

Qualification Handbook

BIIAB Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities (QCF)

601/6125/5

Version 1.1

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1. About the BIIAB Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities (QCF)

BIIAB is regulated to deliver this qualification by Ofqual in England, Wales and Northern Ireland. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities (QCF)	601/6125/5

2. Objective and Purpose of this Qualification

This qualification is suitable for learners in the health and social care sector who wish to develop their knowledge of working with individuals with learning disabilities. It is a knowledge-based qualification and therefore achievement does not enable learners to be considered competent.

This qualification may also be useful for learners working in education or a housing support role.

The primary purpose of this qualification is to enable the learner to develop knowledge in the principles of working with individuals with learning disabilities and to prepare for further learning or training.

This qualification is not a component of an apprenticeship framework.

3. About this Pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework, qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional Groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities (QCF) Rules of Combination (ROC) and structure

To achieve the BIIAB Level 2 Certificate in the Principles of Working with Individuals with Learning Disabilities (QCF) learners **must** gain a **total of 17** credits. This **must** consist of:

- **Minimum total credit: 17**
- **Mandatory Group A minimum credit: 17**
- **Minimum GLH: 143**
- **Maximum GLH: 143**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA29	K/601/5315	Understand the context of supporting individuals with learning disabilities	4	2	35	Assessment Knowledge Module
CA30	A/601/8574	Principles of safeguarding and protection in health and social care	3	2	26	Assessment Knowledge Module
CA31	K/601/9493	Introduction to personalisation in social care	3	3	22	Assessment Knowledge Module
CA32	K/601/6285	Principles of positive risk taking for individuals with disabilities	2	2	20	Assessment Knowledge Module
CA33	M/601/5316	Introductory awareness of Autistic Spectrum Conditions	2	2	17	Assessment Knowledge Module
CA34	T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	3	2	23	Assessment Knowledge Module

7. Age Restriction

Both qualifications in this handbook are appropriate for use in the following age ranges:

- 16-18
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Achievement of this qualification shows that the learner has acquired level 2 knowledge about the principles of working with individuals with learning disabilities which is important for a wide range of health and social care job roles. It may help the learner to get a job, to improve performance at work or get promoted.

If, upon completion of this qualification, the learner wishes to proceed to a higher level of learning then the following qualifications may be suitable:

- BIIAB Level 3 Diploma in Health and Social Care (Adults) for England
- BIIAB Level 3 Award in Awareness of Dementia
- BIIAB Level 3 Award in the Awareness of the Mental Capacity Act 2005

9. Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devised Assessments. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres **must** obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

Assessment process

Assessment is the process used to judge the competence of a learner against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The Assessment Strategy has been designed by Skills for Care. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Skills for Care designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

Skills for Care Assessment Principles

1 Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2 Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4 Definitions

4.1 Occupationally competent

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

12. Resources

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Learner Summative Reflection template
- Access to the units.

All of these resources are available for download via The Hub on centrezon.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezon.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

13. Design and delivery

Each unit within this qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager is giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing the learner's achievements. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learner's needs.

14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unique Reference Number (URN)

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies within whichever qualification the unit is included. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

15. Initial Registration

Registration and certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.bii.org.

Unit Title	Understand the context of supporting individuals with learning disabilities	
BIIAB Reference	CA29	
Level	2	
Credit Value	4	
GLH	35	
Unit Reference No.	K/601/5315	
Learning Outcome - The learner will:	Assessment Criterion - 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 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
	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: a) where people live b) daytime activities c) employment d) sexual relationships and parenthood e) 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

Unit Title	Understand the context of supporting individuals with learning disabilities	
BIIAB Reference	CA29	
Level	2	
Credit Value	4	
GLH	35	
Unit Reference No.	K/601/5315	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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 a) verbal communication b) 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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Assessment Criterion 1.1	An individual is someone requiring care or support.
Assessment Criterion 2.2	Causes should include: <ul style="list-style-type: none"> • Before birth • During birth • After birth

Additional information	
Assessment Criterion 4.4	Ways to build empowerment should include person-centred thinking.
Assessment Criterion 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.
Assessment Criterion 5.4	External agencies include: <ul style="list-style-type: none"> • Advocacy services • Parent / carer support groups • Campaign groups etc
Assessment Criterion 5.4	Others may include: <ul style="list-style-type: none"> • The individual • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates

Unit Title	Principles of safeguarding and protection in health and social care	
BIIAB Reference	CA30	
Level	2	
Credit Value	3	
GLH	26	
Unit Reference No.	A/601/8574	
Learning Outcome - The learner will:	Assessment Criterion - 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
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

Assessment Requirements and Evidence Requirements
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This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.
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Additional information

