

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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"> • where people live • daytime activities • employment • sexual relationships and parenthood • the provision of healthcare. 		
4. Understand the basic 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. Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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 roles of external agencies and others 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"> • verbal communication • 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.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: LD 201

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit

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.

Additional unit assessment requirements provided with the QCF unit

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

Assessment task – LD 201 Understand the context of supporting individuals with learning disabilities

In your work role when working with individuals who have learning disabilities you will need to understand the context and issues linked with learning disability support. Prepare a folder in 6 sections which shows that you can:

Section 1 - Legislation and policies that support the human rights and inclusion of individuals with learning disabilities.

Section 2 - The nature and characteristics of learning disability.

Section 3 - The historical context of learning disability.

Section 4 - The basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities.

Section 5 - How views and attitudes impact on the lives of individuals with learning disabilities and their family.

Section 6 - How to promote communication with individuals with learning disabilities.

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

Section 1 - Legislation and policies that support the human rights and inclusion of individuals with learning disabilities.

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

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

Section 2 - The nature and characteristics of learning disability.

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

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Section 3 - The historical context of learning disability.

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

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

Section 4 - The basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities.

- explain the meaning of the term 'social inclusion'
- explain the meaning of the term advocacy
- describe different types of 'advocacy'
- describe ways to build empowerment and active participation into everyday support for individuals with learning disabilities

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

Section 5 - How views and attitudes impact on the lives of individuals with learning disabilities and their family.

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

Task 6 links to learning outcome 6, assessment criteria 6.1, 6.2 and 6.3.

Section 6 - How to promote communication with individuals with learning disabilities.

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