SPECIFICATION

IAO Level 2 Certificate in Principles of Working with Individuals with Learning Difficulties
Qualification number: 600/9441/2

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

- Active Leisure

- Business Management (Sales)

- Education and Training
- Hospitality and Catering
- Retail

- Business Management (Administration)
- Business Management (Team Leading)
- Health and Beauty

- IT

- Business Management (Customer Service)
- Childcare

- Health and Social Care
- Logistics

We currently offer over 120 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

" We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications."

Qualification summary

Qualification Accreditation Number (QAN)	600/9441/2
Qualification review date Guided Learning Hours (GLH)	31st October 2023 Minimum 143 hours
Total qualification time (TQT)	170
RQF level	2
Qualification credit value	17
Minimum credits at/above level	14
Assessment requirements	Portfolio of Evidence This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisers (EQAs)
Aims and objectives of the qualification	The qualification provides Learners with knowledge and understanding to help them prepare to care for an individual with learning disabilities or difficulties. The qualification provides an understanding of the principles required to ensure an individual with learning disabilities is provided with person-centred care.
Entry guidance	There are no formal entry requirements for this qualification. This qualification is suitable for those who work within the Health and Social Care and Children's Care sectors. It provides Learners with an opportunity to demonstrate their knowledge of learning disabilities care in a wide range of job roles
Progression opportunities	Learners who achieve this qualification could progress into employment within Health and Social Care and/or working within the Children with Learning Disabilities Care sector. On completing this qualification, Learners may progress to the following qualifications; • 600/9166/6 IAO Level 2 Award In Awareness of End of Life Care • 600/9167/8 IAO Level 3 Award In Awareness of End of Life Care

- 600/5593/5 IAO Level 2 Award in Employment Rights and Responsibilities in Health, Social Care or Children and Young People's Settings
- 600/1670/X IAO Level 2 Certificate in Preparing to Work in Adult Social Care
- 600/8765/1 IAO Level 2 Certificate In the Principles of the Prevention and Control of Infection in Health Care Settings
- 600/7212/X IAO Level 2 Certificate in the Principles of Dementia Care
- 600/7055/9 IAO Level 2 Certificate in Understanding the Safe Handling of Medicines
- 600/7211/8 IAO Level 2 Certificate in Understanding Working in Mental Health
- 600/1907/4 IAO Level 2 Diploma in Health & Social Care (Adults) for England
- 600/1668/1 IAO Level 3 Certificate in Preparing to Work in Adult Social Care
- 600/7056/0 IAO Level 3 Certificate in the Principles of End of Life Care
- 600/1898/7 IAO Level 3 Diploma in Health & Social Care (Adults) for England

Funding

For details on eligibility for government funding please refer to the following websites:
http://www.education.gov.uk/section96/
https://www.gov.uk/government/organisations/skills-funding-agency

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative…everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Skills for Care and Development Assessment Principles

1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to unit/qualification assessment. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with' to 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.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

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

2.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the unit'.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification agreed with Skills for Care and Development as suitable to support the making of appropriate and consistent assessment decisions. A list of such qualifications will be held by Skills for Care and Development, agreed jointly with Skills for Health, and be available through their websites.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:
- have a working knowledge of the RQF units on which their expertise is based
- be occupationally competent in their area of expertise.
- have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff.

Qualification structure

Learners must complete all six mandatory units to gain the required 17 credits.

The total Guided Learning Hours (GLH) for this qualification is 143 hours.

Total Qualification Time (TQT) for this qualification is 170 hours.

Unit structures

All units are listed below

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
K/601/5315	Understand the context of supporting individuals with learning disabilities	2	4	35
A/601/8574	Principles of safeguarding and protection in health and social care	2	3	26
K/601/9493	Introduction to personalisation in social care	3	3	22
K/601/6285	Principles of positive risk taking for individuals with disabilities	2	2	20
M/601/5316	Introductory awareness of Autistic Spectrum Conditions	2	2	17
T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	2	3	23

Title:	K/601/5315 Understand the context of supporting individuals with learning disabilities
Level:	2
Credit value:	4
GLH:	35

