

Higher National Unit Specification

General information for centres

Unit title: Working in Partnership with People who have a Learning Disability

Unit code: DH3V 34

Unit purpose: The purpose of this Unit is to enable candidates to work sensitively and effectively in partnership with people with learning disabilities in any setting. Fundamental to the unit is an understanding of, and commitment to, rights, equality, empowerment and inclusion. The unit is designed for candidates who are providing support for people with learning disabilities in a paid or voluntary capacity or in a family or other social setting.

On completion of the Unit candidates should be able to:

- ◆ Explain current thinking on learning disability and analyse its significance for the lives of individuals
- ◆ Promote advocacy and empowerment through person centred approaches to practice
- ◆ Facilitate inclusion

Credit value: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: This Unit focuses particularly on empowerment, inclusion and partnership with people with learning disabilities. In order to demonstrate their understanding of these elements and their application in practice, candidates need to be in a role where they are providing support to one or more individuals in a paid or voluntary capacity or a family situation.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Candidates will have the opportunity to develop the following Core Skills:

- ◆ **Communication:** through the inclusion of reflective accounts, with particular emphasis on listening, observation and facilitating communication.
- ◆ **Working with Others:** by demonstrating partnership with individuals receiving care and appropriate others, and ability to understand and analyse own support role in relation to teamwork.
- ◆ **Problem Solving:** through planning, critical thinking, applying a range of techniques and evaluating own work practice.

General information for centres (cont)

Context for delivery: If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This Unit would normally be part of the group award HNC Social Care. However, it may also stand alone and could be useful as part of a professional development programme.

Assessment: This Unit should be assessed through a single instrument of assessment to ensure integration of the values, understanding, knowledge and skills that underpin empowering practice.

The assignment should take the form of a project in which candidates undertake an activity with an individual with learning disabilities which is designed to promote community inclusion.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain current thinking on learning disability and its significance for the lives of individuals

Knowledge and/or skills

- ◆ Current understanding of the meaning of ‘learning disabilities’
- ◆ The diversity of learning disabilities
- ◆ How learning disabilities can affect learning and development across the lifespan
- ◆ A historical perspective on learning disability
- ◆ Theories and comparisons of the medical and social models of disability
- ◆ Policy: introduction to *The same as you?* review document

Evidence requirements

This Unit will be assessed through a written report of a project that integrates all three outcomes in the unit. The part of the project that assesses outcome 1 will comprise an analysis of current thinking about learning disability. For this, candidates will be required to:

- ◆ Explain the social construction of disability
- ◆ Identify the relevance of the social model of disability in relation to an individual with a learning disability
- ◆ Explain the effects of learning disability on the life of an individual person they know
- ◆ Demonstrate their understanding of the effects of an individual’s life history on his or her current situation

Approximately 800 words is appropriate for this part of the assignment.

Higher National Unit specification: statement of standards (cont)

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Assessment guidelines

Evidence for Outcome 1 should be generated through the first section of the integrated written assignment. The assignment should take the form of a project which focuses upon support work with one individual in a particular area of practice, e.g. an aspect of housing, education, employment, health, personal relationships. The support work should be directed specifically towards practice that promotes the inclusion of the individual within his or her local community.

In this first section candidates will need to demonstrate their understanding of the social construction of disability and show how it affects the life of the individual they are supporting, e.g. through societal constraints, lack of opportunity, discrimination, inequality etc. They will also be required to show that they understand the nature and effects of the individual's learning disability, e.g. on his or her communication, ability to understand, level and type of support required.

Approximately 800 words is appropriate for this section of the assignment. Alternatively, a class presentation in groups through posters/diagram etc could be used to assess outcome 1.

Outcome 2

Promote advocacy and empowerment through person centred approaches to partnership.

Knowledge and/or skills

- ◆ The self advocacy movement and its effects on individuals' lives
- ◆ Communication and relationships
- ◆ The application of person centred approaches in education, health, housing, employment and leisure (to include people with high support needs and challenging behaviour)
- ◆ Sexuality and rights
- ◆ Vulnerability and abuse

Evidence requirements

This Unit will be assessed through a written report of a project that integrates all three outcomes. Approximately 1000 words is appropriate for this part of the report which will assess outcome 2.

