

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 2 Certificate in Principles of
Working with Individuals with Learning
Disabilities
QN: 601/1687/0**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 3.1 February 2020).

Version	Publication Date	Summary of amendments
v3.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .
v3.2	September 2021	Useful websites updated.
v3.3	June 2022	<p>Information added to the guidance for entry and registration section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p> <p>Further information added to the assessment methods section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
v3.4	February 2023	Reference to the document 'Good Practice in Internal Quality Assurance' removed.

Section 1: General introduction

About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities.

Total Qualification Time

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Guidance for entry and registration

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

The Centre Secure website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or email customersupport@ncfe.org.uk.

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

Learners Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities
Qualification number	601/1687/0
Aims and objectives	<p>This qualification is designed for learners with an interest in, or who are already working with, individuals with learning disabilities in a variety of roles.</p> <p>This qualification aims to give learners knowledge and understanding to work with individuals with learning disabilities or difficulties. They will explore the principles of safeguarding and positive risk taking and gain awareness of the autistic spectrum.</p> <p>The objectives of this qualification are to prepare learners for employment and to support a role in the workplace where the individual may work or interact with people with learning disabilities. This is primarily for those within healthcare and social care but may also be useful to those working in education or housing support roles.</p>
Total Qualification Time (hours)	170
Guided Learning (hours)	143
Credit value	17
Grading system	Achieved/Not Yet Achieved
Minimum age of learner	16
Real work environment (RWE) requirement/ recommendation	This is a knowledge-only qualification; therefore, no real work environment placement is required.
Rule of combination	To be awarded the Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities, learners are required to successfully complete 6 mandatory units.
Entry requirements/ recommendations	Entry is at the discretion of the Centre. However, learners should be aged at least 16 to undertake the qualification.
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> Level 2 Diploma in Care

	<ul style="list-style-type: none"> • Level 3 Diploma in Adult Care • Level 3 Diploma in Healthcare Support
Assessment methods	Portfolio of evidence. Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
Additional assessment requirements	This qualification must be assessed in line with the Skills for Care and Development Assessment Principles. It is internally assessed and externally quality assured.
About this qualification	This is a regulated qualification. The regulated number for this qualification is 601/1687/0.







Useful websites


Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- Mencap www.mencap.org.uk
- British Institute of Learning Disabilities (BILD) www.bild.org.uk
- NHS Choices – Live Well www.nhs.uk/livewell/pages/livewellhub.aspx
- Foundation for People with Learning Disabilities www.learningdisabilities.org.uk
- Social Care Institute for Excellence www.scie.org.uk
- NHS www.nhs.uk
- Mind mind.org.uk

Section 3: Units

Mandatory units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Hours*
	Unit 01	K/601/5315	Understand the context of supporting individuals with learning disabilities	Knowledge	2	4	35
	Unit 02	A/601/8574	Principles of safeguarding and protection in health and social care	Knowledge	2	3	26
	Unit 03	K/601/9493	Introduction to personalisation in social care	Knowledge	3	3	22
	Unit 04	K/601/6285	Principles of positive risk-taking for individuals with disabilities	Knowledge	2	2	20
	Unit 05	M/601/5316	Introductory awareness of autistic spectrum conditions	Knowledge	2	2	17
	Unit 06	T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	Knowledge	2	3	23

The star icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit our Centre secure website for further information.

Unit layout

For each unit the following information has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit delivery and assessment guidance*	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to National Skills Standards.
Type of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

**Explanation of terms used at Level 2:
(not all verbs are used in this qualification)**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Unit 01: Understand the context of supporting individuals with learning disabilities



Unit reference	K/601/5315	Unit level	2
Unit group	Mandatory		
Credit value	4		
Unit guided learning hours	35		
Unit summary	<p>This unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. This unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation, and also considers the central place of communication in working with individuals who have learning disabilities.</p>		

Learning outcomes The learner will:	Assessment criteria 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 the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities.
	1.2. Explain how this legislation and these 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 proportion of individuals with a learning disability for whom the cause is not known.
	2.5. Describe the possible impact on a family of having a member 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.2. Describe how past ways of working may affect present services. 3.3. Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: <ul style="list-style-type: none"> • 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.
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: <ul style="list-style-type: none"> • 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	6.3. Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.

