



Training
QualificationsUK

Qualification Specification

TQUK Level 2 Certificate in the Principles of Working with and Supporting Individuals with Learning Disabilities (RQF)

Qualification Number: 610/0828/X

Version 2.1

Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 2 May 2024	Rebranded
Version 2.1 Sept 2025	Progression routes updated Unit: Safeguarding and protection of individuals with learning disabilities. M/650/2415 LO2, AC 2.1 updated terminology

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Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 2 Certificate in the Principles of Working with and Supporting Individuals with Learning Disabilities (RQF) is regulated by Ofqual.

The qualification was developed in association with The Skills Network.

Qualification Purpose

The purpose of this qualification is to develop learners' knowledge, skills and understanding required to work with and support those with learning disabilities. The qualification covers safeguarding, principles of learning disabilities, promotion of positive risk taking, and general support required to work with individuals with learning disabilities.

This qualification is suitable for those who wish to expand their knowledge, and for those who are, or wish to work in, health and social settings with a focus on individuals with learning disabilities. This qualification may also be of interest to those who work in the education sector or supporting roles, such as teaching assistants or pastoral care managers.

The qualification can be delivered via distanced learning, online or in a classroom setting dependent on the units chosen.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 16 years.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 2 Diploma in Care
- TQUK Level 3 Certificate in Supporting Individuals with Learning Disabilities.
- TQUK Level 3 Diploma in Adult Care
- TQUK Level 3 Diploma in Healthcare Support Work.

Successful learners can apply for job roles such as:

- Support Worker Roles

This qualification may assist with CPD of learners in job roles such as:

- Care Workers
- Support Workers.

Structure

Learners must achieve all credits from all mandatory units. Additionally, learners can complete optional units if applicable to their role.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Understand the context of supporting individuals with learning disabilities	L/650/2414	2	33	4
Safeguarding and protection of individuals with learning disabilities	M/650/2415	2	38	5
Introduction to personalisation for individuals with learning disabilities	R/650/2416	3	22	3
Principles of positive risk taking for individuals with learning disabilities	T/650/2417	2	29	3
Awareness of autistic spectrum conditions	Y/650/2418	2	17	2
Understand ways of supporting individuals with a learning disability to access healthcare	A/650/2419	2	23	3

Optional units

Title	Unit ref.	Level	Guided learning hours	Credit value
Introductory awareness of models of disability	Y/601/3446	2	15	2
Principles of supporting young people with learning disabilities to transition into adulthood	H/650/2420	2	24	3
Support individuals with learning disabilities to make informed choices	J/650/2421	2	19	2
Support individuals with learning disabilities in the use of assistive technology	K/650/2422	2	17	2
Support individuals with multiple conditions and/or disabilities to participate in an activity	L/650/2423	2	23	3
Support individuals with learning disabilities with independence in the tasks of daily living	M/650/2424	2	29	3
Support individuals with learning disabilities with specific communication needs	R/650/2425	2	26	2
Provide active support for individuals with learning disabilities	Y/650/2427	2	23	2
Promote positive behaviour for individuals with learning disabilities	A/650/2428	2	27	3

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 162 hours

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 38 hours over the cycle of the programme.

Total Qualification Time

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 200 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

This qualification must be assessed in line with the Skills for Care and Development Assessment Principles available for download from [here](#).

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have their own assessment requirements, assessment guidance and range.

- Assessment requirements are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criteria.
- Assessment guidance are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- Range sets out the scope of what should be taught and may be assessed as part of a particular assessment criteria.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

[Office of Qualifications and Examinations Regulation](#)
[Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory units

Title:		Understand the context of supporting individuals with learning disabilities	
Unit reference number:		L/650/2414	
Level:		2	
Credit value:		4	
Guided learning hours:		33	
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: - human rights for those with learning disabilities. - inclusion for those with learning disabilities. - equal life chances for those with learning disabilities. - citizenship of individuals with learning disabilities.
		1.2	Explain how 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 prevalence rate of individuals with a learning disability.
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 key changes in the following areas of the lives of individuals who have learning disabilities: - where people live - daytime activities. - employment. - sexual relationships and parenthood.

