

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** An Awareness of Learning Disability and Autism

**Unit Reference Number:** R/651/0291

**Level:** Two (2)

**Credit Value:** Three (3)

**Minimum Guided Learning Hours:** 24

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
<p>1. Understand the needs and experiences of people with a learning disability and autistic people</p>	<p>1.1 Explain what is <b>meant</b> by the term learning disability</p> <hr/> <p>1.2 Explain what is <b>meant</b> by the term autism</p> <hr/> <p>1.3 Identify <b>other mental</b> or <b>physical conditions</b> that a person with a learning disability or autistic person are more likely to live with than the general population</p> <hr/> <p>1.4 Describe how learning disability or autism can <b>impact</b> a person's:</p> <ul style="list-style-type: none"> <li>a) everyday life</li> <li>b) health and well-being</li> <li>c) care and support needs</li> </ul> <hr/> <p>1.5 Describe <b>barriers</b> people with a learning disability or an autistic person can face in <b>accessing healthcare services</b></p> <hr/> <p>1.6 Describe the different <b>health inequalities</b> experienced by people with a learning disability and autistic people</p>
<p>2. Understand how to meet the communication and information needs of people with a learning disability and autistic people.</p>	<p>2.1 Identify <b>key differences in communication</b> for:</p> <ul style="list-style-type: none"> <li>a) a person with a learning disability</li> <li>b) an autistic person</li> </ul> <hr/> <p>2.2 Explain how <b>sensory issues</b> can impact autistic people</p> <hr/> <p>2.3 Explain the importance of meeting a person's <b>unique communication and information needs</b></p>

	2.4 Describe <b>ways to adapt own communication</b> when supporting people with a learning disability and autistic people
	2.5 Identify different ways to engage with and signpost people with a learning disability, autistic people and their families and <b>carers</b> to information, services, and support
3. Understand reasonable adjustments which may be necessary in health and care delivery	3.1 Identify <b>reasonable adjustments</b> which can be made in health and care services accessed by people with a learning disability and autistic people and the importance of planning these in advance
	3.2 Explain how to <b>report</b> concerns associated with unmet health and care needs which may arise for people with a learning disability and autistic people when <b>reasonable adjustments</b> are not made
4. Understand how legislation and guidance supports people with a learning disability and autistic people	4.1 Explain how key pieces of <b>legislation and guidance</b> support and promote human rights, inclusion, equal life chances and citizenship of people with learning disability and autistic people

## Indicative Content

LO1 **Meant:** for learning disability, as a minimum, the learner's response should recognise the cause of a learning disability, that a learning disability is lifelong, there are different types, and it can be different for every person that has one. For autism, as a minimum, the learner's response should include, how common it is, that autism is neurodevelopmental and lifelong and that every autistic person has a different combination of traits and sensitivities and is unique.

**Other mental or physical conditions:** This could include but is not limited to physical impairments, mental health conditions, autism, learning difficulties and disabilities, intellectual disabilities neurological conditions such as epilepsy, health related conditions, visual or hearing impairment, exceptional cognitive skills, and the impact of trauma. The learner's response should recognise that conditions and impact will be very different for a person with a learning disability and for an autistic person.

**Impact:** The learner's response should reflect that this will be different for every person.

**Barriers accessing healthcare services:** This could include but not limited to: the associated additional health conditions a person may have, the need for reasonable adjustments which are not recognised or applied, accessibility issues inc. transport, communication and language differences, support to access health procedures, checks and screening, misuse of the Mental Capacity Act, lack of understanding of learning disability and autism and diagnostic overshadowing.

**Health inequalities:** Reference should be made to LeDeR reviews and findings from the 'Learning from lives and deaths – people with a learning disability and autistic people' programme (LeDeR). This should include but is not limited to differences in life expectancy, prevalence of avoidable medical conditions, overmedication (STOMP) and issues with access to treatment and support for behaviour that challenges (STAMP).

