

<b>Unit Title:</b>	<b>Promote access to healthcare for individuals with learning disabilities</b>
Sector unit number	LD 509
Level:	5
Credit value:	6
Guided learning hours:	44
Unit Reference Number:	J/601/5645

### Unit purpose and aim

The unit is aimed at those who are leading, supervising or influencing others to support individuals with learning disabilities to access healthcare and meet their healthcare needs.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand issues related to access to healthcare services for individuals with learning disabilities</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain the rights based approach to accessing healthcare services</p> <p>1.2 Identify inequalities in access to healthcare services in different sections of the population</p> <p>1.3 Analyse how different investigations, inquiries and reports have demonstrated the need for improved access and services for individuals with learning disabilities</p> <p>1.4 Describe the impact of <b>legislation, policy or guidance</b> underpinning the need for healthcare services to enable access to individuals with a learning disability</p> <p>1.5 Analyse how legislation, policy or guidance on capacity and consent should be used with</p>	<p><b>Legislation, policy or guidance</b> – relevant to the appropriate UK country. This may include Codes of Practice.</p>

Learning Outcomes	Assessment Criteria	Exemplification
	regards to individuals considering and receiving treatment	
2 Understand the healthcare needs that may affect individuals with learning disabilities	2.1 Analyse trends of <b>healthcare needs</b> among individuals with learning disabilities  2.2 Explain systematic approaches that may support better health and healthcare for individuals with a learning disability  2.3 Research the difficulties in diagnosing some health conditions in individuals with a learning disability	<b>Healthcare needs</b> – includes: medication, regular check ups etc
3 Understand good practice in supporting people with a learning disability to access healthcare services	3.1 Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs  3.2 Evaluate different ways of working in partnership to support individuals to meet their healthcare needs  3.3 Explain how to promote access to healthcare through the use of reasonable adjustments  3.4 Analyse the rights of <b>others significant to the individual</b> to be involved in planning healthcare services	<b>Others significant to the individual</b> may include: <ul style="list-style-type: none"> <li>• The individual</li> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Friends</li> <li>• Other professionals</li> <li>• Members of the public</li> <li>• Advocates</li> </ul>
4 Understand how to support <b>others</b> to develop, implement, monitor and review <b>plans for healthcare</b>	4.1 Explain how to champion a person-centred focus to the healthcare planning process  4.2 Explain factors to consider when supporting others to develop and implement plans for healthcare	<b>Others</b> may include: <ul style="list-style-type: none"> <li>• The individual</li> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Friends</li> <li>• Other professionals</li> <li>• Members of the public</li> <li>• Advocates</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
	<p>4.3 Explain how to support others to monitor and review plans for healthcare</p> <p>4.4 Explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals</p> <p>4.5 Explain how to support others to raise concerns and challenge healthcare services</p>	<p><b>Plans for healthcare</b> – In England this refers to / should include Health Action Plans</p>
<p>5 Be able to develop processes to support others to meet the healthcare needs of individuals with a learning disability</p>	<p>5.1 Develop a person-centred strategy to underpin work with an individual to identify and meet their healthcare needs</p> <p>5.2 Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability</p> <p>5.3 Ensure systems are used by others in meeting the healthcare needs of individual's</p> <p>5.4 Evaluate the impact of systems in meeting individual's healthcare needs</p>	
<p>6 Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare</p>	<p>6.1 Promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them</p> <p>6.2 Promote partnership working to meet the healthcare needs of individuals with learning disabilities</p>	

Learning Outcomes	Assessment Criteria	Exemplification
	<p>6.3 Promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access healthcare services</p> <p>6.4 Ensure the appropriate involvement of others significant to the individual in planning and delivering healthcare</p>	

## Assessment

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

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.

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.

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

## 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.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). 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 the children and young people's workforce developed by Skills for Care and Development.

## Additional information

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



The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.orq.uk](http://www.ocr.orq.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.