			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.
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.
		5.5	Explain how an individual with a learning disability may be impacted.
		5.6	Describe the possible impact on a family of having a member with a learning disability.
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: - verbal communication. - 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 features of the environment that may help or hinder communication.
		6.4	Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.
Additional unit information			
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Safeguarding and protection of individuals with learning disabilities	
Unit reference number:		M/650/2415	
Level:		2	
Credit value:		5	
Guided learning hours:		38	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand principles of safeguarding adults with learning disabilities.	1.1	Explain the term safeguarding.
		1.2	Explain own role and responsibilities in safeguarding individuals with learning disabilities.
		1.3	Define the following terms: • physical abuse • domestic abuse • sexual abuse • emotional/psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • institutional/organisational abuse • self-neglect • neglect by others • cuckooing.
		1.4	Describe: • harm. • restrictive practices.
2.	Know how to recognise signs of abuse.	2.1	Identify the signs and/or indicators associated with each of the following types of abuse: • physical abuse • domestic abuse • sexual abuse • emotional/psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • institutional/organisational abuse • self-neglect • neglect by others • cuckooing.

		2.2	Describe factors that may contribute to an individual with learning disabilities being more vulnerable to abuse.
3.	Know how to respond to suspected or alleged abuse.	3.1	Explain the action to take if there are suspicions that an individual with learning disabilities is being abused.
		3.2	Explain the actions to take if an individual with learning disabilities alleges that they are being abused.
		3.3	Identify ways to ensure that evidence of abuse is preserved.
4.	Understand the national and local context of safeguarding and protection from abuse.	4.1	Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse.
		4.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
		4.3	Identify factors which have featured in reports into serious cases of abuse and neglect.
		4.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.
		4.5	Identify when to seek support in situations beyond your experience and expertise.
5.	Understand ways to reduce the likelihood of abuse.	5.1	Explain how the likelihood of abuse may be reduced by: • working with person centred values. • encouraging active participation. • promoting choice and rights. • supporting individuals with awareness of personal safety.
		5.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
		5.3	Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention.
6.	Understand types of support for children with learning disabilities.	6.1	Explain the types of support the child may need in the child's own right.
		6.2	Describe the adjustments and additional support that parents with learning disabilities may need at different stages during child protection processes and procedures.

7.	Know how to recognise and report unsafe practices.	7.1	Describe unsafe practices that may affect the well-being of individuals with learning disabilities.
		7.2	Explain the actions to take if unsafe practices have been identified.
		7.3	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.
8.	Understand principles for online safety.	8.1	Describe the potential risks presented by: - the use of electronic communication devices. - the use of the internet. - the use of social networking sites. - carrying out financial transactions online.
		8.2	Explain ways of reducing the risks presented by each of these types of activity.
		8.3	Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices.
Additional unit information Assessment requirements: 4.3- Learners to be provided case studies. Assessment guidance: 4.4- Learners to consider whistleblowing.			

Title:		Introduction to personalisation for individuals with learning disabilities	
Unit reference number:		R/650/2416	
Level:		3	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the meaning of personalisation in health and social care.	1.1	Define the term 'personalisation' as it applies in health and social care.
		1.2	Explain how personalisation can benefit individuals.
		1.3	Explain the relationship between rights, choice, and personalisation.
		1.4	Identify legislation and other national policy documents that promote personalisation.
2.	Understand systems that support personalisation.	2.1	List local and national systems that are designed to support personalisation.
		2.2	Describe the impact that personalisation has on the process of commissioning social care for those with learning disabilities.
		2.3	Describe how direct payments and individual budgets support personalisation.
3.	Understand how personalisation affects the way support is provided.	3.1	Explain how person-centred thinking, person centred planning and person-centred approaches support personalisation for those with learning disabilities.
		3.2	Describe how personalisation affects the balance of power between individuals with learning disabilities and those providing support.
		3.3	Give examples of how personalisation may affect the way an individual with learning disabilities is supported from day-to-day.
4.	Understand how to implement personalisation	4.1	Analyse the skills, attitudes and approaches needed by those providing support services, to implement personalisation.
		4.2	Identify potential barriers to personalisation.
		4.3	Describe ways to overcome barriers to personalisation in day-to-day work.