Candidates should be able to:

- ◆ Demonstrate understanding of the fundamental role of communication for the individual in self determination and empowerment
- ◆ Identify the principles of person centred approaches to support work with people with learning disabilities and the implications for their own role as support workers

Higher National Unit specification: statement of standards (cont)

Unit title: Working in Partnership with People who have a Learning Disability

- ◆ Justify their selection of a particular area of practice and its relevance for the life of a particular individual
- ◆ Analyse their own responsibility in protecting people from abuse and exploitation

Assessment guidelines

Outcome 2 will be assessed through the second section of the integrated written assignment. In this second section candidates are required to:

- ◆ Identify the particular aspect of practice they are focusing upon, and explain why this area is significant in the life of the individual concerned, highlighting how the decision was made jointly with the person they are supporting, or with an advocate if the person is unable to advocate for her/himself
- ◆ Demonstrate their knowledge of the communication abilities and needs of the individual they are supporting, showing a clear understanding of the fundamental role of communication in self determination and empowerment
- ◆ Describe how they have adopted a person centred approach to planning their support in this aspect of practice and explain why they have done so, showing clear understanding of the principles of person centred planning
- ◆ Describe their own role in promoting empowerment in this area of practice and in protecting the person from abuse and exploitation

Approximately 1000 words is appropriate for this section of the assignment.

Outcome 3

Facilitate inclusion

Knowledge and/or skills

- ◆ The social and political context of inclusion, to include the rights agenda and citizenship
- ◆ Partnership with the individual with learning disabilities, with family members and other carers and with other professionals
- ◆ Relevant legislation and legislative guidance
- ◆ Policy: the role of *The same as you?*

Evidence requirements

Outcome 3 will be assessed through the third section of the integrated written assignment. In this section, candidate will be required to:

- ◆ Identify the principles of inclusion and explain its significance in the lives of people with learning disabilities
- ◆ Demonstrate and evaluate their ability to work in partnership with people with learning disabilities and, where relevant, family members and other carers, and other professionals

Higher National Unit specification: statement of standards (cont)

Unit title: Working in Partnership with People who have a Learning Disability

- ◆ Review and evaluate their own work practice and identify the extent to which it contributes to inclusion for people with learning disabilities

Assessment guidelines

Outcome 3 will be assessed through the third section of the integrated written assignment. In this section, candidate will be required to:

- ◆ Explain how the selected aspect of practice will promote inclusion for the person concerned
- ◆ Describe the activity undertaken and analyse their own support role.
- ◆ Describe the ways in which they worked in partnership with the person with learning disability and, where relevant, other people, at all stages of the activity, including evaluation of outcomes
- ◆ Evaluate their own practice and the outcomes of the activity in relation to the goal of promoting inclusion

Approximately 1000 words is appropriate for this section of the assignment.

Administrative Information

Unit code:	DH3V 34
Unit title:	Working in Partnership with People who have a Learning Disability
Superclass category:	PN
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Higher National Unit specification: support notes

Unit title: Working in Partnership with People who have a Learning Disability

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The unit is primarily designed to help candidates acquire a sound knowledge of current thinking on learning disabilities and understand how this has emerged from reaction to the oppression that people with learning disabilities have experienced historically. This should enable them to base their support work on a strong commitment to rights and inclusion.

Candidates need to be in a support role when they undertake the unit. This can be in a paid or voluntary capacity or a carer role, such as in supporting a family member.

The unit relates to all types of learning disabilities, including additional and complex support needs such as multiple disability, mental health needs and challenging behaviour.

Outcome 1 introduces the historical perspective and moves candidates forward through major influences to current thinking in relation to both the support and enabler role of the social care worker. The historical perspective need not be overly detailed but should highlight significant theories and movements including:

- The eugenics movement and its effect on thinking, policy and practice
- Institutionalisation and its lasting effects on individuals and on society
- Normalisation theory and its positive and negative impact

Candidates should also be made aware of how the social model of disability, with its emphasis on how society is constructed to protect the rights of its more powerful members, is more valid for their work practice than the outdated medical model with its emphasis on the shortcomings of the individual and focus on the impairment rather than the individual person. Within the context of the social model of disability, however, they also need to be made aware of the nature of learning disability and the different ways in which it affects learning and development across the lifespan and also has an effect on the nature and level of support required by individuals with a wide diversity of needs. They should be clear that the social model of disability does not deny the impairment but considers it as just one contributory aspect of an individual's make-up and life circumstances. They also need to be aware of the additional needs of people with profound and multiple learning disability, complex health needs and challenging behaviour, although none of these areas will be explored in detail.

The importance of the Scottish Executive's review of services and the resulting policy document *The same as you?* should be highlighted and candidates should make sure they become familiar with its overall content and particularly its objectives as the basis of all current and future work with people with learning disabilities and their families in Scotland.

Higher National Unit specification: support notes (cont)

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Outcome 2 – the main focus of Outcome 2 is the promotion of person centred approaches to social care work. Candidates should be taught about the main principles of ‘person centredness’, e.g. involving the individual as a partner (or involving an advocate where the individual is unable to advocate for him or herself because of complex needs) at all stages of the support process, starting with hopes and aspirations, focusing upon positive images and aspects rather than negative, taking the lead from the person, enabling the person to make choices and decisions rather than imposing your own ideas, working with rather than for, the centrality of communication and relationships in person centred work. This necessitates an understanding of the qualities and skills required for an empowering and facilitative approach to support work. Information on person centred approaches can be drawn from the work of John O’Brien, Marsha Forrest, Jack Pearpoint, Michael Smull, Helen Sanderson and their associates.