Learning outcome The learner will:	Assessment criteria The learner can:
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
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 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: ● where people live ● daytime activities ● employment ● sexual relationships and parenthood ● 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
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	4.5 Explain how attitudes are changing in relation to individuals with learning disabilities 4.6 Give examples of positive and negative aspects of being labelled as having a learning disability 4.7 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers 4.8 Explain the roles of **external agencies** and **others** in changing attitudes, policy and practice
6. Know how to promote communication with individuals with learning disabilities	4.9 Identify ways of adapting each of the following when communicating with individuals who have learning disabilities: • verbal communication • non-verbal communication 4.10 Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities 4.11 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings

Additional information about this unit

An **individual** is someone requiring care or support

Causes should include: before birth, during birth and after birth

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

External agencies – include:

- Advocacy services
- Campaign groups
- Parent / carer support group

Others may include: - The individual - Families or carers - Other professionals - advocates - Colleagues - Friends - Members of the public	
Unit aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	None

Title:	A/601/8574 Principles of safeguarding and protection in health and social care
Level:	2
Credit value:	3
GLH:	26
Learning outcome **The learner will:**	**Assessment criteria** **The learner can:**
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse: • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self-neglect • Neglect by others 1.2 Identify the signs and/or symptoms associated with each type of abuse 1.3 Describe **factors** that may contribute to an **individual** being more vulnerable to abuse
2. Know how to respond to suspected or alleged abuse	2.1 Explain the **actions to take** if there are suspicions that an individual is being abused 2.2 Explain the actions to take if an individual alleges that they are being abused 2.3 Identify ways to ensure that evidence of abuse is preserved
3. Understand the national and local context of safeguarding and protection from abuse	3.1 Identify national policies and **local systems** that relate to safeguarding and protection from abuse 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 3.3 Identify reports into serious failures to protect individuals from abuse 3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse

4. Understand ways to reduce the likelihood of abuse	4.1. Explain how the likelihood of abuse may be reduced by: • working with **person centred values** • encouraging **active participation** • promoting choice and rights 4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
5. Know how to recognise and report unsafe practices	5.1 Describe **unsafe practices** that may affect the well-being of individuals 5.2 Explain the actions to take if unsafe practices have been identified 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

Additional information about this unit None	
Unit aim (s)	This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	HSC 24, HSC 240 Content recurs throughout HSC NOS knowledge requirements

Title:	K/601/9493 Introduction to personalisation in social care
Level:	3
Credit Value:	3
GLH:	22

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the meaning of personalisation in social care	1.1 Define the term 'personalisation' as it applies in social care 1.2 Explain how personalisation can benefit individuals 1.3 Explain the relationship between rights, choice and personalisation 1.4 Identify legislation and other national policy documents that promote personalisation
2. Understand systems that support personalisation	2.1 List local and national systems that are designed to support personalisation 2.2 Describe the impact that personalisation has on the process of commissioning social care 2.3 Explain how direct payments and individual budgets support personalisation
3. Understand how personalisation affects the way support is provided	3.1 Explain how person centred thinking, person centred planning and person centred approaches support personalisation 3.2 Describe how personalisation affects the balance of power between individuals and those providing support 3.3 Give examples of how personalisation may affect the way an **individual** is supported from day to day
4. Understand how to implement personalisation	4.1 Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation 4.2 Identify potential barriers to personalisation 4.3 Describe ways to overcome barriers to personalisation in day to day work 4.4 Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service

Additional information about this unit	
An **individual** is someone requiring care or support	
Unit aim (s)	This unit is aimed at those working in a wide range of settings. It introduces understanding of how personalisation affects the provision of social care services, with a focus on the systems, skills and support needed to implement personalised provision.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	HSC 24 HSC 35 HSC 346 HSC 3119

Title:	K/601/6285 Principles of positive risk taking for individuals with disabilities
Level:	2
Credit Value:	2
GLH:	20

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the importance of risk taking in everyday life for **individuals** with disabilities	1.1 Identify aspects of everyday life in which risk plays a part 1.2 Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks 1.3 Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risk 1.4 Explain how supporting individuals to take risks can enable them to have choice over their lives to: • gain in self-confidence • develop skills • take an active part in their community
2. Understand the importance of positive, **person-centred** risk assessment	2.1 Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approaches 2.2 Identify the features of a person-centred approach to risk assessment 2.3 Describe ways in which traditional risk assessments have tended to have a negative focus
3. Know how legislation and policies are relevant to positive risk taking	3.1 Identify legislation and policies which promote the human rights of individuals with disabilities 3.2 Describe how to use a human rights based approach to risk management
4. Understand how to support individuals with disabilities in decisions about risk-taking	4.1 Explain the connection between an individual's right to take risks and their responsibilities towards themselves and **others**