		4.4	Describe types of support that individuals with learning disabilities and their families might need to maximise the benefits of a personalised service.
Additional unit information Assessment requirements: None. Assessment guidance: None.			

Title:		Principles of positive risk taking for individuals with learning disabilities	
Unit reference number:		T/650/2417	
Level:		2	
Credit value:		3	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the importance of risk taking in everyday life for individuals with disabilities.	1.1	Identify aspects of everyday life in which risk plays a part.
		1.2	Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks.
		1.3	Identify aspects of everyday life where individuals with disabilities can be encouraged to take risks.
		1.4	Explain how supporting individuals to take risks can enable them to have choice over their lives to: - gain self-confidence. - develop skills. - take an active part in their community.
2.	Understand the importance of positive, person-centred risk assessment.	2.1	Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approaches.
		2.2	Identify the features of a person-centred approach to risk assessment.
		2.3	Explain the importance of positive, person-centred risk assessment.
		2.4	Describe ways in which traditional risk assessments have tended to have a negative focus.
3.	Know how legislation and policies are relevant to positive risk taking.	3.1	Identify legislation and policies which promote the human rights of individuals with learning disabilities.
		3.2	Describe how to use a human rights-based approach to risk management.
4.	Understand how to support individuals with disabilities in decisions about risk-taking.	4.1	Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others.
		4.2	Describe ways of enabling individuals with disabilities to make informed choices about taking

			risks.
		4.3	Outline challenges that may arise when supporting individuals with learning disabilities to make decisions if they have had limited previous experience of making their own decisions.
		4.4	Explain the potential positive and negative consequences of the choices made about taking risks.
5.	Understand how to support individuals with disabilities to manage identified risks using support plans.	5.1	Explain the importance of including risks in the individual's support plan.
		5.2	Explain why it is important to review risks in the individual's support plan.
		5.3	Outline why it is important to communicate and work in a consistent way with all those supporting an individual with learning disabilities.
		5.4	Describe ways of supporting individuals with learning disabilities to test out the risk they wish to take.
6.	Understand duty of care in relation to supporting positive risk-taking.	6.1	Outline how the principle of duty of care can be maintained while supporting individuals with learning disabilities to take risks.
		6.2	Describe what action to take if an individual with learning disabilities decides to take an unplanned risk that places them or others in immediate or imminent danger.
		6.3	Outline scenarios where restraint can be used.
		6.4	Explain the importance to record and report all incidents, discussions and decisions concerning risk taking.
Additional unit information			
Assessment requirements: None.			
Assessment guidance:			
Duty of care is the legal duty to take reasonable care to avoid others being harmed.			

Title:		Awareness of autistic spectrum conditions	
Unit reference number:		Y/650/2418	
Level:		2	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the areas in which individuals with an autistic spectrum condition may have challenges.	1.1	Describe the types of challenges individuals with an autistic spectrum condition may have with: • language and communication. • social interaction and relationships.
		1.2	Outline the challenges of inflexibility and restrictiveness in activities and interests and how these may impact individuals with an autistic spectrum condition.
2.	Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals.	2.1	Explain why it is important to recognise that everyone on the autistic spectrum has their own individual abilities, needs, strengths, preferences, and interests.
		2.2	Describe why autism is considered as a spectrum, encompassing individuals differing in the expression and range of symptoms.
		2.3	Identify other conditions which may be associated with an autistic spectrum condition.
		2.4	Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition.
3.	Understand the behaviours exhibited by some individuals with an autistic spectrum condition.	3.1	Describe behavioural characteristics associated with autistic spectrum conditions.
		3.2	Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours.
		3.3	Describe what to do if an individual is highly anxious or stressed.
4.	Understand how to contribute to the person-centred support of individuals with an autistic spectrum condition.	4.1	Explain why it is important to have in place structures and routines which match the wishes and needs of the individual with an autistic spectrum condition.
		4.2	Identify formal and informal support networks for an individual with an autistic spectrum condition.

