

Qualification Specification

603/5280/2

iCQ Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities



Qualification Details

Title : iCQ Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities

Awarding Organisation : [iCan Qualifications Limited](#)

Fees Price List Url : <https://icanqualify.net>

Qualification Type : RQF

Qualification Level : 2

Regulation Start Date : 14 November 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 : 18

Min Credits at/above Level : 18

Total Qualification Time : 180

Guided Learning Hours : 130

Overall Grading Type : Pass

Assessment Methods : Portfolio of Evidence

Structure Requirements : To achieve this qualification, learners must complete all mandatory units

Age Ranges : 16-18; 19+

Qualification Objective : The purpose of this qualification is to help learners enter, or progress within, employment where they work or interact with people with learning disabilities in a variety of roles. It is aimed at learners who, as part of their job role, will support individuals with learning disabilities.

The qualification aims to help the learner develop their underpinning knowledge and understanding to support their role working with people with learning disabilities. They will explore the principles of safeguarding and positive risk taking and gain awareness of the autistic spectrum.

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.

Progression : Learners may progress to the iCQ Level 2 Diploma in Care or iCQ Level 3 Diploma in Adult Care

Entry Requirements : None

Qualification Specification

603/5280/2

iCQ Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities



Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
All) All Groups	No	0	(null)	(null)	(null)	(null)
A) Group A Mandatory Units	Yes	6	6	6	18	18

Group A Group A Mandatory Units

URN	Title	Level	GLH	Credit
A/617/8678	Understand safeguarding and protection in learning disability care	2	20	3
A/617/8681	The principles of personalisation in social care	2	20	3
F/617/8679	Understand the principles of risk taking for individuals with disabilities	2	20	3
F/617/8682	Understanding how to support individuals with a learning disability to access healthcare	2	25	3
T/617/8677	Understand the context of supporting individuals with learning disabilities	2	30	4
T/617/8680	Understanding autistic spectrum conditions	2	15	2

Unit: A/617/8678 : Understand safeguarding and protection in learning disability care	
Understand the national and local context of safeguarding and protection from abuse	
Know and Understand	
	List national policies and local systems that relate to safeguarding and protection from abuse including:
1	<ul style="list-style-type: none"> a) employer/organisational policies and procedures b) multi-agency adult protection arrangements for locality
2	Identify the roles of different agencies in safeguarding and protecting individuals from abuse
3	Describe the roles of different agencies in safeguarding and protecting individuals from abuse
4	Discuss recent reports into serious failures to protect individuals from abuse
5	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse
Know how to recognise signs of abuse	
	Define the following types of abuse:
1	<ul style="list-style-type: none"> a) physical abuse b) sexual abuse c) emotional/psychological abuse d) financial abuse e) organisational abuse f) self-neglect g) neglect by others h) domestic violence i) modern slavery j) discriminatory abuse
2	Explain the signs and symptoms of: <ul style="list-style-type: none"> a) physical abuse b) sexual abuse c) emotional/psychological abuse d) financial abuse e) organisational abuse f) self-neglect g) neglect by others h) domestic violence i) modern slavery j) discriminatory abuse
Know how to respond to suspected or alleged abuse	
1	Describe what steps should be taken if there are suspicions that an individual is being abused
2	Explain the actions to take if an individual alleges that they are being abused
3	List ways to ensure that evidence of abuse is preserved
Understand ways to reduce the likelihood of abuse	
1	Identify what can contribute to an individual being more vulnerable to abuse
2	Describe how the likelihood of abuse can be reduced by: <ul style="list-style-type: none"> a) working with person-centred values b) encouraging active participation c) promoting choice and rights
3	Outline why an accessible complaints procedure for reducing the likelihood of abuse is important
Know how to recognise and report unsafe practices	
1	Identify unsafe practices in the workplace that could affect the well-being of individuals
2	Describe the steps to take if unsafe practices have been identified
3	Describe what should be done if suspected abuse or unsafe practices have been reported but nothing has been done in response

Unit: A/617/8681 : The principles of personalisation in social care	
Understand the meaning of personalisation in social care	
Know and Understand	
1	Define the term 'personalisation'
2	Describe the benefits of personalisation for an individual
3	Outline the relationship between rights, choice and personalisation
Know legislation and policies that impact on personalisation	
1	Identify legislation and other national policy documents that promote personalisation
	List systems that are designed to support personalisation at:
2	a) national level
	b) local level
3	Describe the impact that personalisation has on the process of commissioning social care
4	Explain how direct payments and individual budgets support personalisation
Understand how personalisation affects the way support is provided	
1	Explain how personalisation may affect the way an individual is supported in their day to day lives
2	Describe how person-centred thinking, person-centred planning and person-centred approaches support personalisation
3	Outline how personalisation may affect the balance of power between individuals and those providing support
Know how to implement personalisation	
1	Outline the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation
2	Identify potential barriers that an individual with learning disabilities may have in order to receive personalised care
3	Explain how barriers may be overcome
Know the support available to implement personalisation	
1	Describe the support that individuals or their families may need in order to maximise the benefits of a personalised service

