

Cambridge TECHNICALS LEVEL 3

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TECHNICALS
2016

HEALTH AND SOCIAL CARE

Unit 9

Supporting people with learning
disabilities

F/507/4425

Guided learning hours: 60

Version 6 – June 2021

Teaching content 1.2 updated

LEVEL 3

UNIT 9: Supporting people with learning disabilities

F/507/4425

Guided learning hours: 60

Essential resources required for this unit: For LO2 and LO3, learners should have access to relevant case studies from authoritative sources.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

People with learning disabilities make up a part of the community to whom we may provide care and support or live alongside. This unit will develop your understanding of learning disabilities and consider issues involved in providing support for people with a learning disability and their family. The unit explores the areas of inclusion, human rights, advocacy, empowerment and active participation.

In this unit you will understand the term 'learning disability', and will look at a range of different types and possible causes. You will examine how the lives of individuals with a learning disability are changing as attitudes and approaches to support evolve.

Current best practice in providing support for people with learning disabilities includes issues such as where people live, how life opportunities are promoted, and how the individual can be supported to lead a full and active life. The unit will explore these areas with the emphasis being on taking a person-centred approach that focuses on the individual's strengths, preferences and hopes, and on ways of enabling the individual to achieve their goals and ambitions.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

| Learning outcomes | Teaching content |
|--|---|
| The Learner will: | Learners must be taught: |
| 1. Know the types and causes of learning disabilities | <p>1.1 Definition of learning disabilities (e.g. definitions from Mencap, WHO, and the Department of Health), models of care for learning disabilities, including use and misuse of terms (e.g. learning disability vs learning difficulty), how and why these may change over time)</p> <p>1.2 Types of learning disabilities and associated conditions (e.g. Down's syndrome, Rett syndrome, Williams syndrome, Fragile X syndrome, learning disabilities with no known cause)</p> <p>1.3 Causes of learning disabilities, i.e.</p> <ul style="list-style-type: none"> • genetic (e.g. inherited from parents, presence of extra or missing chromosome, metabolic) • intrauterine (e.g. lack of oxygen in the womb, mother's illness during pregnancy, mother's drug or alcohol use during pregnancy) • perinatal/neonatal (e.g. complications during or soon after birth) • postnatal (e.g. injury or illness in early childhood (e.g. road traffic accident)) <p>1.4 Difference between learning disabilities and specific learning difficulties, i.e.</p> <ul style="list-style-type: none"> • learning disabilities (e.g. physiological conditions) • specific learning difficulties (e.g. neurological conditions (e.g. dyslexia, dyspraxia, dyscalculia, Attention Deficit Disorder (ADD))) |
| 2. Understand the difficulties that may be experienced by individuals with learning disabilities | <p>2.1 Potential difficulties and their impact, i.e.</p> <ul style="list-style-type: none"> • communication (e.g. delayed language, difficulties in using language, impaired speech, understanding written information) • environmental (e.g. transport, living conditions, access to buildings, access to leisure, access to services, access to information) • economic (e.g. cost of leisure activities, transport, cost of care) • attitudes (e.g. prejudice, stigma, fear, lack of understanding, discrimination, lack of choice) |

Teaching content

The Learner will:

Learners must be taught:

