

Unit 66: Supporting People with Learning Disabilities

Level:	3
Unit type:	Optional
Credit value:	3
Guided learning hours:	19

Unit introduction

The purpose of this unit is to equip the learner with knowledge, understanding and skills in providing good person-centred support to people with a range of learning disabilities. The unit is aimed at those whose role includes providing direct support to individuals.

This unit covers the range and causes of different learning disabilities, the history of disability rights and the development of person-centred and inclusive services. For most people with learning disabilities, barriers still exist to prevent them from living an ordinary life and achieving their potential. Services need to provide proactive person-centred support to help people with learning disabilities to overcome these barriers. Service values should be designed to underpin good person-centred support. This unit explores how values can be translated into action through the practice of direct support workers.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the range of learning disabilities, including Profound and Multiple Learning Disabilities (PMLD)	1.1 Describe what a learning disability is 1.2 Describe the range of learning disabilities and the different ways in which they might affect someone in their everyday living 1.3 Explain the term 'PMLD' 1.4 Describe different causes of learning disabilities

Learning outcomes		Assessment criteria	
2	Understand the history of disability rights and inclusion	2.1	Describe the key movements that have supported the rights of people with learning disabilities
		2.2	Describe legislation that has supported the rights and inclusion of people with learning disabilities
		2.3	Explain the difference between the medical and social models of disability
3	Understand the barriers to leading an ordinary life that people with learning disabilities face	3.1	Define what is meant by an ordinary life
		3.2	Describe three barriers to leading an ordinary life that people with learning disabilities face
		3.3	Describe how people's human rights might be impacted by the barriers they face
4	Understand the values that underpin an effective person-centred service	4.1	Explain the term 'person-centred' and give examples of effective person-centred practice
		4.2	Describe the values that underpin an effective person-centred service
		4.3	Describe signs that might indicate an effective person-centred service
5	Be able to provide person-centred support to help an individual with learning disabilities to fulfil their aspirations	5.1	Explain the importance of aspirations and supporting individuals to work towards them
		5.2	Identify a new opportunity to work towards an individual's aspirations
		5.3	Outline a person-centred strategy to support the individual to take up the opportunity
		5.4	Demonstrate implementing the strategy and report on the results

Unit content

What needs to be learned

Learning outcome 1: Understand the range of learning disabilities, including Profound and Multiple Learning Disabilities (PMLD)

1A Learning disability

- Clinical definition of a learning disability and inclusive definition, i.e. *Valuing People* (DH, 2001)
- Conditions that are sometimes mistaken for or referred to as learning disabilities, e.g. specific learning difficulties, autism, head injury, physical disability.

1B Range of learning disabilities

- Inclusive definitions of the range of learning disabilities (mild/moderate/high) and how each of these might impact an individual's life
- Inclusive definition of profound and multiple learning disabilities.

1C Causes of learning disabilities

Specific genetic disorders/inheritance (e.g. Down's syndrome, Williams syndrome); complications with pregnancy and birth; illness in early childhood.

Learning outcome 2: Understand the history of disability rights and inclusion

2A History of learning disability rights and inclusion

- Inclusion
- Personalisation
- Care in the community
- Social role valorisation
- Five service accomplishments
- Disability rights movement
- Human Rights Act 1998
- The Equality Act 2010
- Convention on the Rights of Persons with Disabilities (UNCRPD).

2B The medical and social models of disability

- Medical model, i.e. focus on impairments; social model, i.e. focus on removing societal barriers.
- Range of ways in which the social model applies to people with learning disabilities, e.g. installations such as ramps, translating documents into easy read, providing additional time at appointments, giving the opportunity to ask people questions rather than referring to a written timetable or website.

What needs to be learned

Learning outcome 3: Understand the barriers to leading an ordinary life that people with learning disabilities face

3A An ordinary life

- Definition of an 'ordinary' life, i.e. own home, family, job
- Keys to citizenship (see Duffy, 2006): freedom, direction, money, home, help, life, love.

3B Barriers to leading an ordinary life

- Communication
- Money management
- Independent living
- Relationships and families
- Health inequalities
- Employment
- Education
- Transport/travel.

3C Human rights

How the human rights of people with learning disabilities are often breached, in particular but not limited to:

- Article 2: Right to life
- Article 5: Right to liberty and security
- Article 8: Respect for your private and family life, home and correspondence
- Article 9: Freedom of thought, belief and religion
- Article 10: Freedom of expression
- Article 12: Right to marry and start a family
- Article 14: Protection from discrimination in respect of these rights and freedoms.