		4.3	Explain the importance of family/parents/carers involvement in a person-centred approach to the support of individuals with an autistic spectrum condition.
		4.4	Describe ways of ensuring that support provided is consistently and following agreed ways of working.
		4.5	Describe how to contribute towards the learning of an individual with an autistic spectrum condition.
5.	Understand how to communicate effectively with individuals on the autistic spectrum.	5.1	Explain why it is important to be aware of the impact of own verbal and non-verbal communication when communicating with an individual with an autistic spectrum condition.
		5.2	Identify aspects of the environment that affect communication with an individual with an autistic spectrum condition.
		5.3	Describe how to reduce barriers to communication with an individual with an autistic spectrum condition.
		5.4	Outline the use of visual communication systems for individuals with an autistic spectrum condition.
		5.5	Identify who could provide advice about effective communication with an individual with an autistic spectrum condition.
Additional unit information Assessment requirements: None. Assessment guidance: None.			

Title:		Understand ways of supporting individuals with a learning disability to access healthcare	
Unit reference number:		A/650/2419	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare.	1.1	Outline what is meant by a rights-based approach to accessing healthcare.
		1.2	Identify legislation which supports a rights-based approach to accessing healthcare.
		1.3	Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability.
		1.4	Explain why it is important to ensure an individual with learning disabilities can give informed consent to their treatment in line with legislation, policies or guidance.
		1.5	Describe the actions to take if an individual with learning disabilities cannot give informed consent to the treatment.
2.	Understand the function of different healthcare services that an individual with a learning disability may need to access.	2.1	List a range of healthcare services that an individual with a learning disability may need to access.
		2.2	Describe the work of each type of healthcare service.
		2.3	Explain how to gain access to each type of healthcare service.
3.	Understand the role of professionals within different healthcare services that an individual with a learning disability may need to access.	3.1	Outline the role and responsibility of the professionals working in different types of healthcare services that an individual with learning disabilities may need to access.
4.	Understand how plans for healthcare and regular health checks underpin long-term health and well-being.	4.1	Explain how plans for healthcare can be of benefit to an individual with a learning disability.
		4.2	Identify a range of regular health checks that an individual may have to support good health and well-being.
		4.3	Outline how missing regular health checks may increase the risk of poor health and well-being for

			the individual.
		4.4	Explain the importance of individual preference in relation to treatments available
5.	Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services.	5.1	Identify barriers to accessing healthcare services that an individual with a learning disability may experience.
		5.2	Describe ways to overcome barriers to accessing healthcare services.
		5.3	Describe reasons why an individual may be reluctant to access healthcare services.
		5.4	Outline how hospital passports can support individuals with learning disabilities within healthcare services.
		5.5	List a range of resources that may be helpful to an individual with a learning disability when accessing healthcare services.
Additional unit information			
Assessment requirements: None.			
Assessment guidance: None.			