| | |
|--|--|
| | <ul style="list-style-type: none"> • intellectual/cognitive (e.g. difficulty in understanding and processing information). • physical (e.g. physical disability, problems with gait, posture, movement) <p>2.2 Ways of overcoming potential difficulties (e.g. financial assistance, advocacy, social inclusion, active participation, empowerment, positive images, access to services and assessment, accessible information)</p> |
| <p>3. Be able to support individuals with learning disabilities to plan their care and support</p> | <p>3.1 Support services (e.g. local Mencap, Down’s Syndrome Society, PHAB clubs, residential care, short-term breaks (respite care), Special Educational Needs (SEN) provision in schools, supported living, employment services)</p> <p>3.2 Practitioners, i.e.</p> <ul style="list-style-type: none"> • community learning disability teams, i.e. <ul style="list-style-type: none"> ○ nurse ○ social worker ○ psychologist ○ speech therapist ○ support workers ○ dietician ○ occupational therapists ○ befriender ○ advocate ○ benefits advisor ○ physiotherapist <p>3.3 Methods of care, i.e.</p> <ul style="list-style-type: none"> • initial assessments • specialist assessments • person-centred care plans • individual learning plans • multidisciplinary approach • safeguarding <p>3.4 Legislation in relation to learning disabilities, i.e.</p> <ul style="list-style-type: none"> • NHS and Community Care Act 1990 • Mental Health Acts 1983 and 2007 • Mental Capacity Act 2005 • Equality Act 2010 • Human Rights Act 1998 • Children and Families Act 2014 • The Care Act 2014 |

| Learning outcomes | Teaching content |
|-------------------|---|
| The Learner will: | Learners must be taught: |
| | <p>3.5 Guidance, i.e.</p> <ul style="list-style-type: none"> • policies and charters • codes of practice • the White Paper – “Valuing People - A New Strategy for Learning Disabilities for the 21st Century” • Fair Access to Care Services • “No Secrets 2000” on the protection of vulnerable adults • “Death by Indifference” (Mencap, 2007) |

GRADING CRITERIA

| LO | Pass | Merit | Distinction |
|--|---|--|---|
| | The assessment criteria are the Pass requirements for this unit. | To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to: | To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to: |
| 1. Know the types and causes of learning disabilities | P1: Define the term learning disabilities | | |
| | P2:.* Describe types of learning disabilities and their causes | | |
| 2. Understand the difficulties that may be experienced by individuals with learning disabilities | P3*: Explain the difficulties which may be experienced by individuals with learning disabilities | M1: Assess the impact of difficulties on individuals with learning disabilities | D1: Analyse ways to overcome difficulties experienced by individuals with learning disabilities |
| 3. Be able to support individuals with learning disabilities to plan their care and support | P4*: Suggest services within the health and social care sector that can best support the needs of individuals with learning disabilities | M2: Evaluate the impact of person-centred approaches on the quality of life of individuals with learning disabilities | |
| | P5:.* Explain the role of different practitioners in supporting individuals with learning disabilities in health and social care | | |

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Know the types and causes of learning disabilities

Learners need to be able to describe the term learning disabilities. In addition, learners must be able to describe different learning disabilities and their cause. For this LO learners will benefit from drawing upon their learning from Unit 4 Anatomy and physiology for health and social care, Unit 22 Psychology for Health and social care.

LO2: Understand the difficulties that may be experienced by individuals with learning disabilities

Learners must be able to recognise the difficulties which may be experienced by individuals with a learning disability. For M1 learners must be able to assess the impact these difficulties may have on an individual. D1 requires learners to be able to analyse ways in which difficulties may be overcome. For this LO learners will benefit from drawing on learning from mandatory Unit 2 Equality, diversity and rights in health and social care, Unit 7 Safeguarding, Unit 12 Promote positive behaviour.

LO3: Be able to support individuals with learning disabilities to plan their care and support

For P4, learners must be able to identify and describe support available in the health and social care sector for at least two different individuals with learning disabilities, this can be done through the use of case studies. For P5, learners must be able to describe at least two practitioners who support individuals with learning disabilities. M2 requires learners to evaluate the impact person-centred approaches can have on the quality of life for individuals with learning disabilities. For this LO learners will benefit from drawing on learning from mandatory Unit 1 Building positive relationships in health and social care, Unit 6 Personalisation and a person centred approach to care, Unit 11 Career planning for health and social care, Unit 12 Promote positive behaviour, Unit 13 Sexual health, reproduction and early developmental stages LO 1. Unit 15 Promote health and wellbeing, Unit 22 Psychology for Health and social care.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare
or call our Customer Support Centre on **01223 553998**

Alternatively, you can email us on: **support@ocr.org.uk**



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