Qualification Specification

603/5001/5

iCQ Level 3 Certificate in Supporting Individuals with Learning Disabilities

Qualification Details

Title :	iCQ Level 3 Certificate in Supporting Individuals with Learning Disabilities
Awarding Organisation :	iCan Qualifications Limited
Fees Price List Url :	https://icanqualify.net
Qualification Type :	RQF
Qualification Level :	3
Regulation Start Date :	13 August 2019
Offered In England :	Yes
Offered In Wales :	No
Offered In Northern Ireland :	No
Assessment Language In English :	Yes
SSA :	1.3 - Health and social care
Purpose :	Occupational qualification
Total Credits :	19
Min Credits at/above Level :	19
Total Qualification Time :	190
Guided Learning Hours :	150
Overall Grading Type :	Pass
Assessment Methods :	Portfolio of Evidence
Structure Requirements :	To achieve the qualification, learners must achieve 15 credits from Mandatory Group A and a minimum of 4 credits from Group B.
Age Ranges :	16-18; 19+
Qualification Objective :	This qualification will give learners the opportunity to develop the knowledge and skills to support individuals with learning disabilities. It is aimed at learners who, as part of their job role, support individuals with learning disabilities.
Progression :	Learners may progress to the iCQ Level 3 Diploma in Adult Care.
Entry Requirements :	None
Other :	This qualification meets the Learning Disabilities Core Skills Education and Training Framework which was commissioned and funded by the Department of Health and developed in collaboration by Skills for Health, Health Education England (HEE) and Skills for Care to support the development of workers in their understanding of learning disabilities.

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Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
All) All Groups	No	0	0	0	0	0
A) Group A Mandatory Units	**Yes**	4	4	4	15	15
B) Group B Optional Units	**Yes**	5	1	3	4	9

Group A Group A Mandatory Units

URN	Title	Level	GLH	Credit
D/617/7524	Understand the context of supporting individuals with learning disabilities	3	30	4
D/617/7538	Understand how to promote inclusion and effective communication when supporting individuals with learning disabilities	3	30	3
J/617/7517	The principles of persons centred support	3	30	4
R/617/7519	Understand positive risk taking and safeguarding in learning disability care	3	30	4

Group B Group B Optional Units

URN	Title	Level	GLH	Credit
F/617/7516	Supporting people with a learning disability and autism	3	30	4
J/617/7520	Understand how to support individuals with a learning disability access healthcare	3	25	3
L/617/7518	Understand how to support an individual with a learning disability regarding sexuality and sexual health	3	30	4
L/617/7521	Supporting older people with learning disabilities	3	25	3
Y/617/7523	Understand how to promote positive behaviour	3	40	5

Unit: D/617/7524 : Understand the context of supporting individuals with learning disabilities

Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities

Assessment Criteria

1	Identify legislation and policies that promote human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
2	Explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families
3	Outline the government initiatives that are in place to improve outcomes for people with learning disabilities

Understand learning disability

1	Define the term learning disability
2	State the causes of learning disabilities
3	Identify learning disabilities that are caused by these factors; a) Chromosome and genetic anomalies b) Maternal infections c) Environmental/societal issues d) Precipitated or prolonged labour e) Prematurity, Environmental, i.e. abuse, neglect f) Infection
4	State the approximate proportion of individuals with a learning disability for whom the cause is not known

Know the different models of disability

Actions - The candidate must

1	Describe the medical and social models of disability
2	Explain how the social model of disability is put into practice
3	Identify the importance of early identification and assessment of learning disabilities

Understand the historical context of learning disability

Assessment Criteria

1	Explain the types of services that have been provided for individuals with learning disabilities
2	Describe how past ways of working may affect present services
3	Identify some of the key changes in the lives of individuals who have learning disabilities in the following areas: a) where people live b) daytime activities c) employment d) sexual relationships and parenthood e) the provision of healthcare

Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers

Actions - The candidate must

1	Describe the possible impact on a family of having a member with a learning disability
2	Explain how attitudes are changing in relation to individuals with learning disabilities
3	Give examples of positive and negative aspects of being labelled as having a learning disability
4	Identify steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
5	Explain the role of external agencies and others in changing attitudes, policy and practice

Unit: D/617/7538 : Understand how to promote inclusion and effective communication when supporting individuals with learning disabilities

Understand the importance of addressing inequalities for children, young people and adults with learning disabilities