Optional units

Title:		Introductory awareness of models of disability	
Unit reference number:		Y/601/3446	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the difference between the medical and social models of disability.	1.1	Describe the medical model of disability.
		1.2	Describe the social model of disability.
		1.3	Outline how each of the models has developed and evolved over time.
		1.4	Give examples of where each model of disability may be used in service delivery.
2.	Understand how the adoption of models of disability impacts on the wellbeing and quality of life of individuals.	2.1	Identify how the principles of each model are reflected in service delivery.
		2.2	Explain how each of the models of disability impacts: - the inclusion of the individual. - the rights of the individual. - the autonomy of the individual. - the needs of the individual.
		2.3	Explain how own practice promotes the principle of inclusion.
Additional unit information			
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Principles of supporting young people with Learning Disabilities to transition into adulthood	
Unit reference number:		H/650/2420	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the steps and stages of moving from childhood into adulthood.	1.1	Identify the range of physical, social, and emotional changes which occur for young people with learning disabilities as they move into adulthood.
		1.2	Explain how culture may impact on the process of moving from childhood into adulthood.
		1.3	Explain the changes faced by young people with learning disabilities as they move from childhood into adulthood.
2.	Understand how having a disability may affect the process of moving from childhood into adulthood.	2.1	Explain the potential effects of the transition process on young people with learning disabilities and their families.
		2.2	Outline the methods that can be used to support a young person with learning disabilities to cope with changes.
		2.3	Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with learning disabilities from childhood into adulthood.
3.	Know the options for supporting young people with learning disabilities to make the transition into adulthood.	3.1	Explain how to support young people with learning disabilities to explore the options available for employment, continued education, and development.
		3.2	Explain how personal budgets can be used to support young people with learning disabilities in the transition to adulthood.
4.	Understand how to support a young person with learning disabilities through a successful transition to adulthood.	4.1	Explain the factors to consider, and types of support that a young person with learning disabilities may need before, during, and after the transition to adulthood process.
		4.2	Explain the difference in approaches to planning between children's and adults' support services.
		4.3	Compare different methods of support to use with young people with learning disabilities who have

			varying abilities.
5.	Understand the importance of supporting young people with learning disabilities and their families to reflect on the transition.	5.1	Explain the importance to reflect on the transition with individuals with learning disabilities and their family.
		5.2	Explain the importance of recording the process of transition into adulthood.
Additional unit information			
Assessment requirements:			
1.3- Learners must cover:			
• Freedoms • Rights • Responsibilities			
Assessment guidance: None.			

Title:		Support individuals with learning disabilities to make informed choices	
Unit reference number:		J/650/2421	
Level:		2	
Credit value:		2	
Guided learning hours:		19	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to support individuals with learning disabilities to make informed choices about taking risks.	1.1	Support an individual with learning disabilities to access and understand information about risks associated with a choice they plan to make.
		1.2	Support an individual with learning disabilities to explore the potential positive and negative consequences of the options.
		1.3	Support an individual with learning disabilities to make an informed decision about their preferred option and the associated risks.
2.	Be able to contribute to the support of individuals with learning disabilities to manage identified risks.	2.1	Use an individual's support plan to record identified risks.
		2.2	Support an individual with learning disabilities to test out the risk they wish to take, in line with agreed ways of working.
		2.3	Contribute to the review of risks in an individual's support plan.
Additional unit information			
Assessment requirements:			
This unit must be assessed in a real-work environment.			
Assessment guidance: None.			

Title:		Support individuals with learning disabilities in the use of assistive technology	
Unit reference number:		K/650/2422	
Level:		2	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand a range of assistive technology available to support individuals with learning disabilities.	1.1	Define the term assistive technology.
		1.2	List a range of assistive technology aids that can support individuals with learning disabilities.
		1.3	Explain the functions of a range of assistive technology aids.
		1.4	Describe how a range of assistive technology aids selected can be utilised to promote participation, access, and inclusion for individuals with learning disabilities.
2.	Be able to contribute to the use of selected assistive technology.	2.1	Support an individual with learning disabilities to access information about assistive technology.
		2.2	Support an individual with learning disabilities to use assistive technology following instructions in line with agreed ways of working.
		2.3	Provide feedback on the effectiveness of assistive technology.
Additional unit information			
Assessment requirements:			
This unit must be assessed in a real-work environment.			
Assessment guidance: None.			

