

Learning Disabilities Core Skills Education and Training Framework Consultation Survey

Response ID:113 Data

1. Introduction

The Learning Disabilities Core Skills Education and Training Framework was commissioned and funded by the Department of Health and developed in collaboration by Skills for Health, Health Education England (HEE) and Skills for Care. Development of the framework was guided by a steering group comprising representatives of key stakeholders, including relevant Royal Colleges, health, social care and education sector organisations.

The framework sets out the core skills and knowledge which would be transferable and applicable across different types of service provision. It includes expected learning outcomes for education and training delivery, key policy and legal references and is aligned to related national occupational standards. The aim is to help ensure the quality and consistency of learning disabilities training, and to help prevent unnecessary duplication of training.

If you have not already done so, please download a copy of the [draft framework here](#) (opens in a new window).

About this survey

A final phase of the project is to consult more widely on the draft framework via this on line survey. Your responses to the survey will be treated confidentially and collated with other respondents to identify key themes and issues. The results of the survey will be used to further refine the framework and to complete any additions or amendments, leading to completion of the Framework by the end of May 2016.

The deadline for completing the survey is Monday 25th April 2016.

If you require any further information or clarification about this survey please contact:

Colin Wright, Skills Framework Manager at Skills for Health: colin.wright@skillsforhealth.org.uk

2. About you and your organisation

Type of organisation

Select from list:

Public sector

Sector

Select from list:

Health

Geographical location

Select from list:

UK Wide

3. Contact details (optional)

We may wish to contact you with further information about the Learning Disabilities Core Skills Education and Training Framework. If you are happy for us to contact you, please provide the contact details below.

If you prefer not to provide contact details, simply leave this section blank.

Your name

Anne Corrin

Name of your organisation

Royal College of Nursing

Contact email

anne.corrin@rcn.org.uk

4. Introduction to the Learning Disabilities Skills Education & Training Framework

The Introduction to the framework includes sections to describe:

Background

Scope of the Framework

Development of the Framework

Structure of the Framework

Benefits of the Framework

Summary of Framework subjects and the relevant target audience

About the three tiers

Underpinning Values

1. In your view, is the Introduction to the Framework clear and complete?

Yes

If No / Partly / Unsure, please suggest any required additions or amendments.

5. List of subjects in the Framework

2. Are there any relevant subjects or topics which appear to be missing from the framework?

No

If Yes, please describe the missing subject/topic

3. Are there any subjects currently in the Framework which are not required?

No

If Yes, please describe the subject/topic which is not required

6. Review of subjects in the Framework

You can choose to review all or some of the subjects – you may wish to focus on subjects in which you have particular interest or expertise.

For each subject reviewed, please indicate the extent to which you agree with the content.

For subjects which you have not reviewed, simply select option (e) Not applicable / not reviewed.

Subject 1: Learning disability awareness

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

It would be helpful to have a stronger statement around communication, rather than just 'understand the importance of effective communication', for example 'be able to interact with people with learning disabilities' (as in subject 2)

Subject 2: Communication in learning disability care and support

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include in Tier 3 an ability to teach others about communication skills - families and carers, students, colleagues

Subject 3: Identification, assessment and diagnosis of learning disabilities

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include in Tier 3 an ability to teach others about identification, assessment and diagnosis - students and colleagues

Subject 4: Person-centred care and support for people (children, young people and adults) with learning disabilities

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include in Tier 3 an ability to teach others about person-centred care and support - students and colleagues

Subject 5: Healthcare for people (children, young people and adults) with learning disabilities

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include in Tier 3 an ability to teach others about inequalities in healthcare - students and colleagues.
Could change title of subject to include 'reducing inequalities'.
Could include in Tier 3 influencing skills to improve service provision.

7. (untitled)

Subject 6: Living well and promoting independence

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include in Tier 3 an ability to teach others about living well and promoting independence - service users, carers, families, students and colleagues

Subject 7: Relationships, sexuality and sexual health

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include in Tier 3 an ability to teach others about relationships, sexuality and sexual health- service users, carers,

families, students and colleagues.

This is a potentially difficult subject to address, so staff need to know how they can access support for themselves, in terms of supervision and the importance of guided reflection for themselves

Subject 8: Supporting children and young people with learning disabilities

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include in Tier 3 an ability to teach others about supporting children and young people with learning disabilities - service users, carers, families, students and colleagues.

