Qualification Specification

NCFE CACHE Level 2 Award in Supporting Individuals with Learning Disabilities
QRN: 600/4041/5

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NCFE CACHE Level 2 Award in Supporting Individuals with Learning Disabilities   600/4041/5

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Contents

Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v6.1	February 2020	Resources section added

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our website. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **leve**l - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

> Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

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 lightbulb in both the Unit Achievement Log and at the top of the units.

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

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided 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 Advisor.

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.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is: www.cache.org.uk The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- **Complaints Procedure**
- **Appeals Process**
- **Diversity Statement**

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Equal opportunities

We fully support the principle of equal opportunities and oppose 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. We aim 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 CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation 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 our dedicated qualifications website www.qualhub.co.uk.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 2 Award in Supporting Individuals with Learning Disabilities
Qualification number	600/4041/5
Aim	This qualification provides learners with the opportunity to develop their knowledge and skills around supporting individuals with learning disabilities. It is aimed at learners who support individuals with learning disabilities as part of their job role. The units offered within this qualification mirror those offered within the Learning Disabilities Pathway of the Health and Social Care Diplomas in England.
Purpose Ofqual code and description (where applicable)	E. Updating and continuing professional development E3. Develop knowledge and/or skills relevant to a particular specialisation within an occupation or set of occupations
Total Qualification Time (Hours)	120
Guided learning hours	88

Credit value	12	**Minimum credits at / above Level**	12

Minimum age of learner	16
Age ranges covered by the qualification	N/A
Real work environment (RWE) requirement / recommendation	It is recommended that learners are working, volunteering or on practical placement to be able to show competence in both knowledge and skills.
Rules of Combination	To achieve this qualification, learners must gain 12 credits. They must do this by gaining 4 credits from the mandatory unit, and at least a further 8 credits from the optional units
Progression including Job Roles (where applicable)	This qualification enables learners to progress to the Level 2 or 3 Diploma in Health and Social Care, or to progress into employment.

Recommended assessment methods	All units are internally assessed.
	Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:
	- Inference of knowledge from direct observation of practice - Witness evidence when directed by the sector skills assessment strategy - Professional discussion - Reflection on own practice in real work situations - Written assignments - Learner's own plans and written records - Task set by us for knowledge learning outcomes only *
	The qualification will be achieved or not yet achieved and all the assessment criteria of the chosen units must be achieved.
	* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	All units must be assessed in line with the Skills for Care and Development Assessment Strategy.
Grading system	Achieved
How long will it take to complete?	Learners can usually complete the Award in 6 months
Entry requirements / recommendations	Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/4041/5.

Qualification/s introduction and purpose

This qualification provides learners with the opportunity to develop their knowledge and skills around supporting individuals with learning disabilities. It is aimed at learners who support individuals with learning disabilities as part of their job role.

The Award offers the opportunity for learning in small bite sized pieces and has a variety of potential uses. The Award may be suitable for are:

- those whose job role is not exclusively focused around supporting individuals with learning disabilities, but who come into contact with people as part of their job, for example:
    - health
    - care
    - education
    - housing
    - leisure
    - employment
    - libraries
    - people working in probation
- employment support workers, dementia care advisors and palliative care professionals could complete the award to enable them to better tailor their service to people's needs. Used in this context these qualifications would support the implementation of the current autism, dementia and end of life strategies for people with learning disabilities
- workers who are new to learning disability services but already know about social care
- workers in learning disability services wishing to undertake a shorter CPD qualification
- people in community and volunteering roles who work alongside or support people with a learning disability who want more information so that they can work towards providing high quality care for individuals with learning disabilities.

A broad range of optional units have been identified to provide as much flexibility as possible for the learner to focus on the units that provide what they need to know and is relevant for their role.

Rules of combination

To achieve this qualification, learners must gain 12 credits. They must do this by gaining 4 credits from the mandatory unit, and at least a further 8 credits from the optional units.

Progression

This qualification enables learners to progress to the Level 2 or 3 Diploma in Health and Social Care, or to progress into employment.