Assessment Criterion 1.3	<p>Factors may include:</p> <ul style="list-style-type: none"> • a setting or situation • the individual
Assessment Criterion 1.3	<p>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.</p>
Assessment Criterion 2.1	<p>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:</p> <ul style="list-style-type: none"> • a colleague • someone in the individual's personal network • the learner • the learner's line manager • others
Assessment Criterion 3.1	<p>Local systems may include:</p> <ul style="list-style-type: none"> • employer/organisational policies and procedures • multi-agency adult protection arrangements for locality
Assessment Criterion 4.1	<p>Person-centred values include:</p> <ul style="list-style-type: none"> • individuality • rights • choice • privacy • independence • dignity • respect • partnership
Assessment Criterion 4.1	<p>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.</p>
Assessment Criterion 5.1	<p>Unsafe practices may include:</p> <ul style="list-style-type: none"> • poor working practices • resource difficulties • operational difficulties

Unit Title	Introduction to personalisation in social care	
BIIAB Reference	CA31	
Level	3	
Credit Value	3	
GLH	22	
Unit Reference No.	K/601/9493	
Learning Outcome - The learner will:	Assessment Criterion - 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
	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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Assessment Criteria 1.2, 3.2, 3.3, 4.4	An individual is someone requiring care or support.

Unit Title	Principles of positive risk taking for individuals with disabilities	
BIIAB Reference	CA32	
Level	2	
Credit Value	2	
GLH	20	
Unit Reference No.	K/601/6285	
Learning Outcome - The learner will:	Assessment Criterion - 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
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

Unit Title	Principles of positive risk taking for individuals with disabilities	
BIIAB Reference	CA32	
Level	2	
Credit Value	2	
GLH	20	
Unit Reference No.	K/601/6285	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Assessment Criterion 1.4	An individual is someone requiring care or support.
Assessment Criterion 2.1	Person-centred reflects what is important to individuals and helps them to live the life they choose.
Assessment Criterion 4.1	<p>Others may include:</p> <ul style="list-style-type: none"> • The individual • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates
Assessment Criterion 4.2	Duty of care is the legal duty to take reasonable care to avoid others being harmed.

Unit Title	Introductory awareness of Autistic Spectrum Conditions	
BIIAB Reference	CA33	
Level	2	
Credit Value	2	
GLH	17	
Unit Reference No.	M/601/5316	
Learning Outcome - The learner will:	Assessment Criterion - 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 with an autistic spectrum condition	3.1	Describe behavioural characteristics associated with autistic spectrum conditions
	3.2	Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours
	3.3	Describe what to do if an individual is highly anxious or stressed

Unit Title	Introductory awareness of Autistic Spectrum Conditions	
BIIAB Reference	CA60	
Level	2	
Credit Value	2	
GLH	17	
Unit Reference No.	M/601/5316	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Assessment Criteria 1.1-1.3, 2.1, 2.2, 2.4, 3.2, 3.3, 4.1, 4.2, 4.3, 4.5, 5.1-5.5	An individual is someone requiring care or support.
Assessment Criteria 1.1 and 4.4	Others may include: <ul style="list-style-type: none">• The individual• Colleagues• Families or carers• Friends• Other professionals• Members of the public• Advocates

Unit Title	Principles of supporting individuals with a learning disability to access healthcare	
BIIAB Reference	CA34	
Level	2	
Credit Value	3	
GLH	23	
Unit Reference No.	T/601/8654	
Learning Outcome - The learner will:	Assessment Criterion - 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
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 wellbeing for the individual
	4.4	Explain the importance of individual preference in relation to treatments available

Unit Title	Principles of supporting individuals with a learning disability to access healthcare	
BIIAB Reference	CA34	
Level	2	
Credit Value	3	
GLH	23	
Unit Reference No.	T/601/8654	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Assessment Criterion 1.3	An individual is someone requiring care or support.
Assessment Criterion 2.1	Healthcare services may include: <ul style="list-style-type: none"> • Primary healthcare services • Acute healthcare services • Specialist healthcare services • Community healthcare services
Assessment Criterion 4.1	Plans for healthcare: in England this refers to Health Action Plans.
Assessment Criterion 5.1	Barriers will include personal barriers as well as external barriers.

17. BIIAB Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities (QCF) sign-off sheet

To achieve the BIIAB Level 2 Certificate in the Principles of Working with Individuals with Learning Disabilities (QCF) learners **must** gain a **total of 17** credits. This **must** consist of:

- **Minimum total** credit: **17**
- Mandatory Group A **minimum** credit: **17**
- Minimum GLH: **143**
- Maximum GLH: **143**

Learners and centres should complete the table overleaf to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
CA29	K/601/5315	Understand the context of supporting individuals with learning disabilities						
CA30	A/601/8574	Principles of safeguarding and protection in health and social care						
CA31	K/601/9493	Introduction to personalisation in social care						
CA32	K/601/6285	Principles of positive risk taking for individuals with disabilities						
CA33	M/601/5316	Introductory awareness of Autistic Spectrum Conditions						
CA34	T/601/8654	Principles of supporting individuals with a learning disability to access healthcare						

Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provide below and sign & date the document, or you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

BIIAB Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities (QCF)



Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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Infor House
1 Lakeside Road
Farnborough
Hampshire
GU14 6XP