



# Learning Disabilities Core Skills Education and Training Framework

This Framework was commissioned and funded by the Department of Health and developed in collaboration by Skills for Health, Skills for Care and Health Education England.

# Acknowledgements

This framework was commissioned and funded by the Department of Health and developed in collaboration by Skills for Health, Skills for Care and Health Education England (HEE).

Development of the framework was guided by a steering group co-chaired by Dr Ashok Roy (Clinical Lead for Learning Disabilities, Health Education England) and Christina Pond (Executive Director, Skills for Health). Initial scoping research was led by Dr Olga Koslowska (University of Wolverhampton) and the framework was developed and compiled by Debbie Turnbull (Project Manager SLQA, Skills for Care) and Colin Wright (Skills Framework Manager, Skills for Health).

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- Association of Directors of Adult Social Services (ADASS)
- Avenues Group
- British Institute of Learning Disabilities (BILD)
- British Psychological Society (BPS)
- Care England
- Challenging Behaviour Foundation
- CHANGE
- Changing Our Lives
- College of Occupational Therapists - Special Section / People with Learning Disabilities
- College of Policing
- Council for Disabled Children
- Department of Health
- Health Education England
- Inclusion North
- Mencap
- NHS England
- Norfolk and Suffolk NHS Foundation Trust
- Royal College of Nursing
- Social Care Institute for Excellence (SCIE)
- Skills for Care
- Skills for Health
- University of Warwick / PBS Academy

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## Foreword from Dr Dominic Slowie



We all have personal desires and aspirations and we know what makes our lives fun and fulfilling. People with a learning disability are no different. Yet the additional vulnerabilities that people with a learning disability have in expressing their desires and needs can make a big difference to the quality of life and health that they experience. Sadly we now know that this can result in far too many people living in circumstances that lead to poor life opportunities and poor health, including avoidable and lengthy admission to hospital and preventable premature death.

Some of the most compassionate and skilled carers and professionals are drawn to work with people who have a learning disability and I know these people have a transforming impact on the lives of the people they care for. Scandals like Winterbourne View though show us that this is not universally the case. If we wish to enable our vulnerable fellow citizens to not only be safe, but to flourish, we need to develop and train the workforce that is caring for them.

So who is this workforce? In short it is everybody who works in the health and care system from carers employed directly by individuals through personal budgets to cardiothoracic surgeons working in hospitals.

This excellent framework for the first time comprehensively outlines what it is that a whole variety of different employees, across both health and social care, need to learn about to successfully enable people with learning disability to reach their fullest potential and live meaningful lives. It covers nineteen different topic areas that are of key importance to people with a learning disability. It gives the desired learning outcomes for each topic and links to key references and documents that will be valuable to those planning training or curriculum content. Importantly it recognises and encourages transferability of knowledge and skills between sectors encouraging the necessary integration between health and social care that this group of people particularly will benefit from.

Employers, Universities, and care providers in both health and social care will find this framework invaluable in planning their education and training and I hope it becomes the standard against which quality will be measured. I also hope that educators and trainers when using this framework will employ individuals with a learning disability and their families to become involved in delivering this training, as they can more often than not make learning and training relevant, contextualised, fun and memorable.

**Dr Dominic Slowie**

National Clinical Director Learning Disability - NHS England

## Foreword from Shaun Webster



I am not just a person with a learning disability. I am a geek, a father, grandfather, and International Project worker at CHANGE, a human rights organisation that employs people with learning disabilities. I have an MBE!

I am proud that I was included in the planning for the Learning Disability Core Skills Education and Training Framework. The framework is a great opportunity to make the future better for people with learning disabilities. I felt that my ideas mattered and that my experiences were valued.

The content of the framework shows what needs to be done to create lasting change and empowerment for people with learning disabilities. When people always do things for you, it is hard to become independent. I have been encouraged to find out what becoming independent really means, such as gaining a job, respect, equal pay, and just being included in life. I have helped others to do things for themselves.

