Qualification Specification for:

OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities
➢ **Qualification No: 603/6044/6**

OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities
➢ **Qualification No: 603/6043/4**

Qualification Regulation Information

OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities
Qualification Number: 603/6044/6

OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities
Qualification Number: 603/6043/4

Operational start date:	01 July 2020
Operational end date:	30 June 2025
Certification end date:	30 June 2028

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification. Learners have up to 3 years after this date to complete the qualification and claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (**http://register.ofqual.gov.uk/**). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

OCN NI Contact Details

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Foreword

This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualifications:

→ **OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities**
→ **OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualifications
- The structure and content of the qualifications
- Unit Details
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualifications
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at **www.ocnni.org.uk**

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

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About Regulation

OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

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The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1st October 2015: the RQF provides a single framework for all regulated qualifications.

Qualification Level
The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

Qualification Size
Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

For further information about the RQF see:
https://www.ocnni.org.uk/blog/regulated-qualifications-framework-rqf/

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Qualification Features

Sector Subject Area
1.3   Health and social care

This qualification relates to the following National Occupational Standards:

UK NOS - Learning Disabilities

Qualifications' Aim
The aim of the OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities and the OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities qualifications will enable the learner to develop skills and knowledge to support individuals with learning disabilities.

Qualifications' Objectives
The objectives of the qualifications are to enable the learner to understand:

→ the context of supporting individuals with learning disabilities
→ the principles of positive risk-taking for individuals with disabilities
→ the mental wellbeing and mental health promotion in supporting individuals with learning disabilities
→ effective communication within health and social care settings
→ the theory and practice of supporting individuals with autistic spectrum conditions

Grading
Grading for these qualifications is pass/fail.

Qualification Target Group
The qualifications are targeted at learners who have a desire to undertake roles which support individuals with learning disabilities. It may also be of interest to those who wish to enhance their current skills and knowledge in relation to an existing support role.

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Progression Opportunities

The OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities enables progression to the OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities and then into other further learning and/or employment opportunities within the Health and Social Care or related sectors.

Entry Requirements

Learners must be at least 16 years of age and have sufficient literacy and numeracy skills to successfully complete the qualifications.

Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (https://www.ocnni.org.uk/my-account/), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

Delivery Languages

These qualifications are available in English only at this time. If you wish to offer the qualifications in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.

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Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

Centre Staffing

Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role*:

- Centre contact
- Programme co-ordinator
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for any evidence they have assessed.

Centres must ensure that staff delivering, assessing and internally verifying qualifications are both qualified to teach in Northern Ireland and competent to do so.

Tutors

Tutors delivering the qualification should be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's experience in the health and social care sector or related industry sectors.

Assessors

The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

Assessors must:

- be occupationally competent and qualified to at least one level higher than the qualification
- have a minimum of one year's experience in the health and social care sector or related industry sectors
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

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Internal Verification

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualification.

Internal Verifiers must:
- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:
- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

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Structure and Content

OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities

To achieve the OCN NI Level 3 Award in Supporting Individuals with Learning Disabilities learners must successfully complete one unit from any of the units – 3 credits.

Total Qualification Time (TQT) for this qualification: 30 hours
Guided Learning Hours (GLH) for this qualification: 21 hours

OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities

To achieve the OCN NI Level 3 Certificate in Supporting Individuals with Learning Disabilities learners must successfully complete all five units – 15 credits.

Total Qualification Time (TQT) for this qualification: 150 hours
Guided Learning Hours (GLH) for this qualification: 105 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
K/618/2399	CBE907	Understanding the Context of Supporting Individuals with Learning Disabilities	3	30	21	Three
D/618/2402	CBE908	Principles of Positive Risk-Taking for Individuals with Disabilities	3	30	21	Three
T/618/2406	CBE909	Understand Mental Wellbeing and Mental Health Promotion in Supporting Individuals with Learning Disabilities	3	30	21	Three
A/618/2410	CBE910	Effective Communication within Health and Social Care Settings	3	30	21	Three
Y/618/2415	CBE911	Theory and Practice of Supporting Individuals with Autistic Spectrum Conditions	3	30	21	Three

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Unit Details

Title	Understanding the Context of Supporting Individuals with Learning Disabilities
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE907
Unit Reference No	K/618/2399

Unit purpose and aim(s): This unit will enable the learner to understand the meaning of the term learning disability and the issues linked with learning disability support.

