individual's health and well-being	Plans for healthcare: in England this refers to/should include Health Action Plans
4 Be able to contribute to plans for healthcare with individuals with a learning disability	4.1 Work with an individual and others to identify healthcare services the individual may require 4.2 Agree with the individual and others the type and level of support the individual may require to access healthcare services 4.3 Demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan 4.4 Contribute to the review of plans for healthcare with the individual and others	Others may include <ul style="list-style-type: none"> • The individual • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
5 Be able to support individuals to overcome barriers to accessing healthcare services	5.1 Identify barriers to accessing healthcare services that an individual with a learning disability may experience 5.2 Identify reasons why an individual may be reluctant to access healthcare services 5.3 Demonstrate ways to overcome barriers to accessing healthcare services 5.4 Support the individual to access information about healthcare services in their preferred format	Barriers will include personal barriers as well as external barriers
6 Be able to support individuals with a learning disability to use healthcare services	6.1 Provide agreed support to enable the individual to use healthcare services 6.2 Support the individual to understand the reasons why they are being offered treatment 6.3 Support the individual to understand the short and long-term effects of treatment 6.4 Ensure the individual is able to give informed consent to their treatment in line with current legislation 6.5 Record details of a healthcare visit in a format that the individual can understand 6.6 Ensure that information is shared in line with agreed ways of working	

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 4, 5 and 6 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.

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 and 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.