When professionals understand and listen to us, this improves our services and our lives. It gives people like me with learning disabilities more power and breaks down the barriers between us. This supports people with learning disabilities to be a real voice for change. It is my hope that people with learning disabilities will have the same human rights as anyone else.

This framework will help create a future where people with learning disabilities have a direct influence on human rights policies, law, health and social care. I want you to take notice and understand people like me, support us to feel valued and take our power back. We can work with and support you to improve your work with us. Together we can create real change.

**Shaun Webster MBE**





# Introduction

## Background

This 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. The framework supports workforce development in accordance with the HEE Mandate (2015-16)<sup>1</sup> which states:

“HEE continues to play its part in fulfilling pre-existing public commitments including *Transforming care: A national response to Winterbourne View Hospital, the Winterbourne View Concordat*, *Positive and Proactive Care: reducing the need for restrictive interventions* and the *Mental Health Crisis Care Concordat: Improving outcomes for people experiencing mental health crisis*. The Winterbourne View Concordat sets out that HEE will work with the Department of Health, providers, clinical leaders, and other partners to improve the skills and capability of the workforce to respond to the needs of people with learning disabilities and challenging behaviour” (HEE 2015 p15).

The aim of the framework is therefore to support the development and delivery of appropriate and consistent cross-sector learning disabilities education and training.

## Scope of the Framework

The delivery of learning disabilities services involves a workforce that is extensive and diverse, including many staff closely engaged in providing care as well as offering information, support and assistance. Learning disabilities services may be offered in a broad variety of settings including an individual's own home, community settings, schools, residential homes and acute hospitals. Support staff and other individuals outside the health and care sectors (e.g. justice, education, housing and employment) may interact with those affected by learning disabilities and therefore need to have awareness and understanding of learning disabilities issues.

The core skills and knowledge described in the framework are therefore defined at 3 tiers:

- Tier 1** knowledge for roles that require general awareness of learning disabilities
- Tier 2** knowledge and skills for roles that will have some regular contact with people (children, young people and adults) with a learning disability
- Tier 3** knowledge and skills for those providing care and support for people (children, young people and adults) with a learning disability

The framework describes core skills and knowledge i.e. that which is common and transferable across different types of service provision. Specialist skills and knowledge are outside the scope of the framework. Additional learning outcomes may be locally determined to meet education and training needs in specific settings e.g. according to local context, risk assessment or policy.

1. DH (2015), Delivering high quality, effective, compassionate care: Developing the right people with the right skills and the right values. A mandate from the Government to Health Education England: April 2015 to March 2016.



## Development of the Framework

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. A reference group was also established to include a wider range of organisations and individuals (including service users and carers) that wished to be kept up-to-date on development of the framework and to provide comments or feedback as part of the consultation process.

The first phase of the project focussed on desk research to identify and review existing resources, leading to production of a scoping report at the end of March 2015. The report:

- identified potential project stakeholders
- identified and reviewed existing resources from the UK including relevant guidelines, training resources, qualifications, frameworks and curricula
- provided initial recommendations for the potential structure of the framework and highlighted areas which may require further research.

The development of the framework was based on the findings of the desk research, consultation with the steering group and the findings of an online consultation conducted during April 2016. Key references which informed the development of the framework are presented in Appendix 5. In particular, the framework builds upon previous activity to develop standards and frameworks for learning disabilities including:

