Unit Title: **Understand the Context of Supporting Individuals with Learning Disabilities**

Unit Level: **2**
Unit Credit Value: **4**
GLH: **35**
AIM Awards Unit Code: **PT1/2/EA/019**
Unique Reference Number: **K/601/5315**

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the legislation and policies that support the human rights and inclusion 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

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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: 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 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

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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 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

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ASSESSMENT INFORMATION

Guidance:
This grid gives details of the assessment activities to be used with the unit attached.
Please refer to the AIM Awards Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

The assessment activities for this unit are indicated in the table below:
Key: P = Prescribed – this assessment method *must* be used to assess the unit.
O = Optional – this assessment method *could* be used to assess the unit.

Case study		**Project**	
Written question & answer/test/exam	**O**	**Role play/simulation**	
Essay		**Practical demonstration**	
Report		**Group discussion**	**O**
Oral question and answer	**O**	**Performance/exhibition**	
Written description	**O**	**Production of artefact**	
Reflective log/diary		**Practice file**	

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Owner:	City and Guilds
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	1.3
Unit Review Date (dd/mm/yyyy)	31/03/2015
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles
Equivalences	N/A