Assessment Criteria

1	Describe legislation and codes of practice relating to equality, diversity and discrimination apply in own role
2	Define: a) Diversity b) Equality c) Inclusion d) Discrimination e) Ethnicity f) Religion
3	Identify ways in which discrimination may deliberately or inadvertently occur in a learning disability setting
4	Identify ways in which discrimination may deliberately or inadvertently occur in the local community
5	Explain how to support equality and inclusion and reduce the likelihood of discrimination
6	Explain how discrimination should be challenged

Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families

1	Explain the meaning of the term social inclusion
2	Explain the meaning of the term advocacy
3	Describe different types of advocacy
4	Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities

Understand the stigma, myths and stereotypes associated with learning disability

1	Describe the stigma, myths and stereotypes associated with learning disability
2	Explain the impact that discrimination and stigma may have on the life of the person with a learning disability, their family and carers
3	Identify the prevalence of disability hate crime
4	Outline the steps to report incidents of disability hate crime
5	Describe systems and processes that promote diversity, equality and inclusion in your own role

Understand why communication is critical for supporting the autonomy, wellbeing and quality of life of people with learning disabilities

1	Explain the importance of effective communication for individuals with a learning disability
2	Review different methods of communication
3	Outline barriers to communication individuals with a learning disability may have
4	Describe ways to overcome communication barriers
5	Identify the importance of non-verbal communication e.g. body language, signing, visual images and the appropriate use of touch
6	Explain why it is important to use language that is both age appropriate and ability appropriate when communicating with individuals with learning disabilities
7	Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings
8	Review a range of assistive technologies to support an individual communicate effectively

Unit: J/617/7517 : The principles of persons centred support
Understand how active support translates values into person-centred practical action with an individual
Assessment Criteria

1	State the importance of a person-centred approach when working with people with a learning disability
2	Compare the characteristics associated with active support and the hotel model in relation to an individual's support
3	Describe adjustments which may be necessary when supporting people with learning disabilities in a practical context to: a) promote an individual's independence b) support informed choices c) improve quality of life

Know the importance of supporting health and well-being for an individual with a learning disability

1	Describe the importance of promoting positive health and wellbeing for people with learning disabilities
2	Give examples of activities which could be undertaking with the individual to support their own understanding of their health and well-being needs
3	Identify the support an individual with a learning disability may need when experiencing significant transitionsin their lives

Know the principles for supporting independence in the tasks of daily living for people with learning disabilities

1	State the principles of supporting independence for an individual with a learning disability
2	Explain how to support people with learning disabilities to continue their interests, social life and community involvement
3	Describe why this is important to support an individual to continue their interests, social life and community involvement

Understand how to use person-centred records to evaluate an individual's participation in activities

1	Outline how to develop a person-centred record with an individual with a learning disability
2	Explain what different methods of support an individual may need in developing their own persons centred support plan
3	Describe the steps which can be taken to effectively review the support plan with the individual
4	Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life

Know how to interact positively with individuals to promote participation

1	Explain how individuals are assessed to identify the support they need to participate in a range of activities
2	Describe how you can use task analysis to break a range of activities into manageable steps for an individual
3	Evaluate different ways of positively reinforcing an individual's participation in a range of activities
4	Outline methods to evaluate an individual's interaction to participation in a range of activities

Understand support networks

1	Identity a range of support networks for an individual with a learning disability or their family to access a) In the local area b) National support groups
2	Describe when and how to signpost people with learning disabilities and their families and carers to other services and support
3	Explain how individuals and organisations should work together to prevent abuse and neglect and to ensure the safety and wellbeing people with learning disabilities

Unit: R/617/7519 : Understand positive risk taking and safeguarding in learning disability care
Understand that individuals with disabilities have the same right as everyone else to take risks
Assessment Criteria
1	Explain how risk taking is an integral part of everyday life
2	Give examples of different daily risks an individual may take
3	Explain why, traditionally, people with learning disabilities have been discouraged or prevented from taking risks
4	Describe the links between risk-taking and responsibility, empowerment and social inclusion
Understand the importance of a positive, person-centred approach to risk assessment
1	Describe the process of developing a positive person-centred approach to risk assessment with the individual
2	Explain why the individual should have choices and control over their decisions
3	Explain how a service focused approach to risk assessment would differ from a person-centred approach
4	Identify the consequences for the individual of a service focused approach to risk-assessment
5	Identify dilemmas that may arise between the duty of care and a person with a learning disability's rights and family and carers wishes
6	Describe ways of handling conflict when discussing and making decisions about risk
Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks
1	Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
Understand the importance of considering with an individual with learning disabilities the risks associated with the choices they make
1	Explain how to support individuals to recognise and manage potential risks
2	Explain the importance of balancing the choices of the individual with their own and others health and safety
3	Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks
4	Explain the importance of recording all discussions and decisions made
Know how to protect an individual with learning disabilities from abuse, exploitation or harm
1	Analyse why individuals with learning disabilities may be at risk of different forms of abuse, exploitation and harm
2	Outline a range of factors which may indicate neglect, abusive or exploitative practice
3	Describe the risks associated with the internet and online social networking
4	Identify ways to reduce the likelihood of abuse for people with learning disabilities
5	Explain what to do if neglect, abusive or exploitative practice is suspected, including how to raise concerns within local safeguarding or whistle blowing procedure
6	Describe how to recognise and report unsafe practices in a learning disability setting