- Health Education England (2015), Generic Service Interventions Pathway: A competency framework to support development of the learning disability workforce
- Positive Behavioural Support Coalition (2015), Positive Behavioural Support: A Competence Framework
- NHS Education for Scotland (2013) Career and Development Framework for Learning Disability Nursing in Scotland
- Department of Health (2012), Winterbourne View Review: Concordat: Programme of Action
- Bubb S (2014), Winterbourne View – Time for Change: transforming the commissioning of services for people with learning disabilities and/or autism
- NHS England and System Partners (2015) Transforming Care for People with Learning Disabilities – Next Steps
- Department of Health (2001) *Valuing People: a new strategy for learning disability for the 21st century* - a White Paper. London: Department of Health.
- Department of Health (2009) *Valuing People Now: a new three-year strategy for people with learning disabilities*. London: Department of Health.
- NHS England (2015) *Transforming Care for People with Learning Disabilities – Next Steps*.
- NHS England (2015) *Building the right support A national plan to develop community services and close inpatient facilities for people with a learning disability and/or autism who display behaviour that challenges, including those with a mental health condition*



## Structure of the Framework

**The framework is presented in 19 subjects - each subject comprises:**

- an introduction
- suggested target audience
- key learning outcomes
- links to relevant guidance and/or legislation
- links to relevant national occupational standards, skills frameworks and qualifications.

**Appendices include:**

- sources of further guidance
- suggested standards for training delivery
- guidance on frequency of refresher training or assessment
- reference list

The subjects are numbered (1 to 19) for ease of reference. This does not indicate a prescribed process or subject hierarchy; relevant subjects can be selected from the framework as required.

Within each subject, the learning outcomes are presented for relevant tiers. The learning outcomes are intended to provide a clear focus on what a learner should know, understand or be able to do following completion of any learning activity.

The framework is incremental i.e. tiers 2 and 3 assume that learners possess the skills and knowledge at preceding levels (to minimise unnecessary repetition).



## Summary of Framework subjects and the relevant target audience

| Subject |   | Target audience |        |        |
|---------|---|-----------------|--------|--------|
|         |   | Tier 1          | Tier 2 | Tier 3 |
| 1       | Learning disability awareness   | ●               |        |        |
| 2       | Communication in learning disability care and support   | ○               | ●      | ●      |
| 3       | Identification and assessment of learning disabilities  | ○               | ●      | ●      |
| 4       | Person-centred care and support for people (children, young people and adults) with learning disabilities                 | ○               | ●      | ●      |
| 5       | Healthcare for people (children, young people and adults) with learning disabilities                                      | ○               | ●      | ●      |
| 6       | Wellbeing and independence  | ○               | ●      | ●      |
| 7       | Relationships, sexuality and sexual health  | ○               | ●      | ●      |
| 8       | Supporting children and young people with learning disabilities   | ○               | ●      | ●      |
| 9       | Preparing young people with learning disabilities for adulthood   | ○               | ●      | ●      |
| 10      | Families and carers as partners in learning disability care and support   | ○               | ●      | ●      |
| 11      | Supporting people (children, young people and adults) with Profound and Multiple Learning Disabilities (PMLD)             |                 |        | ●      |
| 12      | Supporting people (children, young people and adults) with a learning disability and at risk of behaviours that challenge |                 |        | ●      |
| 13      | Supporting people (children, young people and adults) with a learning disability and a mental health condition            |                 |        | ●      |
| 14      | Supporting people (children, young people and adults) with a learning disability and autism                               |                 |        | ●      |
| 15      | Supporting older people with learning disabilities  |                 |        | ●      |
| 16      | Equality, diversity and inclusion in learning disability care and support   | ○               | ●      | ●      |
| 17      | Law, ethics and safeguarding in learning disability care and support  | ○               | ●      | ●      |
| 18      | Research and evidence-based practice in learning disability care and support  | ○               | ●      | ●      |
| 19      | Leadership and management in learning disability care and support settings  | ○               | ●      | ●      |

### Key:

● = Target audience for each subject

○ = Tier 1 describes learning outcomes which underpin tiers 2 and 3

## About the three tiers

Further clarification about the three tiers is presented below. It is important to note that the level of knowledge and skill people require is not necessarily reflected by their job role or title e.g. a specialist practitioner may have a more in-depth level of subject knowledge and skill in some subjects than a person in another, but more senior role.

