

## Unit 161: Understand the Context of Supporting Individuals with Learning Disabilities

---

Level:	3
Unit type:	Optional
Credit value:	4
Guided learning hours:	35

---

### Unit Aim

This 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

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence* document. Detailed information can be found in *Annexe A* of the qualification specification.

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities	1.1 Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of <b>individuals</b> with learning disabilities
	1.2 Explain how legislation and policies influence the day-to-day experiences of <b>individuals</b> with learning disabilities and their families
2 Understand the nature, causes and characteristics of learning disability	2.1 Explain what is meant by 'learning disability'
	2.2 Describe causes of learning disabilities
	2.3 Describe the medical and social models of disability
	2.4 Evaluate the potential impact on the family of an <b>individual</b> with a learning disability

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3 Understand the historical context of learning disability	3.1 Explain <b>types of services</b> that have been provided for <b>individuals</b> with learning disabilities over time
	3.2 Evaluate how past ways of working may affect present services
	3.3 Describe how person-centred practice impacts on the lives of <b>individuals</b> with learning disabilities in relation to: <ul style="list-style-type: none"> <li>• where the <b>individual</b> lives</li> <li>• daytime activities</li> <li>• employment</li> <li>• sexual relationships and parenthood</li> <li>• the provision of healthcare</li> </ul>
4 Understand the 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 Analyse strategies to promote empowerment and <b>active participation</b>
5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 Explain impacts of views and attitudes of others on <b>individuals</b> with a learning disability
	5.2 Describe strategies to promote positive attitudes towards <b>individuals</b> with learning disabilities and their family/carers
	5.3 Explain the roles of external agencies and others in changing attitudes, policy and practice
6 Understand how to promote communication with individuals with learning disabilities	6.1 Explain how to meet the communication needs of <b>individuals</b> with learning disabilities
	6.2 Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with <b>individuals</b> with learning disabilities
	6.3 Describe ways of checking whether an <b>individual</b> has understood a communication, and how to address any misunderstandings

## Additional information about the unit

Exemplification of terms used in assessment criteria:

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Types of service** could include:

- Hospitals
- Community based
- Person-centred.

**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.