Subject 9: Preparing young people with learning disabilities for adulthood

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include in Tier 3 an ability to teach others about preparing young people with learning disabilities for adulthood - service users, carers, families, students and colleagues.

Subject 10: Families and carers as partners in learning disability care and support settings

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include in Tier 3 an ability to teach students and colleagues about families and carers as partners.

8. (untitled)

Subject 11: Equality, diversity and inclusion in learning disability care and support

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include in Tier 3 an ability to teach others about equality, diversity and inclusion - service users, carers, families, students and colleagues.

This can be a difficult area to address, so the staff need to know how to obtain support if they have concerns, including further training if necessary, supervision if necessary to act on these concerns and opportunities for guided reflection.

Subject 12: Law, ethics and safeguarding in learning disability care and support

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

In Tier 3 need to be able to understand legislation and policies, but also to be able to feel confident in applying them to a specific context.

Should also include in Tier 3 an ability to teach others about law, ethics, and safeguarding - service users, carers, families, students and colleagues

Subject 13: Research and evidence-based practice in learning disability care and support

a) Fully agree with the content

Please provide any comments or suggested amendments for this subject:

Subject 14: Leadership and management in learning disability care and support settings

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Need to include a reference to system leadership, extremely important in the new care models that are emerging. Senior leaders need to develop mentoring and coaching skills in order to encourage succession planning and talent management.

Could also include the concept of followership.

Subject 15: Profound and Multiple Learning Disabilities (PMLD)

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include an ability to teach others about PMLD - carers, families, students and colleagues

9. (untitled)

Subject 16: Supporting people (children, young people and adults) with a learning disability at risk of behaviours that challenge

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

This can be a challenging area for staff and it would be helpful if they were supported within this training framework to develop their emotional resilience.

Subject 17: Supporting people (children, young people and adults) with a learning disability and a mental health condition

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include an ability to teach others about supporting people with a learning disability and a mental health condition - service users, carers, families, students and colleagues

Subject 18: Supporting people (children, young people and adults) with a learning disability and autism

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Should also include an ability to teach others about supporting people with a learning disability and autism - service users, carers, families, students and colleagues

10. Appendices

Appendix 1 provides links to useful sources of further guidance or information (NB. This aims to provide links to organisations or web site portals – it is not intended to reference specific documents).

Can you suggest any further sources of guidance or information which should be included?

No

If Yes, please specify

Appendix 2: User Guide

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

The learning philosophy underpinning this framework should be a humanistic and transformational one. Therefore, needs to be an emphasis on the development of lifelong learning skills, the development of social and emotional literacy, emotional resilience, compassionate care. It is also essential that all staff are supported to develop teaching, coaching, leadership and mentoring skills.

The importance of opportunities for supervision and reflection are essential, as are the skills required for undertaking these activities.

Appendix 3: Related standards and frameworks

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Could also include the following RCN documents:

Connect for Change: an update on learning disability services in England (February 2016)

Learning from the past - setting out the future: Developing learning disability nursing in the United Kingdom (March 2014)

11. (untitled)

Appendix 4: Suggested standards for training delivery

a) Fully agree with the content

Please provide any comments or suggested amendments for this subject:

Appendix 5: Proposed frequency of refresher training or assessment

b) Partially agree the content (with minor additions or amendments)

Please provide any comments or suggested amendments for this subject:

Requirements for refresher training could be identified through the appraisal process.

12. Implementation of the framework

4. Do you think the framework will be useful to you or your organisation?

Yes

If Yes, please specify how the Framework would be useful

As a United Kingdom wide professional body, the RCN is often the first port of call for nurses seeking information regarding standards and guidance for their practice. This document would, therefore, provide useful additional information for such nurses and others.

If No or Unsure, please explain why the Framework may not be useful

13. Tools or support to help with implementation of the Framework

Can you suggest any tools or support that would help you or your organisation in using the framework?

No

If Yes, please specify

14. (untitled)

Any other comments

Thank you for providing a much needed framework to support the work, education and training of all those involved in caring for individuals who have a learning disability.

15. Thank You!

Thank you for taking the time to complete this survey.
