

Open Awards Qualification Unit



Form OAQU

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1 Unit Details

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| Unit Title: | Understand the context of supporting individuals with learning disabilities. |
| QAC Code: | K/601/5315 |
| Level: | Level 2 |
| Credit Value: | 4 |
| Minimum GLH: | 35 |

2 Learning Outcomes and Criteria

| Learning Outcome (The Learner will): | Assessment Criterion (The Learner can): |
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| 1. Understand the legislation and policies that support the human rights and inclusions 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. |

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| | 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: <ul style="list-style-type: none"> a) Where people live b) Daytime activities c) Employment d) Sexual relationships and parenthood e) The provision of healthcare |
| 4. Understand the basic principles and practices 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. | 5.1 | Explain how attitudes are changing in relation to individuals with learning disabilities. |
| | 5.2 | Give examples of positive and negative aspects of being labelled as having a learning disability. |
| | 5.3 | Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers/ |
| | 5.4 | Explain the role of external agencies and other in changing attitudes, policy and practice. |
| 6. Know how to promote communication with individuals with learning disabilities. | 6.1 | Identify ways of adapting each of the following when communicating with individuals who have learning disabilities: <ul style="list-style-type: none"> a) Verbal communication b) Non-verbal communication |
| | 6.2 | Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities. |
| | 6.3 | Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings. |