Unit: F/617/8679 : Understand the principles of risk taking for individuals with disabilities	
Understand that individuals with disabilities have the same right as everyone else to take risks	
Know and Understand	
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 consequences for individuals with disabilities of being prevented or discouraged from taking risks
5	Outline how supporting individuals to take risks can enable them to have choice over their lives to: <ul style="list-style-type: none"> a) gain in self-confidence b) develop skills c) take an active part in their community
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 choice and control over their decisions
3	Identify the features of a person-centred approach to risk assessment
4	Explain how traditional risk assessments have tended to have a negative focus for the individual
Understand legislation and policies in place relevant to positive risk taking	
1	Identify legislation and policies which promote the human rights of individuals with disabilities
2	Describe how to use a human rights-based approach to risk management
Know how to support individuals with disabilities in decisions about risk taking	
1	Outline the connection between an individual's right to take risks and their responsibilities towards themselves and others
2	State how the principle of duty of care can be maintained whilst supporting individuals to take risks
3	Explain different methods to enable individuals with disabilities to make informed choices about taking risks
4	Outline challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions
5	Identify the potential consequences of the choices made about taking risks: <ul style="list-style-type: none"> a) positive b) negative
6	Outline what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger
7	Explain the importance of recording and reporting all incidents, discussions and decisions concerning risk taking
Understand how to support individuals with disabilities to manage identified risks	
1	Describe why including risks in the individual's support plan is important
2	Outline why it is important to review risks in the individual's support plan
3	Describe the importance of communicating and working in a consistent way with all those supporting the individual
4	Describe ways of supporting individuals with disabilities to test the risk that they wish to take

Unit: F/617/8682 : Understanding how to support individuals with a learning disability to access healthcare	
Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	
Know and Understand	
1	Explain what is meant by a rights-based approach to accessing healthcare
2	Describe current legislation, policies and guidance relevant to people with learning disabilities accessing healthcare
3	Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance and why this is important
4	Describe the actions to take if an individual cannot give informed consent to the treatment
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	Identify healthcare services that an individual with learning disabilities may need to access
2	Describe the work of each type of healthcare service
3	Describe the role and responsibilities of professionals working in different types of healthcare services
4	Explain how an individual can access each type of healthcare service
Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities	
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 how missing regular health checks may increase the risk of poor health and well-being for the individual
4	Explain the importance of individual preference in relation to treatments available
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 reasons why an individual may be reluctant to access healthcare services
4	Outline a range of resources and support that may help an individual with a learning disability access healthcare services

Unit: T/617/8677 : 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	
Know and Understand	
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
Understand learning disabilities	
1	Explain what is meant by learning disability
2	State the causes of learning disabilities
3	Describe the medical and social models of disability
4	State the approximate proportion of individuals with a learning disability for whom the cause is not known
Understand the basic principles and practice of advocacy, empowerment and active participation	
1	Explain the meaning of the term 'social inclusion'
2	Outline what 'advocacy' means
3	Describe different types of advocacy
4	State different ways to build empowerment and active participation into everyday support with individuals with learning disabilities
Understand the historical context of learning disability	
1	Explain the types of services that have been provided for individuals with learning disabilities over time
2	Describe how past ways of working may affect present services
3	Identify some of the key changes to the lives of those 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 and carers	
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
Know how to promote communication with individuals with learning disabilities	
1	Outline different ways of adapting communicating with individuals who have learning disabilities for: a) verbal communication b) non-verbal communication
2	State why both age-appropriate and ability-appropriate language is important when communicating with individuals with learning disabilities
3	Explain how you can check whether an individual has understood a communication

Unit: T/617/8680 : Understanding autistic spectrum conditions	
Understand the main characteristics of autistic spectrum conditions	
Know and Understand	
	Identify problems that individuals with an autistic spectrum condition may have with:
1	a) social interaction b) relationships
2	Describe the problems of inflexibility and restrictiveness in activities and interests may have on an individual on the autistic spectrum
3	State the sensory difficulties experienced by many individuals with an autistic spectrum condition
Understand the concept of autism as a spectrum	
1	Explain the importance of recognising that each individual on the autistic spectrum is unique and has their own individual abilities, needs, strengths, preferences and interests
2	Outline why autism can be considered as a spectrum which includes individuals who differ in the expression and severity of their symptoms
3	Describe other conditions which may be associated with an autistic spectrum condition
Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition	
1	Describe the importance of structures and routines for individuals on the autistic spectrum which match their wishes and needs
	Identify support networks for an individual with an autistic spectrum condition including:
2	a) formal b) informal
3	Describe the importance of involving families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition
4	Outline different ways to ensure that support provided is consistent, both within own approach and with that of others
5	Describe how to contribute towards the learning of an individual with an autistic spectrum condition
Understand the behaviours exhibited by individuals with an autistic spectrum condition	
1	Identify different behavioural characteristics associated with autistic spectrum conditions
2	Describe reasons why individuals with an autistic spectrum condition may exhibit such behaviours
3	Outline the steps to take if an individual is highly anxious or stressed
Understand how to communicate effectively with individuals on the autistic spectrum	
1	Describe the type of difficulties that individuals with an autistic spectrum condition may have with language and communication
2	State the importance of being aware of the impact of your own verbal and non-verbal communication on an individual with an autistic spectrum condition
3	Describe how the environment may affect communication
4	Identify different ways to reduce barriers to communication
5	Explain the use of visual communication systems for individuals who have an autistic spectrum condition
6	Identify support available for advice and guidance about effective communication with an individual