Title:		Support individuals with multiple conditions and/or disabilities to participate in an activity	
Unit reference number:		L/650/2423	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the support available for individuals with multiple conditions and/or disabilities.	1.1	Explain the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities.
		1.2	Identify the equipment that may be required to support additional needs of individuals with multiple conditions and/or disabilities.
		1.3	Identify the resources that may be required to support the additional needs of individuals with multiple conditions and/or disabilities.
		1.4	Describe how informal networks can provide support to individuals with multiple conditions and/or disabilities.
2.	Be able to contribute to the support of individuals with multiple conditions and/or disabilities.	2.1	Contribute to the identification of needs and preferences of an individual with multiple conditions and/or disabilities through observation and interaction.
		2.2	Follow agreed ways of working to support an individual with multiple conditions and/or disabilities to participate in an activity.
		2.3	Support an individual with multiple conditions and/or disabilities to participate in an activity using of equipment or resources.
3.	Be able to evaluate own contribution to the support of an individual for an activity.	3.1	Reflect on own contribution to supporting an individual with multiple conditions and/or disabilities to participate in an activity.
		3.2	Adapt own practice to meet the needs of an individual with multiple conditions and/or disabilities.
Additional unit information			
Assessment requirements:			
This unit must be assessed in a real-work environment.			
Assessment guidance: None.			

Title:		Support individuals with learning disabilities with independence in the tasks of daily living	
Unit reference number:		M/650/2424	
Level:		2	
Credit value:		3	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand principles for supporting individuals with learning disabilities with independence in the tasks of daily living.	1.1	Explain how individuals with learning disabilities can benefit from being as independent as possible in the tasks of daily living.
		1.2	Explain how active participation promotes independence in the tasks of daily living.
		1.3	Describe how daily living tasks may be affected by an individual's culture or background.
		1.4	Explain the importance of providing support that respects the individual's culture and preferences.
		1.5	Describe how to identify suitable opportunities for an individual with learning disabilities to learn and practise skills for daily living.
2.	Be able to establish what support is required for daily living tasks.	2.1	Access information about support for daily living tasks, using an individual's care plan and agreed ways of working.
		2.2	Clarify with the individual with learning disabilities and others the requirements for supporting with independence in daily living tasks.
		2.3	Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks.
3.	Be able to provide support for planning and preparing meals.	3.1	Support an individual with learning disabilities to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences.
		3.2	Support the individual with learning disabilities to store food safely.
		3.3	Support the individual with learning disabilities to prepare food in a way that promotes active participation and safety.

4.	Be able to provide support for buying and using household and personal items.	4.1	Identify different ways of buying household and personal items.
		4.2	Work with an individual with learning disabilities to identify household and personal items that are needed.
		4.3	Support an individual with learning disabilities to buy items in their preferred way.
		4.4	Support an individual with learning disabilities to store and use items safely.
5.	Be able to provide support for keeping the home clean and secure.	5.1	Support an individual with learning disabilities to keep their home clean, in a way that promotes active participation and safety.
		5.2	Support an individual with learning disabilities to use agreed security measures.
6.	Be able to identify and respond to changes needed in support for daily living tasks.	6.1	Enable an individual with learning disabilities to express views about the support provided to increase independence in daily living tasks.
		6.2	Record changes in the individual's circumstances that may affect the type or level of support required.
		6.3	Adapt support in agreed ways to address concerns, changes or increased independence.
Additional unit information Assessment requirements: This unit must be assessed in a real-work environment. Assessment guidance: None.			

