

Component 41: Supporting individuals with learning disabilities in the emergency and urgent care setting

Component Reference Number: F/507/6434

Level: 3 Credit: 2 GL: 6 024/ Component Summary This component is aimed at those who work in the emergency and urgent care and/or the wider health and social care setting. It provides the learner with the knowledge to understand the agreed ways of working; what is meant by learning disability; the needs of a person with a learning disability and how to identify when an individual with learning disability may be at risk from harm. It also provides the learner with the necessary skills to adapt their communication techniques and support people with learning disabilities using person centred approaches.

Assessment Guidance This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical or social role within the emergency and urgent care or health and social care setting where understanding and supporting individuals with a learning disability is an integral part of that role.

Relationship to Occupational Standards N/A

Learning Outcome - The learner will: Assessment Criterion - The learner can: 1 Understand legislation and agreed ways of working in relation to individuals accessing healthcare services with learning disabilities 1.1 Outline legislation and agreed ways of working in relation to individuals with learning disabilities accessing healthcare services 1.2 Explain the rights based approach to accessing healthcare services 1.3 Explain how recent inquiries and investigation reports have demonstrated the need for improved access and services for individuals with learning disabilities 1.4 Explain how legislation and agreed ways of working on capacity and consent should be used with regards to individuals with learning disabilities 2 Understand what learning disability is 2.1 Define the term 'learning disability' 2.2 Explain different types of learning disabilities 2.3 Identify potential problems with the general well-being of a person with a learning disability

L4DAAP\_V5\_13/05/2019 (601/7496/1) Qualification Specification 108

1 Understand legislation and agreed ways of working in relation to individuals accessing healthcare services with learning disabilities

1.1 Outline legislation and agreed ways of working in relation to individuals with learning disabilities accessing healthcare services

1.2 Explain the rights based approach to accessing healthcare services

1.3 Explain how recent inquiries and investigation reports have demonstrated the need for improved access and services for individuals with learning disabilities

1.4 Explain how legislation and agreed ways of working on capacity and consent should be used with regards to individuals with learning disabilities

2 Understand what learning disability is 2.1 Define the term 'learning disability'

2.2 Explain different types of learning disabilities

2.3 Identify potential problems with the general well-being of a person with a learning disability

3 Understand the needs of a person with a learning disability in the emergency and urgent care setting

3.1 Explain how having learning disability may influence patient's needs

3.2 Explain how the support needs are different for people with learning disabilities

3.3 Explain the difficulties in diagnosing some health conditions in individuals with learning disabilities

3.4 Explain how to adapt your care when treating a patient with learning disabilities

4 Be able to adapt communication for people with learning disabilities in emergency and urgent care setting

4.1 Explain the different types of communication methods and communication aids

4.2 Explain why communication can be difficult for people with learning disabilities

4.3 Communicate using adapted techniques

4.4 Use body language and facial gestures to support communication

5 Understand how to identify when an individual with learning disabilities may be at risk of harm

5.1 Define the term 'harm'

5.2 Explain why a person with learning disabilities is at higher risk of harm 5.3 Explain how to report concerns of harm in line with agreed ways of working

6 Understand resources available to support the well-being of people with learning disabilities

6.1 Outline resources to support the wellbeing of people with learning disabilities 6.2 Outline advice and guidance available to support the well-being of people with learning disabilities

7 Understand the importance of using person centred approaches when supporting individuals with learning disabilities in the emergency and urgent care setting

7.1 Describe ways of using person centred approaches to support individuals with learning disabilities to maintain health and well-being in day to day life

7.2 Describe how using person centred approaches can contribute to improved care for individuals with learning disabilities

7.3 Compare a person centred and nonperson centred approaches to care for individuals with learning disabilities

7.4 Outline the features of good practice in caring for individuals with learning disabilities 7.5 Outline specific techniques or adaptations in approaches to care for individuals with learning disabilities