It is also important that candidates are made aware of their own responsibility in working with people who are known to be particularly vulnerable to abuse and exploitation. They should understand the possible roots of this vulnerability, e.g. social isolation, disempowerment, communication difficulties, being dependent on others for support, lack of experience and opportunity.

Outcome 3 deals particularly with inclusion. Candidates should learn about the social context of inclusion, e.g. the importance and roles of social networks, involvement in social groups, and the political context, e.g. government policy and emphasis on social inclusion and citizenship. They should be encouraged to think about the ways in which people with learning disabilities have been denied the rights afforded to other people and the need to redress the balance.

The ‘partnership’ aspect of this outcome builds upon the work done on person centred planning in outcome 2. Candidates should explore in some depth the meaning of partnership in relation to people with learning disabilities, family members and others, e.g. taking the lead from the person with learning disability, facilitating communication, good listening and observation skills, understanding the differences in the roles and responsibilities of others, being aware of professional responsibilities and limitations. They should also analyse the skills and qualities partnership requires e.g. good listening and observation skills, relationship building, appropriate methods of communicating, teamwork skills, sharing information and responsibilities.

Appropriate legislation should be examined as deemed appropriate, e.g. Education (Mentally Handicapped Children) Scotland Act 1974; Education (Scotland) Act 1980, amended 1981; NHS & Community Care Act 1990; The Adults with Incapacity (Scotland) Act 2000.

Higher National Unit specification: support notes (cont)

Unit title: Working in Partnership with People who have a Learning Disability

Guidance on the delivery and assessment of this Unit

This unit should be assessed by a single integrated instrument which takes the form of a project undertaken in partnership with one individual. The project should enable candidates to demonstrate their understanding of significant areas of knowledge which should underpin all work with people with learning disabilities, i.e., person centred approaches, effective communication, empowerment.

Each candidate should work with an individual person with a learning disability to design a short project directed towards an aspect of community inclusion for this individual. They should plan and implement the project and then evaluate its effectiveness – all in partnership with the individual, or an advocate in situations where the person is unable to represent her or himself. They should then submit a written report of the project, comprising three sections as described under ‘Assessment guidelines’ in outcomes 1, 2 and 3.

The project should be based on an activity relating to a relevant aspect of the individual’s life, e.g. housing, education, employment, health or relationship support. For example: supporting someone to manage their own budget, to get their own shopping, to find voluntary work or explore options for paid employment, to take up a new hobby, to enrol in a continuing education class – or something similar. The project should fit into candidates’ usual work schedule but should focus on an aspect of work not previously explored. It should provide opportunity for candidates to:

- ◆ introduce a more person centred approach
- ◆ reflect on and analyse the activity undertaken and the characteristics of an enabling role
- ◆ evaluate their own work practice
- ◆ identify lessons learned and make suggestions for improvement

Open learning

This unit could be delivered by open learning.

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA, 2000).

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

General information for candidates

Unit title: Working in Partnership with People who have a Learning Disability

This Unit is designed to acquaint you with current thinking in relation to people with learning disabilities and to help you apply this to your support work. The emphasis is on working in partnership and using person centred approaches in everything you do. Your main aim in working in this way is to promote the empowerment of people with learning disabilities and enable them to take their place in society alongside everyone else. Therefore inclusion is the primary goal.

You need to be in a support role to undertake this unit. This can be paid employment, voluntary work or a carer role in a family or similar situation.

The Unit has three outcomes. The first outcome traces the history of people with learning disabilities over the last century and shows the main influences on our previous and current understanding of, and thinking about, people with learning disability. The second outcome then moves you on to the person centred approaches we use – or should use – in all support work today. The final outcome gives you the opportunity to explore inclusion and what it means in your own practice.

The unit is assessed by a project which covers all three outcomes. For this project you will need to work with one individual (or family member) with learning disability and design an activity which will help the person towards fuller inclusion in his or her own community. The activity should relate to an area of the person's life that is particularly important to him or her at the present time. It could be an aspect of housing, education, health, employment or relationships. The exact area will depend on the nature of the work you do and on the wishes and aspirations of the person concerned. You might, for example, focus on helping the person to manage his or her own budget, get the shopping, take up a new hobby, join a club, find paid or voluntary work – or something similar.

You will need to show that you can work in partnership with the individual at all stages of the project – planning, implementing and evaluating - and, where appropriate, with his or her family members and with other colleagues.

Assessment will be based on your written report of the project, which will be in three parts, corresponding to outcomes 1, 2 and 3 respectively. This written assignment will give you the opportunity to show that you understand person centred approaches, empowerment, inclusion, the rights of people with learning disabilities and your own role as an enabler and a support worker.