<p>LO2</p>	<p><b>Key differences in communication:</b> This could include but is not limited to people: may use different methods to communicate, may interpret communication differently, may not recognise non-verbal communication, may not recognise emotional and social cues, may need longer to process communication and information, may need longer to express themselves, how communication may be displayed through behaviours, may take language literally and social interaction.</p> <p><b>Sensory issues:</b> This could include but is not limited to: over-sensitivity or under sensitivity to lighting, sound, temperature, touch, smell and how anxiety and stress can contribute to sensory tolerance.</p> <p><b>Individual's unique communication and information needs:</b> The learner's response should recognise differences and individuality.</p> <p><b>Ways to adapt own communication:</b> This could include but is not limited to: adjusting pace, tone, and volume, adjusting space, provide more time when communicating, provide a quiet space, making environmental changes, active listening, use preferred methods of communication, alternative methods of communication and using simple easy language.</p> <p><b>Carers:</b> In this context means those who provide unpaid care for anyone aged 16 or over with health or social care needs.</p>
<p>LO3</p>	<p><b>Reasonable adjustments:</b> steps, adaptations and changes which can be made to meet the needs and preferences of a person with a learning disability or autistic person. Including but not limited to: providing the person with more time, using easy read information, pictures, adjusting pace of communication, using simple, easy language and making changes to the environment, including opportunities to avoid sensory overload (e.g. turning off unnecessary lights, TV / radio, offering quiet space, enabling the use of sensory protection such as noise-cancelling headphones), and considering the use of an alternative location.</p> <p>Within criteria and response for 3.1 the learner should recognise and consider not only the reasonable adjustments which may be needed in the care and support service accessed by the person, also reflection of the adjustments which may be needed when they are supporting a person to access other care and health services.</p> <p><b>Report:</b> In line with agreed ways of working within the setting and could include verbal, written and electronic systems</p>
<p>LO4</p>	<p><b>Legislation and guidance:</b> Including but not limited to:</p> <ul style="list-style-type: none"> <li>• Equality Act 2010</li> <li>• Human Rights Act 1998</li> <li>• Mental Capacity Act 2005</li> <li>• Care Act 2014</li> <li>• Health and Social Care Act 2012</li> <li>• Accessible Information Standard</li> <li>• Autism Act 2009</li> <li>• Down Syndrome Act 2022.</li> </ul> <p>Within response for 4.1, the learner should be encouraged to reflect on their current knowledge of the appropriate legislation and guidance in relation to supporting people with a learning disability and autistic people.</p>

## Assessment Guidance

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

## Support Note

- The Learning Outcomes for Standard 15 have been updated to be consistent with learning outcomes from the Core Capabilities Frameworks for supporting people with a learning disability and autistic people.
- These learning outcomes also reflect the minimum expected learning set out in standard one of the Oliver McGowan draft code of practice (the code of practice) on statutory learning disability and autism training for health and social care staff.
- They also align with the learning outcomes in tier 1 of the Oliver McGowan Mandatory Training on Learning Disability and Autism, which is the government's preferred and recommended package for all health and social care staff which meets the code of practice standards.
- Undertaking the Oliver McGowan Mandatory Training on Learning Disability and Autism to tier 1 or equivalent training which meets all the standards of the Code will support a learner to achieve Standard 15. Learners will still need to evidence their learning to an assessor.

Care providers should ensure that all staff receive training in how to interact appropriately with and care for people with a learning disability and autistic people, at a level appropriate to their role.

For service providers regulated by the Care Quality Commission, this is a legal requirement introduced by the Health and Care Act 2022. To support service providers to meet this legal requirement, standards for learning disability and autism training are set out in the [draft] Oliver McGowan code of practice. It is expected that all learners undertaking the Care Certificate who work for regulated service providers will have attended training that meets the standards in the code of practice prior to or alongside completing this qualification.

Individual staff members may have learning disability and autism training needs that go beyond the learning outcomes in this unit and therefore require further training to enable their employer to meet the legal requirement. It is the employer's responsibility to identify and address this need as appropriate. Therefore, achievement of this qualification unit does not mean that an individual has automatically met their overall learning disability and autism training needs. Care providers should assess the learning needs of each staff member with relation to learning disability and autism.

To enable learners to transfer prior learning from training they have attended, centres are encouraged to consider the appropriate use of RPL as an assessment method towards formal achievement of this qualification unit