Delivery and assessment guidance

Guidance for developing assessment

1.1. An **individual** is someone requiring care or support.

2.2. **Causes** should include: before birth, during birth and after birth.

4.4. **Ways to build empowerment** should include person-centred thinking.

4.4. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

5.4. **External agencies** include: advocacy services; parent/carer support groups; campaign groups etc.

5.4. **Others** may include:

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates.

Type of evidence: Learner report

Assessment criteria: 1.1, 1.2, 2.1, 2.3–2.5, 3.1, 3.2, 4.3, 4.4, 5.4

Additional information: Learners could conduct research and prepare notes or a learner report.

Type of evidence: Questioning

Assessment criteria: 2.2, 4.1, 4.2, 6.1–6.3

Additional information: Learners could respond to a set of prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Discussion

Assessment criteria: 3.3, 5.1–5.3

Additional information: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Types of evidence

Evidence could include:

- learner report
- questioning
- discussion.

Additional information	
Relationship to occupational standards/NOS mapping	<p>There are no specific links to NOS for this unit.</p> <p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT
Additional unit assessment requirements	<p>This unit must be assessed in line with the Skills for Care and Development's Assessment Principles.</p>

Unit 02: Principles of safeguarding and protection in health and social care



Unit reference	A/601/8574	Unit level	2
Unit group	Mandatory		
Credit value	3		
Unit guided learning hours	26		
Unit summary	This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: <ul style="list-style-type: none"> • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others.
	1.2. Identify the signs and/or symptoms associated with each type of abuse.
	1.3. Describe factors that may contribute to an individual being more vulnerable to abuse.
2. Know how to respond to suspected or alleged abuse.	2.1. Explain the actions to take if there are suspicions that an individual is being abused.
	2.2. Explain the actions to take if an individual alleges that they are being abused.
	2.3. Identify ways to ensure that evidence of abuse is preserved.

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the national and local context of safeguarding and protection from abuse.	3.1. Identify national policies and local systems that relate to safeguarding and protection from abuse. 3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse. 3.3. Identify reports into serious failures to protect individuals from abuse. 3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.
4. Understand ways to reduce the likelihood of abuse.	4.1. Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • working with person-centred values • encouraging active participation • promoting choice and rights. 4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
5. Know how to recognise and report unsafe practices.	5.1. Describe unsafe practices that may affect the well-being of individuals. 5.2. Explain the actions to take if unsafe practices have been identified. 5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Delivery and assessment guidance

Guidance for developing assessment

1.3. **Factors** may include:

- a setting or situation
- the individual.

1.3. An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care. A setting where there is no formal duty of care includes adult health or social care settings.

2.1. The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. The actions to take if the allegation or suspicion implicates:

- a colleague
- someone in the individual's personal network
- the learner
- the learner's line manager
- others.

3.1. **Local systems** may include:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for locality.

4.1. **Person-centred values** include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership.

4.1. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

5.1. **Unsafe practices** may include:

- poor working practices
- resource difficulties
- operational difficulties.

Type of evidence: Questioning

Assessment criteria: 1.1–1.3, 5.1–5.3

Additional information: Learners could respond to a set of prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Learner report

Assessment criteria: 2.1–2.3, 3.1–3.4

Additional information: Learners could conduct research and prepare notes or a learner report.

Type of evidence: Discussion

Assessment criteria: 4.1–4.2

Additional information: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Types of evidence

Evidence could include:

- questioning
- learner report
- discussion.