Unit: F/617/7516 : Supporting people with a learning disability and autism
Understand the main characteristics of autistic spectrum conditions
Assessment Criteria
1	Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
2	Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the 'triad of impairments'
3	Explain the meaning of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum
4	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
5	Describe other conditions that may be associated with the autistic spectrum
6	Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum
Understand how autistic spectrum conditions can impact on the lives of individuals and those around them
1	Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them
2	Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
3	Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families
4	Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition
Understand different theories and concepts about autism
Actions - The candidate must
1	Explain theories about autism related to: a) brain function and genetics b) psychology
2	Explain why there are alternative choices when using terminology used to describe the autism spectrum
3	Describe the strengths and limitations of different types of terminology
4	Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
5	Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
6	Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum
Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions
Assessment Criteria
1	Identify what legislation and national and local policy and guidance exists
2	Explain what the legislation, national and local policy and guidance applies to
3	Explain the ways in which legislation and national and local policy and guidance may differ according to an individuals particular needs
Understand how to achieve effective communication with individuals with an autistic spectrum condition
1	Give examples of how challenging behaviour can be a way of expressing emotions where there are communication differences
2	Describe methods and systems used to develop and support an individuals communication
3	Explain how to maximise the effectiveness of own communication
Understand how to support individuals with an autistic spectrum condition
1	Explain why it is important to establish a person-centred plan with an individual with an autistic spectrum condition
2	Explain why consultation with families/parents/carers is important in person-centred planning and support
3	Describe different techniques and approaches used to support individuals with an autistic spectrum condition to learn and develop new skills
4	Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
5	Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm
6	Explain how needs change for individuals and their families at different stages of their lives
7	Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition

Unit: J/617/7520 : Understand how to support individuals with a learning disability access healthcare	
Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	
Assessment Criteria	
1	Describe current legislation, policies and guidance relevant to people with learning disabilities when accessing healthcare
2	Outline the importance for people with learning disabilities in maintaining; a) good physical and mental health b) nutrition c) exercise d) a healthy lifestyle that includes social engagement
3	Explain the importance of access to appropriate healthcare for people with learning disabilities
4	Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance
5	Explain ways in which healthcare services should make reasonable adjustments to ensure that they provide equal access to individuals with learning disabilities
Understand the function of different healthcare services that an individual with learning disabilities may need to access	
1	Explain healthcare services that an individual with learning disabilities may need to access
2	Describe the role and responsibility of professionals working in different types of healthcare services
3	Explain how an individual can access each type of healthcare service
4	Describe own role in supporting an individual to access the healthcare services
Explain how an individual can access each type of healthcare service	
1	Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities
2	Explain the range of health checks available to individuals to support good health and well being
3	Explain the importance of routine healthcare checks
Describe own role in supporting an individual to access the healthcare services	
1	Identify who needs to be involved in the process of completing and reviewing plans for healthcare
2	Describe when and how a health care plan is; a) devised b) implemented c) evaluated
3	Explain the role of families and carers in supporting the health and wellbeing of people with learning disabilities
Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services	
1	Describe barriers to accessing healthcare services that an individual with learning disabilities may experience
2	Explain ways to overcome barriers to accessing healthcare services
3	Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services
4	Outline how to refer people with learning disabilities to services providing healthy lifestyle advice and options

Unit: L/617/7518 : Understand how to support an individual with a learning disability regarding sexuality and sexual health

Understand the development of human sexuality

Assessment Criteria

1	Define: a) Sexuality b) sexual health c) sexual orientation d) sexual expression
2	Explain main sexual development milestones throughout an individual's lifespan

Understand how the sexual development of individuals with a learning disability can differ

Actions - The candidate must

1	Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability
2	Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development
3	Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health

Understand the issues of sexual health and how these can be supported

1	Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being
2	Explain how sexual health issues can be supported within plans for healthcare
3	Identify local services that exist to support sexual health for individuals

Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities

Assessment Criteria

1	Explain relevant legislation relating to sexuality and sexual health for individuals and how this influences practice
2	Describe recent thinking on how to support adults with learning disabilities to consent to sex, marriage and civil partnerships

Know how to support an individual to develop and maintain effective relationships

1	Explain how to support people with learning disabilities to; a) identify positive relationships b) say no to unwanted relationships c) develop new relationships d) maintain existing relationships
2	Explain how to work with people with learning disabilities to review the support they need to develop relationships

Know how to support the sexual expression of an individual with a learning disability

1	Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities
2	Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality
3	Describe different ways an individual can express themselves sexually and how individual preferences can be supported
4	Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences

Unit: L/617/7521 : Supporting older people with learning disabilities
Understand the effects of human ageing on older people with learning disabilities
Assessment Criteria
1	Outline how the expected life span for individuals with learning disabilities has changed over time
2	Describe the normal pattern of ageing for an individual
3	Identify how the expected pattern of ageing may be different for an individual with a learning disability
4	Describe the impact of age-related changes and activities on older people with learning disabilities
Understand what dementia is and how it affects people with learning disabilities
1	Describe the term 'Dementia'
2	Identify the most common types of dementia in the UK
3	Describe how dementia is different for an individual with a learning disability
4	Outline the factors relating to a person with a learning disability's experience of dementia
5	Explain the impact of recognition and diagnosis of dementia for a person with a learning disability
Understand the importance of identifying and assessing the health and social care needs of older people with learning disabilities specifically related to ageing
1	Explain how to initiate and support access to health and social care services, including screening, health checks and advocacy
2	Describe own role in supporting an individual with learning disabilities to; a) Review own care needs b) Access health care c) Review housing needs d) Review employment, education and related services
3	Outline how to undertake an ongoing review of changing needs, crisis management, contingency and future planning with an individual
4	Explain the increased support requirements an individual with learning disabilities may have as they age
5	Give examples of providing practical and emotional support to an individual with a learning disability
Know how to access services, facilities and community networks for individuals with learning disabilities
1	Explain the importance of being able to provide information, advice and support for older people with learning disabilities and their families to enable and promote involvement, choice and control
2	Identify a range of community services that older individuals with learning disabilities can access
3	Describe own role in supporting older people with learning disabilities to develop and maintain relationships by enabling access to; a) volunteering, social and leisure activities b) transport and technology c) mainstream services in the community d) housing-related support e) employment support f) training and further education
4	Explain how to support older people with learning disabilities to access safeguarding; care and support at the end of life

Unit: Y/617/7523 : Understand how to promote positive behaviour
Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support
Assessment Criteria

1	Identify legislation, frameworks and codes of practice that are relevant to positive behavioural support
2	Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied in own role

Understand the context and use of proactive and reactive strategies

1	Explai proactive and reactive strategies
2	Identify the proactive and reactive strategies that are used within own work role
3	Explain the importance of maintaining a person-centred approach when establishing proactive strategies
4	Explain the importance of reinforcing positive behaviour with individuals
5	Outline the impact on an individual's well-being of using reactive rather than proactive strategies

Know what is meant by 'restrictive practice' and the safeguards for individuals

1	Define what is meant by restrictive interventions
2	Explain when restrictive interventions may and may not be used
3	Explain who needs to be informed of any incidents where restrictive interventions have been used
4	Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
5	Describe safeguards that must be in place if restrictive physical interventions are used

Understand the context of challenging behaviour

1	Define the term 'challenging behaviour'
2	Identify types of challenging behaviour
3	Analyse key factors that lead to a behaviour being defined as challenging
4	Summarise key environmental risk factors for challenging behaviours
5	Describe what is meant by the term 'behavioural triggers'
6	Explain how slow and fast triggers contribute to challenging behaviour
7	Explain how active support can help prevent challenging behaviour by improving an individual's quality of life

Know how to support individuals and others following an incident of challenging behaviour

1	Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
2	Describe the role of reinforcement in maintaining positive behaviour
3	Identify appropriate steps to support an individual to reflect on an incident of challenging behaviour
4	Describe the complex feelings that may be experienced by others involved or that witness an incident of challenging behaviour

Understand the reporting and recording requirements

1	Describe the importance of reporting and recording incidents of behaviour
2	Identify what should be recorded following an incident of challenging behaviour

Understand positive behavioural support plans

1	Outline how incidents of behaviours are reviewed and evaluated
2	Explain the purpose and importance of positive behaviour support plans for individuals
3	Identify the key components of a positive behaviour support plan for individuals