### **Tier 1**—knowledge for roles that require general awareness of learning disabilities

*Relevant to those in any sector who may occasionally interact with those affected by learning disabilities. For example, this may include those working in education, policing, custodial care, housing or indeed a manager or leader in any organisation. This is also relevant to the entire health and social care workforce including ancillary staff.*

*Tier 1 could form part of induction training in the health and social care sectors and also provide a foundation for more advanced practice. This is matched to social care workforce group 1 i.e. all social care staff including those not providing direct care and support such as catering, maintenance or administration staff.*

**Subject 1: Learning Disability Awareness** (tier 1) therefore brings together the learning outcomes required for a basic awareness of other subjects in the framework. For example, this would be relevant to an introductory learning disability awareness course.

Tiers 2 and 3 provide coverage of subjects in greater breadth and depth.

### **Tier 2** — knowledge and skills for roles that will have some regular contact with people (children, young people and adults) with a learning disability

*This is relevant to workers in in health and social care settings who are not specialists in learning disabilities, but are likely to have some regular contact with people with learning disabilities. For example, this may include GPs, community nurses, physiotherapists, occupational therapists, dentists, dieticians, opticians, speech and language therapists, ambulance staff, A&E staff, pharmacists etc.*

*This is also matched to social care **workforce group 2** i.e. social care staff frequently providing care and support which would include care assistants working in residential or home care and also personal assistants.*

*Tier 2 also underpins the more specialist skills and knowledge required at tier 3.*

### **Tier 3** — knowledge and skills for those providing care and support for people (children, young people and adults) with a learning disability

This is relevant to staff working intensively with people with learning disabilities including those who take a lead in decision making and developing or disseminating good practice. For example, this may include learning disability nurses, clinical psychologists, psychiatrists, GPs with special interest in learning disability, social workers etc

Tier 3 is matched to:

Social care workforce group 3 e.g. registered managers and other social care leaders including operational managers who have responsibility for services which provide care and support to people with learning disabilities

And

Social care workforce group 4 e.g. social care practice leaders, managers and a range of key staff including social workers who work intensively with people affected by learning disabilities including those who take a lead in decision making and developing or disseminating good practice. Staff in this group will use the framework in conjunction with their relevant professional standards.



## How to use this framework

The framework is particularly relevant to employers, their employees and also to educational organisations which train students who will be employed in the health, social care and other sectors. Use of the framework will support organisations to:

- standardise the interpretation of learning disabilities education and training
- guide the focus and aims of learning disabilities education and training delivery
- ensure the educational relevance of learning disabilities training
- improve the quality and consistency of education and training provision.

The framework also supports the assessment of competence, training needs analysis and provision of minimum standards of performance within performance management systems (e.g. as part of supervision or appraisal).

## Learning outcomes

The learning outcomes aim to describe what the learner will know, understand or be able to do as a result of their learning. This approach is derived from Bloom's Taxonomy<sup>2</sup> i.e.

- Knowledge: Remember previously learned information
- Comprehension: Demonstrate an understanding of the facts
- Application: Apply knowledge to actual situations
- Analysis: Break down objects or ideas into simpler parts and find evidence to support generalisations
- Synthesis: Compile component ideas into a new whole or propose alternative solutions
- Evaluation: Make and defend judgements based on internal evidence or external criteria.

The majority of learning outcomes at tiers 1 and 2 describe knowledge, comprehension/ understanding and application, although there are some learning outcomes (particularly at tier 3) which may include analysis, synthesis and evaluation.

The learning outcomes for each subject should together indicate the minimum content for the design and delivery of teaching and learning for each tier in that subject. However, it is important to reiterate that this is a core skills and knowledge framework i.e. the scope of the framework is that which is common and applicable to all settings. Additional content may also be required for some roles and contexts.

The learning outcomes are written as broad statements e.g. 'The Learner will: be aware of / know / understand / be able to...' This provides scope for the framework to be applicable across a wide range of contexts and settings.

2. Bloom B (1956), Taxonomy of educational objectives

## Training and assessment

The framework does not prescribe a training/teaching method. This will be developed according to the particular context or setting. Similarly, the framework does not seek to prescribe assessment methods.

For application in a specific context, relevant learning objectives or assessment criteria may be developed to measure achievement of the learning outcomes. In a given context, more specific verbs may be applied to each learning outcome e.g. 'The learner will: explain / describe / demonstrate / discuss / identify / etc...'

For example, in different organisations or contexts learning outcomes may be assessed by a range of methods e.g. e-assessment, group discussion, observation of performance, products of work, testimony from witnesses, project/case study work etc. The learning outcomes in the framework are intended to be adaptable to this variety of assessment methods.

## Who is this framework for?

The framework provides a focus on the skills, knowledge and behaviours expected for the delivery of learning disabilities services. This should be of particular value to:

### Individuals and teams

The framework sets out clear expectations for learners and in particular, the core learning outcomes that specific tiers of the workforce should be able to demonstrate. This supports individuals and teams to:

- be clear about the requirements of their roles and to recognise their own transferable skills
- conduct formal or informal training needs analysis, comparing current skills and knowledge with required skills and knowledge
- plan future education and training requirements to enable continuing professional development and career progression.

### Subject matter experts / trainers

The framework helps those who design education and training opportunities to focus on the key outcomes that learners need to achieve, which in turn will guide the content to be included and the use of appropriate teaching strategies. This includes co-production of training with people with learning disabilities and families and carers.

The specific learning outcomes also support the effective evaluation of education and training. Approaches to evaluation can include:

- evaluating whether learners have achieved the required learning outcomes immediately following a learning intervention (e.g. through assessment of knowledge and/or competence)
- evaluating whether the learning is being applied in the workplace (e.g. through longer-term evaluation of impact on practice, possibly as part of supervision or appraisal processes)
- evaluating the impact on quality of care (e.g. measuring outcomes and/or levels of satisfaction from individuals with learning disabilities and their families). Such evaluation will require data collection to measure what changes.

### Assessors of occupational standards

References to relevant national occupational standards and national skills frameworks indicate how the framework relates to national standards. For example, a learner working towards the requirements of a national occupational standard could use the framework as a guide to the skills and knowledge they would need to demonstrate in achieving the national occupational standard in the specific context of learning disabilities.

## **Managers in organisations / commissioners of training**

The framework enables managers and commissioners to be clear about the specific outcomes required from staff development interventions. Use of the framework within an organisation enables managers to demonstrate that core learning disabilities training has been planned and delivered in accordance with a nationally recognised framework. Similarly, commissioners can use the framework to provide education and training providers with a quality assurance specification for learning disabilities core skills education and training.

## **Education providers**

Universities, colleges and private training providers can use the framework to underpin the design of education and training curricula, ensuring that the required core learning outcomes are integrated appropriately and/or mapped to overall achievement of curriculum aims. This will help ensure that those learners undertaking health and care programmes are given the opportunity to acquire learning disabilities core knowledge and skills which are relevant to the requirements of employing organisations.