Learning Outcomes	Assessment Criteria
1. Understand learning disability, its causes and impact.	1.1. Explain what is meant by the term learning disability. 1.2. Summarise at least three examples of the causes of learning disabilities and the approximate proportion of those for which the cause is unknown. 1.3. Explain the possible impact on a family of having a member with a learning disability.
2. Understand the historical context of learning disability.	2.1. Explain the types of services that have been provided for individuals with learning disabilities since 1800. 2.2. Explain how past working practices may have affected present services. 2.3. Critically compare the medical and social models of disability. 2.4. Summarise the key changes in the following areas of the lives of individuals who have learning disabilities: a) where people live b) education and leisure activities c) employment d) sexual relationships and parenthood e) the provision of and access to healthcare
3. Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities.	3.1 Summarise legislation and policies that promote the human rights, inclusion, equality and citizenship of individuals with learning disabilities. 3.2 Explain how legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families.
4. Understand advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families.	4.1. Explain what is meant by the terms social inclusion and advocacy. 4.2. Summarise at least four different types of advocacy. 4.3. Explain at least three ways to promote empowerment and active participation in everyday support for individuals with learning disabilities and their families.

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5. Understand how views and attitudes impact on the lives of individuals with learning disabilities, their families and carers.	5.1. Explain how attitudes have changed over time in relation to individuals with learning disabilities.
	5.2. Critically compare positive and negative aspects of being labelled as having a learning disability.
	5.3. Explain how to promote positive attitudes towards individuals with learning disabilities and their family and carers.
	5.4. Explain the roles of two external agencies in changing public attitudes, policy and practice in relation to learning disabilities.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Principles of Positive Risk-Taking for Individuals with Disabilities
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE908
Unit Reference No	D/618/2402

Unit purpose and aim(s): This unit will enable the learner to understand positive risk-taking. It highlights the importance of positive risk-taking for individuals with disabilities. It explores how to take a person-centred approach to enabling individuals to take risks and how to balance risk-taking with duty of care, legislation and regulation.

Learning Outcomes	Assessment Criteria
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. Summarise aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks. 1.3. Summarise 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: a) increase self-confidence b) develop skills c) 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 promote positive outcomes compared to more traditional approaches. 2.2. Summarise the features of a person-centred approach to risk assessment. 2.3. Explain how traditional risk assessments have had a comparatively more negative focus.
3. Know how legislation and policies are relevant to positive risk-taking.	3.1. Summarise the key features of at least three pieces of legislation or policies which promote the human rights of individuals with disabilities. 3.2. Explain how to apply a human rights-based approach to risk management.
4. Understand how to support individuals with disabilities in decisions about risk-taking.	4.1. Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others. 4.2. Explain how the principle of Duty of Care can be maintained whilst supporting individuals to take risks. 4.3. Summarise at least three ways of enabling individuals with disabilities to make informed choices about taking risks. 4.4. Explain the challenges that may arise when supporting individuals to make decisions if they have had limited previous decision-making experience. 4.5. Explain the potential positive and negative consequences of risk-taking choices.

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	4.6. Summarise what action to take if an individual decides to take an unplanned risk that places him/her 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. Explain why it is important to communicate and work using a consistent approach with all those to support the individual.
	5.4. Explain approaches used to support individuals with disabilities to test out the risk they wish to undertake.

Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Understand Mental Wellbeing and Mental Health Promotion in Supporting Individuals with Learning Disabilities
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE909
Unit Reference No	T/618/2406

Unit purpose and aim(s): This unit will enable the learner to understand the key concepts of mental well-being, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups.

Learning Outcomes	Assessment Criteria
1. Understand the nature of mental wellbeing and mental health and the factors that may influence these during the life of an individual who has a learning disability.	1.1. Research the percentage of individuals with learning disabilities who also experience mental health problems. 1.2. Critically compare two different views on the nature of mental wellbeing and mental health. 1.3. Explain the factors that may influence mental wellbeing and mental health problems over an individual's life including: a) biological factors b) social factors c) psychological factors 1.4. Explain how the following types of risk factors influence levels of resilience in individuals and groups in relation to mental wellbeing and mental health including: a) inequalities b) poor quality social relationships 1.5. Explain how the following types of protective factors influence levels of resilience in individuals and groups in relation to mental wellbeing and mental health including: a) socially valued roles b) social support and contact
2. Understand strategies for promoting mental wellbeing and mental health with individuals and groups who have learning disabilities.	2.1. Explain the benefits of early intervention in promoting an individual's mental health and wellbeing. 2.2. Illustrate the steps that an individual may take to promote their mental wellbeing and mental health. 2.3. Explain how to support an individual in promoting their mental wellbeing and mental health. 2.4. Evaluate a strategy for supporting an individual in promoting their mental wellbeing and mental health. 2.5. Summarise the key aspects of either a local, national or international strategy to promote mental wellbeing and mental health within a group or community. 2.6. Evaluate the effectiveness of the strategy identified in AC2.5 to promote mental wellbeing and mental health.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Effective Communication within Health and Social Care Settings
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE910
Unit Reference No	A/618/2410

Unit purpose and aim(s): This unit will enable the learner to understand the importance of effective communication within health and social care, how to improve the effectiveness of communication and legislation relating to communication within a health and social care environment.