Title:		Support Individuals with Learning Disabilities with Specific Communication Needs	
Unit reference number:		R/650/2425	
Level:		2	
Credit value:		2	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to contribute to establish the nature of specific communication needs of individuals with learning disabilities and ways to address them.	1.1	Work in partnership with an individual with learning disabilities and others to identify the individual's specific communication needs.
		1.2	Contribute to identifying the communication methods or aids that will best suit the individual with learning disabilities.
2.	Be able to interact with individuals with learning disabilities using their preferred method of communication.	2.1	Prepare the environment to facilitate communication.
		2.2	Use agreed methods of communication to interact with an individual with learning disabilities.
		2.3	Monitor an individual's responses during and after the interaction to check the effectiveness of communication.
		2.4	Adapt own practice to improve communication with the individual with learning disabilities.
3.	Be able to promote communication between individuals with learning disabilities and others.	3.1	Support the individual with learning disabilities to develop communication methods that will help them to understand others and be understood by them.
		3.2	Provide opportunities for the individual with learning disabilities to communicate with others.
		3.3	Support others to understand and interpret the individual's communication.
		3.4	Support others to be understood by the individual with learning disabilities by use of agreed communication methods.

4.	Be able to review an individual's communication needs and the support provided to address them.	4.1	Collate information about an individual's communication and the support provided.
		4.2	Contribute to evaluating the effectiveness of agreed methods of communication and support provided.
		4.3	Work with others to identify ways to support the continued development of communication.
Additional unit information Assessment requirements: This unit must be assessed in a real-work environment. Assessment guidance: None.			

Title:		Provide Active Support for Individuals with Learning Disabilities	
Unit reference number:		Y/650/2427	
Level:		2	
Credit value:		2	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how active support translates values into person-centred practical action with an individual with learning disabilities.	1.1	Explain how the key characteristics of active support differ from the hotel model.
		1.2	Define the terms: • promoting independence. • informed choice. • valued life.
		1.3	Explain how use of active support can promote independence, informed choice and a valued life.
2.	Be able to promote participation with individuals with learning disabilities.	2.1	Break a routine task into manageable steps for an individual.
		2.2	Provide different levels of help to support an individual to participate in a task or activity.
		2.3	Positively reinforce an individual's participation in an activity.
3.	Be able to implement person-centred daily plans to promote participation.	3.1	Provide opportunities for an individual with learning disabilities to participate in activity throughout the day avoiding lengthy periods of disengagement.
		3.2	Use a structured person-centred format to ensure that a valued range of activities for an individual with learning disabilities is available.
		3.3	Use a structured format to plan support for an individual with learning disabilities to participate in activities.
4.	Be able to maintain person-centred records of participation.	4.1	Record an individual with learning disabilities participation in activities.
		4.2	Describe changes in an individual's participation over time.
		4.3	Report the extent to which an individual with learning disabilities' participation represents the balance of activity associated with a valued lifestyle.
Additional unit information			
Assessment requirements:			

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:		Promote Positive Behaviour for Individuals with Learning Disabilities	
Unit reference number:		A/650/2428	
Level:		2	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to promote positive behaviour for individuals with learning disabilities.	1.1	Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours.
		1.2	Highlight, praise and support positive aspects of an individual with learning disabilities behaviour to reinforce positive behaviour.
		1.3	Demonstrate how to model to others best practice in promoting positive behaviour.
2.	Be able to respond appropriately to incidents of challenging behaviour.	2.1	Identify types of challenging behaviours.
		2.2	Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines.
		2.3	Follow steps to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour.
		2.4	Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour.
3.	Be able to support individuals with learning disabilities and others following an incident of challenging behaviour.	3.1	Demonstrate methods to support an individual with learning disabilities to return to a calm state following an incident of challenging behaviour.
		3.2	Describe how an individual with learning disabilities can be supported to reflect on an incident including: • how they were feeling at the time prior to and directly before the incident. • their behaviour. • the consequence of their behaviour. • how they were feeling after the incident.
		3.3	Demonstrate how to debrief others involved in an incident of challenging behaviour
		3.4	Describe the steps that should be taken to check for injuries following an incident of challenging behaviour.
4.	Be able to review and revise approaches to promoting positive behaviour.	4.1	Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour.

		4.2	Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities.
		4.3	Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour.
Additional unit information Assessment requirements: This unit must be assessed in a real-work environment. Assessment guidance: None.			