Unit 4222-245 Understand the context of supporting individuals with learning disabilities (LD 201)

Level: **2**
Credit value: **4**
UAN: **K/601/5315**

Unit 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

There are **six** learning outcomes to this unit. The learner will:

1. Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities
2. Understand the nature and characteristics of learning disability
3. Understand the historical context of learning disability
4. Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers
6. Know how to promote communication with individuals with learning disabilities

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

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

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Assessment Criteria

Outcome 1 Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities

The learner can:

1. identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
2. explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families.

Outcome 2 Understand the nature and characteristics of learning disability

The learner can:

1. explain what is meant by 'learning disability'
2. give examples of causes of learning disabilities
3. describe the medical and social models of disability
4. state the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
5. describe the possible impact on a family of having a member with a learning disability.

Outcome 3 Understand the historical context of learning disability

The learner can:

1. explain the types of services that have been provided for individuals with learning disabilities over time
2. describe how past ways of working may affect present services
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.

Outcome 4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families

The learner can:

1. explain the meaning of the term 'social inclusion'
2. explain the meaning of the term advocacy
3. describe different types of advocacy
4. describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities.

Outcome 5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers

The learner can:

1. explain how attitudes are changing in relation to individuals with learning disabilities
2. give examples of positive and negative aspects of being labelled as having a learning disability
3. describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
4. explain the roles of external agencies and others in changing attitudes, policy and practice.

Outcome 6 Know how to promote communication with individuals with learning disabilities

The learner can:

1. identify ways of adapting each of the following when communicating with individuals who have learning disabilities
   - verbal communication
   - non-verbal communication
2. explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities
3. describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.

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Additional guidance

- 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; parent/carer support groups; campaign groups etc
- **Others** may include
  - The individual
  - Colleagues
  - Families or carers
  - Friends
  - Other professionals
  - Members of the public
  - Advocates