Learning outcome 4: Understand the values that underpin an effective person-centred service

4A What is effective person-centred support?

Definition of person-centred care for all individuals with special needs:

- Involving patients in their own care and treating them with compassion, dignity and respect.
- Involving patients as equal partners in decision making about their care, including self-management support, access to personal health records, personal health budgets, care planning and shared treatment decisions.

What needs to be learned

- Involving communities in decisions about the design and delivery of services. Guidelines can be found in *Equity and excellence: Liberating the NHS* (DH, 2010).

Person-centred support for people with learning disabilities means:

- focusing care on the needs of the individual
- ensuring that people's preferences, needs and values are always considered and that they have a say in how support is delivered.

Effective person-centred practice:

- Giving choice and control
- Facilitating good relationships
- Helping individuals to achieve their goals
- Helping individuals to be happy and healthy
- Good communication, including alternative communication methods/technology as appropriate
- Providing helpful and accessible information.

4B What makes an effective person-centred service?

- Values that reflect prioritising the needs and preferences of the individual, e.g. partnership working, good communication, enabling and empowering, individualised care
- Allowing positive risk taking
- Continuous learning by seeking and acting on views of service users
- Flexibility to adapt the service to suit the individual.

Learning outcome 5: Be able to provide person-centred support to help an individual with learning disabilities to fulfil their aspirations

5A Importance of aspirations and supporting individuals to work towards them

Aspirations as long-term or life goals; distinction between fulfilling aspirations and working towards them, i.e. achievable and realistic steps for individuals.

5B A new opportunity to fulfil an individual's aspirations

Examples may include: finding a voluntary role that relates to an individual's interests; planning a trip to a particular place of interest; teaching an individual a new skill to help them work towards their broader aspiration.

5C Strategy to include:

- clear goal setting
- positive risk taking
- allocation of responsibilities

What needs to be learned

- areas where support is needed
- risk assessment
- task analysis
- learning from the process, making adjustments and trying new approaches
- using a team-based approach
- clear time frames
- review points
- potential alternative ways of achieving goal.

5D Report on the implementation of the strategy to include:

- a description of the end goal, the plan and the process
- what worked well and what didn't work so well
- to what extent the goal was reached
- any risk assessments or risk management plans
- where any adaptations or changes had to be made
- strengths and challenges within the team
- what might be done differently next time.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles in *Annexe A*.

Assessment decisions for learning outcome 5 (competence) must be made based on evidence generated during the learner's normal work activity. 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. Simulation cannot be used as an assessment method for learning outcome 5.

Assessment of learning outcomes 1, 2, 3 and 4 (knowledge) may take place in or outside of a real work environment.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Textbooks

Atkinson D, Jackson M, Walmsley J – *Forgotten Lives: Exploring the History of Learning Disability* (BILD, 2003) ISBN 9781873791844

Duffy S – *Keys to Citizenship: A Guide to Getting Good Support for People with Learning Disabilities* (Centre for Welfare Reform, 2006) ISBN 9781907790362

Johnson K, Walmsley J, Wolfe M – *People with Intellectual Disabilities: Towards a Good Life?* (Policy Press, 2010) ISBN 9781847420688

Journals

British Journal of Learning Disabilities (BILD)

Websites

bild.org.uk

Championing human rights for people with disabilities

centreforwelfarereform.org

Centre for Welfare Reform

equalityhumanrights.com/sites/default/files/human-rights-act-learning-disabilities.pdf

A guide to the Human Rights Act for people with learning disabilities

hee.nhs.uk/our-work/person-centred-care

Information about person-centred care

helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/

Person-centred thinking tools help people to think and plan for their life

mencap.org.uk

Mencap

pmlldlink.org.uk

A journal for everyone supporting people with profound and

skillsforhealth.org.uk/wp-content/uploads/2021/01/Person-Centred-Approaches-Framework.pdf

multiple learning disabilities

Person-centred approaches framework

www.bihhr.org.uk

The British Institute of Human Rights

www.nhs.uk/conditions/learning-disabilities

Information about learning disabilities

Policy documents

[https://www.gov.uk/government/publications/](https://www.gov.uk/government/publications/valuing-people-now-summary-report-march-2009-september-2010)

[valuing-people-now-summary-report-march-2009-september-2010](https://www.gov.uk/government/publications/valuing-people-now-summary-report-march-2009-september-2010)