# Social Issues in Healthcare

## Learning Disabilities

<table>
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<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
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<td>The student should be able to</td>
<td>The student can</td>
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<tr>
<td>1. Understand the nature of learning disabilities</td>
<td>1.1 Explain what is meant by a learning disability</td>
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<td></td>
<td>1.2 Identify causes of learning disabilities</td>
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<td>1.3 Compare and contrast the medical and social models of disability</td>
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<td>2. Understand empowerment and active participation when supporting individuals</td>
<td>2.1 Explain what is meant by the terms empowerment and active participation</td>
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<td>with learning disabilities</td>
<td>2.2 Analyse the role of advocates</td>
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<td>2.3 Evaluate different types of advocacy</td>
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<td>2.4 Describe how to implement empowerment and active participation when supporting</td>
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<td>individuals with learning disabilities</td>
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## Assessment Methodology

A 1000 – 1500 word case study or assignment.

## Grading of this unit

The following grade descriptors will be applied to the assessment of this unit:

1. Understanding of the subject
2. Application of Knowledge
5. Communication and Presentation
7. Quality

Please refer to the QAA Grade Descriptors for detail of the components of each descriptor.
# Indicative Content

Understand the legislation and policies that support individuals with learning disabilities
Identify legislation and policies e.g.: Equality Act 2010; Disability Equality Duty 2006; Human Rights Act 1998; organisational policies and procedures

The impact of legislation and policies e.g.: empowerment; choice; opportunities; participation; engagement; assessment; inclusion; development

Understand the nature of learning disabilities
Learning disability means: ‘significantly reduced ability to understand new or complex information, to learn new skills, reduced ability to cope independently which starts before adulthood with lasting effects on development.’

Causes of learning disabilities: before birth; during birth; during delivery; after birth; environmental; genetic/chromosomal factors; unknown factors

The medical and social models of disability: illness/disability centred; person centred; inclusive; community; treatment

Understand empowerment and active participation when supporting individuals with learning disabilities
The term–empowerment person-centred; support; self-advocacy; control; preferences; choices, active participation–daily living, promoting independence, development; providing support

The role of advocates e.g.: promotion of rights; speaking up; a voice; accessing services; exploring choices; risk management; independence

Types of advocacy: self-advocacy; peer advocacy; case advocacy; paid independent advocacy; statutory advocacy; citizen advocacy

How to implement empowerment and active participation e.g.: integration; involvement; effective communication; promoting independence; providing support; control; advocacy; self-determination; independence

Understand how to promote communication with individuals with learning disabilities
Barriers to communication e.g.: environment; understanding; terminology; ability; well-being; interference; staff abilities; sensory abilities

Ways of adapting communication e.g.: language; body language, signs and symbols, technological aids; active listening; adaptations; Braille; signing; use of terminology; Makaton; pictures; training; privacy; space

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**Validation end date: 31 August 2019**