Learning Outcomes	Assessment Criteria
1. Understand why effective communication is important within health and social care settings and its impact on relationships.	1.1. Summarise why effective communication is important within health and social care settings including: a) verbal communication b) non-verbal communication 1.2. Explain how communication can affect relationships within health and social care settings.
2. Understand how to address the communication and language needs, wishes and preferences of individuals.	2.1. Explain how to assess an individual's communication and language needs, wishes and preferences. 2.2. Critically compare at least four communication approaches that address an individual's communication needs, wishes and preferences. 2.3. Explain how and when you would seek advice to improve the effectiveness of own communication with others.
3. Be able to reduce barriers to effective communication with individuals with learning disabilities.	3.3 Summarise at least four barriers to effective communication. 3.4 Critically compare different approaches that may reduce barriers to effective communication. 3.5 Explain at least three ways to confirm communications with individuals with learning disabilities have been understood. 3.6 Summarise at least three sources of information, support or services that may increase the effectiveness of communication.
4. Understand how to apply legislation, principles and practices relating to confidentiality.	4.1. Explain what is meant by the term confidentiality 4.2. Summarise at least two pieces of legislation that relates to confidentiality and the sharing of information. 4.3. Summarise at least four ways to maintain confidentiality in everyday communications. 4.4. Explain situations where information normally considered to be confidential might be shared with others. 4.5. Explain how and when to seek advice regarding confidentiality.

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Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Theory and Practice of Supporting Individuals with Autistic Spectrum Conditions
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE911
Unit Reference No	Y/618/2415

Unit purpose and aim(s): This unit will enable the learner to understand autistic spectrum conditions and explore theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and those close to them and to learn about good practice in areas such as communication and support.

Learning Outcomes	Assessment Criteria
1. Understand the main characteristics of autistic spectrum conditions.	1.1. Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests. 1.2. Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the Triad of Impairments. 1.3. Explain what is meant by the term spectrum in relation to autism by referring to sub-conditions and individual variation within the autistic spectrum. 1.4. Summarise the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition. 1.5. Summarise other conditions that may be associated with the autistic spectrum. 1.6. Critically compare how language and intellectual abilities may vary between individuals and subgroups across the spectrum.
2. Understand the impact of autistic spectrum conditions, how they are viewed and ways of helping.	2.1. Summarise ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them. 2.2. Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment. 2.3. Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families. 2.4. Summarise ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition.
3. Understand different theories, terminology and perspectives on autism.	3.1. Explain theories about autism related to: a) brain function and genetics b) psychology 3.2. Explain why there are alternative choices of terminology used to describe the autism spectrum identifying strengths and limitations of each.

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		3.3. Explain the contributions of autism rights groups and the impact of their views for the support of individuals with an autistic spectrum condition. 3.4. Summarise the main controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis. 3.5. Explain why it is important to take into account different views on personal life priorities when supporting individuals on the autistic spectrum
4.	Understand the legal and policy framework that supports individuals with autistic spectrum conditions.	4.1. Identify what legislation, national and local policy and guidance exist in relation to autistic spectrum conditions and how they apply to individuals or particular situations. 4.2. Explain how the application of legislation and national and local policy and guidance regarding individuals on the autistic spectrum may differ according to their particular needs.
5.	Understand how to promote effective communication with individuals with an autistic spectrum condition.	5.1. Explain using at least three examples how challenging behaviour may be a way of an individual expressing emotions when experiencing communication difficulties. 5.2. Critically compare methods and systems used to develop and support an individual's communication. 5.3. Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style.
6.	Understand how to support individuals with an autistic spectrum condition.	6.1. Explain why it is important to establish a person-centred plan addressing an individual's specific preferences and needs. 6.2. Explain why consultation with families/parents/carers is important in person-centred planning and support. 6.3. Critically compare different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills. 6.4. Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment. 6.5. Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm. 6.6. Explain how needs change for individuals and their families at different stages of their lives. 6.7. Summarise the role that advocacy can play in the support of individuals with an autistic spectrum condition.

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Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualification and to assure OCN NI of the maintenance of the integrity of the qualification.

The External Verifier will review the delivery and assessment of this qualification. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the External Verification report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant assessor and internal verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

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Administration

Registration
A centre must register learners within 20 working days of commencement of a qualification.

Certification
Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

Charges
OCN NI publishes all up to date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

Equality, Fairness and Inclusion
OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

Retention of Evidence
OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

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Qualification Number: 603/6044/6

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Qualification Number: 603/6043/4

Operational start date: 01 July 2020
Operational end date: 30 June 2025
Certification end date: 30 June 2028

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