

About this Unit

This standard is about the support provided to individuals with cognition and learning difficulties to enable them to participate in learning activities and to develop effective learning strategies. This standard is for healthcare staff who provide support for individuals who demonstrate features of moderate, severe or profound learning difficulties, specific learning difficulties, eg dyslexia or dyspraxia, or who present features associated with autistic spectrum disorder. Some individuals may have associated sensory, physical and/or behavioural difficulties which compound their special educational needs.

Users of this standard will need to ensure practice reflects up to the date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit. ◆ The following forms of evidence ARE mandatory: ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, your assessor may observe you use praise, commentary and assistance to encourage individuals to stay on task. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, your assessor may ask you to explain, using an example from practice, how to adapt or modify planned activities for individuals who are making extremely slow progress.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
<ul style="list-style-type: none"> ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. ◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge. ◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 The current European and National legislation, national guidelines, organisational policies and protocols in accordance with Clinical/Corporate Governance which affect your work practice in relation to supporting individuals with cognition and learning difficulties.	
2 Your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance.	
3 The duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer.	
4 The importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence.	
5 The cognition and learning difficulties of the individuals with whom you work and the implications of these for supporting different types of learning activities.	
6 The significant differences between global learning difficulties which can affect all aspects of a individual’s learning, and specific learning difficulties, eg dyslexia, dyspraxia, specific language impairment, which can exist as an anomaly in the overall pattern of a individual’s abilities.	
7 Any Individual Education Plans and/or Behaviour Support Plans for the individuals with whom you work.	
8 The impact of any medication used by individuals with whom you work on their cognitive and physical abilities, behaviour and emotional state	
9 The range of cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions such as perception, memory and information processing.	
10 The curriculum plans and learning programmes developed by the therapist.	
11 The importance of active learning for individuals with cognition and learning difficulties and how to promote this.	
12 How to adapt or modify planned activities for individuals who are making extremely slow progress.	

FP13 04 (GEN86) Support individuals with cognition and learning difficulties

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
13 The sorts of problems that might occur when supporting individuals with cognition and learning difficulties and how to deal with these.	
14 The cognition and learning difficulties of the individuals with whom you work, and how to adapt and modify teaching and individual materials so that they are given every opportunity to understand concepts and ideas.	
15 How cognitive difficulties impact upon the development of language and communication, and vice versa, and how this affects learning.	

FP13 04 (GEN86) Support individuals with cognition and learning difficulties

Performance Criteria		DO	RA	EW	Q	P	WT	PD
1	Obtain accurate and up-to-date information about the individual's cognition and learning needs.							
2	Obtain detailed information from the therapist about the planned learning activities.							
3	Obtain and use equipment and materials as appropriate to the learning objectives and the individual's cognition and learning needs.							
4	Provide levels of individual attention, reassurance and help with learning tasks as appropriate to the individual's cognition and learning needs.							
5	Provide support as needed to enable individuals to follow instructions.							
6	Use praise, commentary and assistance to encourage individuals to stay on task.							
7	Monitor the individuals' response to the learning activities and, where necessary, modify or adapt the activities as agreed with the therapist to achieve incremental and lateral progression towards the intended learning outcomes.							
8	Promptly report any problems in supporting individuals during learning activities to the therapist.							
9	Provide relevant information to the therapist about the learning achievements of individuals with cognition and learning difficulties.							
10	Agree with the therapist the strategies to use to help individuals with cognition and learning difficulties to develop effective learning strategies.							
11	Sequence and structure learning experiences and the learning environment, as directed by the therapist, so individuals develop organisational, information processing and problem solving skills.							
12	Use specific visual, auditory and tactile methods to help individuals understand the functional use of objects and gain information about the environment.							
13	Adapt and modify teaching and learning materials, as directed by the therapist, to suit the individual's maturity levels and learning needs.							

FP13 04 (GEN86) Support individuals with cognition and learning difficulties

Performance Criteria	DO	RA	EW	Q	P	WT	PD
14 Provide information, advice and opportunities for individuals to choose and make decisions about their own learning.							

DO = Direct Observation

EW = Expert Witness

PD = Professional Discussion

RA = Reflective Account

P = Product (Work)

Q = Questions

WT = Witness Testimony

To be completed by the candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable

This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: