

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Learning Disability Support

Unit Reference Number: A/652/0824

Level: Three (3)

Credit Value: Four (4)

Minimum Guided Learning Hours: 30

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand learning disability	1.1 Give examples of different types of learning disabilities
	1.2 Explain the impact of a learning disability on daily life
2. Know how to promote independence and inclusion	2.1 Explain how to support skill development for daily living
	2.2 Explain how to effectively promote community participation
3. Know how to support effective communication	3.1 Describe examples of accessible communication methods
4. Know how to promote rights and choice	4.1 Analyse how to effectively support informed choice and decision-making

Indicative Content	
LO1	<p>AC1.1</p> <p>What is meant by a learning disability, including:</p> <ul style="list-style-type: none"> A lifelong condition affecting learning, understanding and everyday skills <p>Examples of different types of learning disabilities, such as:</p> <ul style="list-style-type: none"> Mild, moderate, severe and profound learning disabilities Learning disabilities associated with specific conditions (e.g. Down's syndrome) <p>Understanding that learning disabilities:</p> <ul style="list-style-type: none"> Vary widely between individuals Affect people in different ways <p>The importance of recognising individuality rather than labels</p> <p>AC1.2</p>

	<p>How a learning disability may affect:</p> <ul style="list-style-type: none"> • Understanding information • Communication • Decision-making <p>Impact on daily living, including:</p> <ul style="list-style-type: none"> • Personal care • Managing money • Accessing education or employment <p>The influence of:</p> <ul style="list-style-type: none"> • Communication barriers • Social attitudes, stigma and discrimination <p>How accessible environments and support can reduce barriers</p> <p>.</p>
LO2	<p>AC2.1</p> <p>Supporting development of life skills, including:</p> <ul style="list-style-type: none"> • Personal care • Cooking and household tasks • Travel and community safety <p>Using active participation to:</p> <ul style="list-style-type: none"> • Build confidence • Promote independence <p>Adapting support to:</p> <ul style="list-style-type: none"> • Individual abilities • Learning styles and preferences <p>Recognising and celebrating progress and achievement</p> <p>AC2.2</p> <p>The importance of community inclusion for:</p> <ul style="list-style-type: none"> • Wellbeing • Social connection <p>Supporting access to:</p> <ul style="list-style-type: none"> • Education, training or employment • Social, leisure and community activities <p>Reducing barriers to participation by:</p> <ul style="list-style-type: none"> • Providing appropriate support • Challenging discrimination <p>Working in partnership with:</p> <ul style="list-style-type: none"> • Community services • Families and advocates
LO3	<p>AC3.1</p> <p>Examples of accessible communication, including:</p> <ul style="list-style-type: none"> • Easy Read information • Symbols and pictures • Objects of reference <p>Use of Augmentative and Alternative Communication (AAC)</p> <p>Digital tools and apps that support communication</p> <p>Adapting communication to:</p> <ul style="list-style-type: none"> • Individual needs • Preferences and abilities
LO4	<p>AC4.1</p> <p>What is meant by informed choice</p>

Supporting decision-making through:

- Accessible information
- Sufficient time and support

Understanding:

- Consent and mental capacity

The role of:

- Advocacy
- Positive risk-taking

Balancing:

- Rights and independence
- Safeguarding and duty of care

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care and Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate assessment evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for the unit.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations of validity and authenticity.

Assessment evidence may be drawn from a range of methods, selected to ensure validity, reliability and sufficiency, and may include, but is not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating the application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (for example: policies, procedures, care plans, risk assessments, audits or reports)
- Witness testimony from managers, colleagues or other relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate and permitted.

Where learning outcomes require demonstration of competence or practical skills, direct observation of practice must form the primary source of evidence. Observation should normally take place in person within the learner's work setting, unless otherwise permitted by awarding organisation guidance.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence:

- is fit for purpose
- reflects the learner's role, responsibilities and level of autonomy
- demonstrates both knowledge and effective practice, where required by the unit.

Evidence must clearly relate to the learner's own practice and must not rely solely on

hypothetical, simulated or generic examples unless explicitly permitted.

Confidential, sensitive or personal information must not be included in learner portfolios. Where such information is relevant, evidence must be anonymised, summarised or referenced in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified and occupationally competent assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.