Additional information	
<p>Relationship to occupational standards/NOS mapping</p>	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 02 Principles of safeguarding and protection in health and social care:</p> <ul style="list-style-type: none"> • SCDHSC0024
<p>Additional unit assessment requirements</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p>

Unit 03: Introduction to personalisation in social care



Unit reference	K/601/9493	Unit level	3
Unit group	Mandatory		
Credit value	3		
Unit guided learning hours	22		
Unit summary	This unit is aimed at those working in a wide range of settings. It introduces understanding of how personalisation affects the provision of social care services, with a focus on the systems, skills and support needed to implement personalised provision.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the meaning of personalisation in social care.	1.1. Define the term 'personalisation' as it applies in 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.
	2.3. Explain 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.
	3.2. Describe how personalisation affects the balance of power between individuals and those providing support.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.3. Give examples of how personalisation may affect the way an individual 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 or brokering services, in order 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 or their families might need in order to maximise the benefits of a personalised service.

Delivery and assessment guidance

Guidance for developing assessment

2.3. An **individual** is someone requiring care or support.

Type of evidence: Learner report

Assessment criteria: 1.1–1.4, 2.2, 2.3, 3.1–3.3, 4.1–4.4

Additional information: Learners could conduct research and prepare notes or a learner report.

Type of evidence: List

Assessment criterion: 2.1

Additional information: Learners to produce a focused list based on the assessment criteria.

Types of evidence

Evidence could include:

- learner report
- list.

Additional information	
<p>Relationship to occupational standards/NOS mapping</p>	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 03 Introduction to personalisation in social care:</p> <ul style="list-style-type: none"> • SCDHSC0024 • SCDHSC0035 • SCDHSC0346
<p>Additional unit assessment requirements</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p>

Unit 04: Principles of positive risk-taking for individuals with disabilities



Unit reference	K/601/6285	Unit level	2
Unit group	Mandatory		
Credit value	2		
Unit guided learning hours	20		
Unit summary	This unit provides the knowledge behind positive risk-taking. It highlights the importance of positive risk-taking for individuals with disabilities. It explores how to take a person-centred approach to enabling individuals to take risks and how to balance risk-taking with duty of care. The legislative context is also covered.		

Learning outcomes The learner will:	Assessment criteria 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. Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks.
	1.3. Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks.
	1.4. Explain how supporting individuals to take risks can enable them to have choice over their lives to: <ul style="list-style-type: none"> • gain in 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. Describe ways in which traditional risk assessments have tended to have a negative focus.

Learning outcomes The learner will:	Assessment criteria The learner can:
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 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. Outline how the principle of duty of care can be maintained whilst supporting individuals to take risks.
	4.3. Describe ways of enabling individuals with disabilities to make informed choices about taking risks.
	4.4. Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions.
	4.5. Explain the potential positive and negative consequences of the choices made about taking risks.
	4.6. Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger.
	4.7. Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking.
5. Understand how to support individuals with disabilities to manage identified risks.	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 the individual.
	5.4. Describe ways of supporting individuals with disabilities to test out the risk they wish to take.

Delivery and assessment guidance

Guidance for developing assessment

1.4. An **individual** is someone requiring care or support.

2.1. **Person-centred** reflects what is important to individuals and helps them to live the life they choose.

4.1. **Others** may include:

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates.

4.2. **Duty of care** is the legal duty to take reasonable care to avoid others being harmed.

Type of evidence: Questioning

Assessment criteria: 1.1–1.4, 4.2, 4.3

Additional information: Learners could respond to a set of prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Discussion

Assessment criteria: 2.1–2.3

Additional information: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: Learner report

Assessment criteria: 3.1, 3.2, 4.1, 4.4–4.7, 5.1–5.4

Additional information: Learners could conduct research and prepare notes or a learner report.

Types of evidence

Evidence could include:

- questioning
- discussion
- learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>There are no specific links to NOS for this unit.</p>
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p>

Unit 05: Introductory awareness of autistic spectrum conditions



Unit reference	M/601/5316	Unit level	2
Unit group	Mandatory		
Credit value	2		
Unit guided learning hours	17		
Unit summary	The unit provides introductory awareness on autistic spectrum conditions. It provides learners with key areas of knowledge and explores important themes such as individuality, communication, behaviour and person-centred support.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties.	1.1. Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with others .
	1.2. Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships.
	1.3. Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum.
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 each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests.
	2.2. Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their 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	3.1. Describe behavioural characteristics associated with autistic spectrum conditions.