Unit achievement log

Mandatory Group A

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
LD 201	K/601/5315	Understand the context of supporting individuals with learning disabilities	Knowledge	2	4	35	31	

	Total credit and Hours for Mandatory Units	4	35

Optional Group B

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Notes
SHC 21	F/601/5465	Introduction to communication in health, social care or children's and young people's settings	Knowledge / Skills	2	3	23	
LD Op 203	Y/601/7352	Provide active support	Knowledge / Skills	2	3	27	
LD 202	L/601/6442	Support person-centred thinking and planning	Knowledge / Skills	2	5	34	
LD Op 205	K/601/6285	Principles of positive risk taking for individuals with disabilities	Knowledge	2	2	20	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Notes
HSC 2031	A/601/9546	Contribute to support of positive risk-taking for individuals	Knowledge / Skills	2	3	27	
LD 206	H/601/5703	Principles of supporting an individual to maintain personal hygiene	Knowledge	2	1	10	
LD 206 C	K/601/9963	Support individuals to maintain personal hygiene	Knowledge / Skills	2	2	17	
LD 208C	J/602/0036	Contribute to supporting individuals with a learning disability to access healthcare	Knowledge / Skills	2	3	27	
LD 208K	T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	Knowledge	2	3	23	
LD 210	M/601/5316	Introductory awareness of autistic spectrum conditions	Knowledge	2	2	17	
DEM 201	J/601/2874	Dementia awareness	Knowledge	2	2	17	
DEM 207	A/601/2886	Understand equality, diversity and inclusion in dementia care	Knowledge	2	2	20	
HSC 2006	Y/601/8632	Support participation in learning and development activities	Knowledge / Skills	2	3	23	
HSC 2007	T/601/8637	Support independence in the tasks of daily living	Knowledge / Skills	2	5	33	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Notes
HSC 2008	A/601/8025	Provide support for journeys	Knowledge / Skills	2	2	17	
HSC 2011	A/601/7926	Support individuals to access and use information about services and facilities	Knowledge / Skills	2	3	20	
HSC 2023	L/601/9471	Contribute to supporting group care activities	Knowledge / Skills	2	3	23	
PD Op 2.1	L/601/6117	Understand physical disability	Knowledge	2	2	19	
SS MU 2.1	F/601/3442	Introductory awareness of sensory loss	Knowledge	2	2	16	
SS Op 2.1	Y/601/3446	Introductory awareness of models of disability	Knowledge	2	2	15	
SS Op 2.3	A/601/4895	Contribute to the support of individuals with multiple conditions and/or disabilities	Knowledge / Skills	2	3	25	
SS Op 2.4	H/601/3451	Contribute to supporting individuals in the use of assistive technology	Knowledge / Skills	2	3	19	
SS Op 2.5	F/601/5160	Support individuals to negotiate environments	Knowledge / Skills	2	4	32	
LD Op 307	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3	21	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Notes
LD 311C	F/602/0049	Support young people with a disability to make the transition into adulthood	Knowledge / Skills	3	5	40	
LD 311K	M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	Knowledge	3	3	30	
LD 312	K/601/7047	Support parents with disabilities	Knowledge / Skills	3	6	43	
LD Op 314C	J/602/0053	Support individuals with self-directed support	Knowledge / Skills	3	5	35	
LD 314K	M/601/7048	Principles of self-directed support	Knowledge	3	3	26	
ADV 301	M/502/3146	Purpose and principles of independent advocacy	Knowledge / Skills	3	4	25	
CMH 301	F/602/0097	Understand mental well-being and mental health promotion	Knowledge	3	3	14	
CMH 302	J/602/0103	Understand mental health problems	Knowledge	3	3	14	
HSC 3019	R/601/8578	Support individuals in their relationships	Knowledge / Skills	3	4	27	
HSC 3029	T/601/8282	Support individuals with specific communication needs	Knowledge / Skills	3	5	35	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Notes
HSC 3033	M/601/7907	Support individuals during a period of change	Knowledge / Skills	3	4	29	
HSC 3038	H/601/8147	Work in partnership with families to support individuals	Knowledge / Skills	3	4	27	
HSC 3045	F/601/3764	Promote positive behaviour	Knowledge / Skills	3	6	44	

	Total credit and Hours for Optional Units	121	914

* This table shows the estimated total hours for each unit.

Barred combinations

The rules of combination of the Level 2 Award in Supporting Individuals with Learning Disabilities will not allow the following unit combinations to be taken together.

If taken			Cannot be taken		
Unit ref.	**Unit no.**	**Unit title**	**Unit ref.**	**Unit no.**	**Unit title**
K/601/6285	LD Op 205	Principles of positive risk taking for individuals with disabilities	A/601/9546	LD 2031	Contribute to support of positive risk-taking for individuals
H/601/5703	LD 206	Principles of supporting an individual to maintain personal hygiene	K/601/9963	LD 206 C	Support individuals to maintain personal hygiene
T/601/8654	LD 208 K	Principles of supporting individuals with a learning disability to access healthcare	J/602/0036	LD 208 C	Contribute to supporting individuals with a learning disability to access healthcare
M/601/7227	LD 311 K	Principles of supporting young people with a disability to make the transition into	F/602/0049	LD 311 C	Support young people with a disability to make the transition into adulthood
M/601/7048	LD 314 K	Principles of self-directed support	J/602/0053	LD Op 314 C	Support individuals with self-directed support

Section 3: Units

This section includes assessment tasks for tutors' convenience. They are not mandatory.