	4.2 Outline how the principle of '**Duty of Care**' can be maintained whilst supporting individuals to take risks
	4.3 Describe ways of enabling individuals with disabilities to make informed choices about taking risks
	4.4 Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions
	4.5 Explain the potential positive and negative consequences of the choices made about taking risks
	4.6 Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger
	4.7 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking
5. Understand how to support individuals with disabilities to manage identified risks	5.1 Explain the importance of including risks in the individual's support plan
	5.2 Explain why it is important to review risks in the individual's support plan
	5.3 Outline why it is important to communicate and work in a consistent way with all those supporting the individual
	5.4 Describe ways of supporting individuals with disabilities to test out the risk they wish to take

Additional information about this unit

Individual is someone requiring care or support

Person-centred reflects what is important to individuals and helps them to live the life they choose

Others may include:

- The individual
- Families or carers
- Other professionals
- advocates

- Colleagues
- Friends
- Members of the public

Duty of Care – legal duty to take reasonable care to avoid others being harmed

Unit aim (s)	This unit provides the knowledge behind positive risk-taking. It highlights the importance of positive risk taking for individuals with disabilities. It explores how to take a person-centred approach to enabling individuals to take risks and how to balance risk-taking with duty of care. The legislative context is also covered.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	Links to HSC 240

Title:	M/601/5316 Introductory awareness of Autistic Spectrum Conditions
Level:	2
Credit Value:	2
GLH:	17
Learning outcome **The learner will:**	**Assessment criteria** **The learner can:**
1. Understand the areas in which **individuals** with an autistic spectrum condition characteristically have difficulties	1.1 Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with **others** 1.2 Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships 1.3 Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum
2. Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals	2.1 Explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests 2.2 Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms 2.3 Identify other conditions which may be associated with an autistic spectrum condition 2.4 Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition
3. Understand the behaviours exhibited by some individuals with an autistic spectrum condition	3.1 Describe behavioural characteristics associated with autistic spectrum conditions 3.2 Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours 3.3 Describe what to do if an individual is highly anxious or stressed

4. Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition	4.1 Explain why it is important to have in place structures and routines which match the wishes and needs of the individual 4.2 Identify formal and informal support networks for an individual with an autistic spectrum condition 4.3 Explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition 4.4 Describe ways of ensuring that support provided is consistent, both within own approach and with that of others 4.5 Describe how to contribute towards the learning of an individual with an autistic spectrum condition
5. Understand how to communicate effectively with individuals on the autistic spectrum	5.1 Explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition 5.2 Identify aspects of the environment that affect communication with an individual 5.3 Describe how to reduce barriers to communication with an individual 5.4 Outline the use of visual communication systems for individuals who have an autistic spectrum condition 5.5 Identify who could provide advice about effective communication with an individual

Additional information about this unit

The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.

An **individual** is someone requiring care or support

Others may include

- The individual
- Families or carers
- Other professionals
- Advocates

- Colleagues
- Friends
- Members of the public

Unit aim (s)	The unit provides introductory awareness on autistic spectrum conditions. It provides learners

	with key areas of knowledge and explores important themes such as individuality, communication, behaviour and person centred support.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	None

Title:	T/601/8654 Principles of supporting individuals with a learning disability to access healthcare
Level:	2
Credit Value:	3
GLH:	23

Learning outcome The learner will:	Assessment criteria The learner can:
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
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
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 wellbeing for the individual 4.4 Explain the importance of individual preference in relation to **treatments available**
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

Additional information about this unit

An **individual** is someone requiring care or support

Healthcare services may include:

- Primary healthcare
- Specialist healthcare services
- Acute healthcare services
- Community healthcare services

Plans for healthcare – in England this refers to / should include Health Action Plans

Treatments available – this may include complementary therapies

Barriers should include personal barriers as well as external barriers

Unit aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles. It assesses knowledge that underpins unit LD 208S Support individuals with a learning disability to access healthcare, and must be achieved with that unit to confirm competence.
Details of the relationship of the unit and relevant national occupational standards	Links to HSC 26, 225