Learning outcomes The learner will:	Assessment criteria The learner can:
with an autistic spectrum condition.	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 an individual who has 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.
	4.2. Identify formal and informal support networks for an individual with an autistic spectrum condition.
	4.3. Explain why it is important to involve families/parents/carers 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 consistent, both within own approach and with that of others.
	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 on an individual with an autistic spectrum condition.
	5.2. Identify aspects of the environment that affect communication with an individual.
	5.3. Describe how to reduce barriers to communication with an individual.
	5.4. Outline the use of visual communication systems for individuals who have an autistic spectrum condition.
	5.5. Identify who could provide advice about effective communication with an individual.

Delivery and assessment guidance

Guidance for developing assessment

Terminology relating to Autism in this document

Autism is described by The National Autistic Society as a complex, lifelong developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Individual preference regarding terminology used for individuals with autism may vary and must be valued and respected.

Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however terms tend to change. The National Autistic Society provides a useful source for accurate terms and reference and can be found on their website.

1.1. An **individual** is someone requiring care or support.

1.1. **Others** may include:

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates.

Type of evidence: Oral or written questioning

Assessment criteria: 1.1–1.3

Additional information: Learners could respond to a set of prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Learner report

Assessment criteria: 2.1–2.4, 3.1–3.3, 4.1–4.5, 5.1–5.5

Additional information: Learners could conduct research and prepare notes or a learner report.

Types of evidence

Evidence could include:

- oral or written questioning
- learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>There are no specific links to NOS for this unit.</p>
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p>

Unit 06: Principles of supporting individuals with a learning disability to access healthcare



Unit reference	T/601/8654	Unit level	2
Unit group	Mandatory		
Credit value	3		
Unit guided learning hours	23		
Unit summary	This unit provides the learner with the knowledge required to contribute to supporting an individual to access and use healthcare services.		

Learning outcomes The learner will:	Assessment criteria 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 is able to give informed consent to their treatment in line with legislation, policies or guidance.
	1.5. Describe the actions to take if an individual 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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.
4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with a learning disability.	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. List a range of resources that may be helpful to an individual with a learning disability accessing healthcare services.

Delivery and assessment guidance

Guidance for developing assessment

1.3. An **individual** is someone requiring care or support.

2.1. **Healthcare services** may include:

- primary healthcare services
- acute healthcare services
- specialist healthcare services
- community healthcare services.

4.1. **Plans for healthcare:** in England this refers to or should include Health Action Plans.

5.1. **Barriers** will include personal barriers as well as external barriers.

Type of evidence: Learner report

Assessment criteria: 1.1–1.5, 5.1–5.3

Additional information: Learners could conduct research and prepare notes or a learner report.

Type of evidence: List

Assessment criteria: 2.1, 5.4

Additional information: Learners to produce a focused list based on the assessment criteria.

Type of evidence: Discussion

Assessment criteria: 2.2, 2.3

Additional information: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: Questioning

Assessment criteria: 3.1, 4.1–4.4

Additional information: Learners could respond to a set of prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence

Evidence could include:

- learner report
- list
- discussion
- questioning

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 06 Principles of supporting individuals with a learning disability to access healthcare:</p> <ul style="list-style-type: none"> • SCDHSC0026 • SCDHSC0225
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p>

Section 4: Assessment and quality assurance information

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification can be found on the NCFE website.

Centres need to ensure that individuals undertaking Assessor or Quality Assurer roles conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Staffing requirements

Centres delivering this qualification must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks, these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation

is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It is the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 5: Documents

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents can be found on the NCFE website.

Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Learning resources

We offer a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group
- Hallmark Education
- NCC Resources.

For more information about these resources and how to access them please visit the NCFE website.

Section 6: General Information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

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