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
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 credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	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.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
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.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them 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.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
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.
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.

LD 201: Understand the context of supporting individuals with learning disabilities

Unit reference	K/601/5315	**Level**	2
Credit value	4	**GL**	35

Unit aim   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. The 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.

Learner name:	**Centre no:**
PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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 policies influence the day-to-day experiences of individuals with learning disabilities and their families.		
2. Understand the nature and characteristics of	2.1. Explain what is meant by 'learning disability'.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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.		
	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: • where people live • daytime activities • employment • sexual relationships and parenthood • the provision of healthcare.		
4. Understand the basic principles and practice of advocacy,	4.1. Explain the meaning of the term 'social inclusion'.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
empowerment and **active participation** in relation to supporting individuals with learning disabilities and their families.	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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 ways of checking whether an individual has understood a communication, and how to address any misunderstandings.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: LD 201
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	An **individual** is someone requiring care or support.
	Causes should include: before birth, during birth and after birth.
	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.
	Ways to build empowerment should include person-centred thinking.
	External agencies include: advocacy services; parent/carer support groups; campaign groups etc.
	Others may include: • the individual • colleagues • families or carers • friends • other professionals • members of the public • advocates.

Additional unit assessment requirements provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment task – LD 201 Understand the context of supporting individuals with learning disabilities

In your work role, when working with individuals who have learning disabilities you will need to understand the context and issues linked with learning disability support. Prepare a folder in 6 sections using the following titles.

Section 1 - Legislation and policies that support the human rights and inclusion of individuals with learning disabilities.

Section 2 - The nature and characteristics of learning disabilities.

Section 3 - The historical context of learning disabilities.

Section 4 - The basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities.

Section 5 - How views and attitudes impact on the lives of individuals with learning disabilities and their family.

Section 6 - How to promote communication with individuals with learning disabilities.

Section 1 - Legislation and policies that support the human rights and inclusion of individuals with learning disabilities.

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

- Identify current legislation and policies used by the care sector that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities.
- Explain how this legislation influences the day to day experiences of individuals with learning disabilities and their families.
- Explain how policies influence the day to day experiences of individuals with learning disabilities and their families.

Section 2 - The nature and characteristics of learning disabilities.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

- Explain what is meant by 'learning disability' and give examples of causes of learning disabilities including before birth, during birth and after birth.
- Describe the medical and social models of disability.
- State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'.
- Describe the possible impact on a family of having a member with a learning disability.

Section 3 - The historical context of learning disabilities.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- Explain the types of services that have been provided for individuals with learning disabilities over time.
- Describe how past ways of working may affect present services.
- Identify some of the 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.

Section 4 - The basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

- Explain the meaning of the term 'social inclusion'.
- Explain the meaning of the term 'advocacy'.
- Describe different types of advocacy.
- Describe ways to build empowerment in everyday support for individuals with learning disabilities.
- Explain how to build active participation into everyday support for individuals with learning disabilities.

Section 5 - How views and attitudes impact on the lives of individuals with learning disabilities and their family carers.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

- Explain how attitudes are changing in relation to individuals with learning disabilities.
- Give examples of positive and negative aspects of being labelled as having a learning disability.
- Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers.
- Explain the roles of external agencies and others in changing attitudes, policy and practice.

Section 6 - How to promote communication with individuals with learning disabilities.

Task 6 links to learning outcome 6, assessment criteria 6.1, 6.2 and 6.3.

- Identify ways of adapting each of the following when communicating with individuals who have learning disabilities:
    - verbal communication
    - non-verbal communication.
- Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities.
- Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor • by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* • when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence • may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

** **Simulation**. A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

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 are **summarised** below. More detailed strategies or principles can be found in *the "Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance".*

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles/Assessment Strategy

Knowledge learning outcomes
- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes
- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Staffing requirements

Centres delivering any of NCFE's qualifications 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 anticipated 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 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 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.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found in the members area of www.qualhub.co.uk, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

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 the 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

These documents can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on www.qualhub.co.uk.

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.