## **Regional and national implementation**

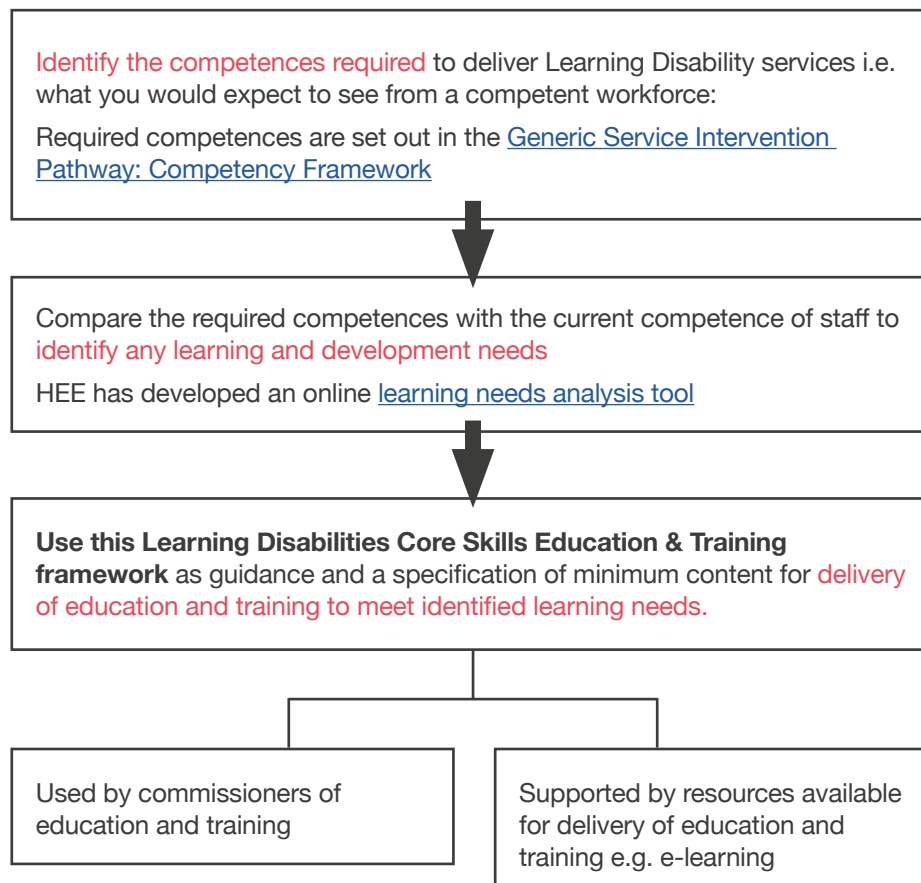
A further aspiration in providing this framework is that organisations will be able to review their current arrangements for defining and delivering learning disabilities education and training and through the adoption of the framework align their approaches. Such alignment should then have benefits in ensuring consistent approaches, which, through the use of learning outcomes, should be more educationally focused and valued. This has the potential to promote organisational and system wide efficiencies by encouraging the adoption of education and training which meets recognised standards and in doing so help to prevent unnecessary duplication of education and training delivery.

The framework also supports the increasing integration between health and social care services and their respective workforces. In particular, a core skills framework can help to develop synergies such as improved communication, collaborative working and potentially providing opportunities for joint education and training.

### **Figure 1: Complementary frameworks / tools**



## Principles and values



Providing care and support for people (children, young people and adults) with learning disabilities requires commitment to strong principles and a firm value base. These principles and values underpin all the subjects in this framework.

## Principles

Valuing People: A New Strategy for Learning Disability for the 21st Century<sup>3</sup> set out four key principles that should underpin all care and support for people (children, young people and adults) with learning disabilities:

- **Rights:** People with learning disabilities and their families have the same human rights as everyone else.
- **Independent living:** This does not mean living on your own or having to do everything yourself. All disabled people should have greater choice and control over the support they need to go about their daily lives; greater access to housing, education, employment, leisure and transport opportunities and to participation in family and community life.
- **Control:** This is about being involved in and in control of decisions made about your life. This is not usually doing exactly what you want, but is about having information and support to understand the different options and their implications and consequences, so people can make informed decisions about their own lives.
- **Inclusion:** This means being able to participate in all the aspects of community – to work, learn, get about, meet people, be part of social networks and access goods and services – and to have the support to do so.

Valuing People Now: a New Three-Year Strategy for People with Learning Disabilities<sup>4</sup> reaffirmed the four principles and promoted a human rights approach as a key underpinning principle. The strategy also re-emphasised that people with learning disabilities and their families have the same rights as everyone else, as enshrined in the Human Rights Act (1998), the UN Convention on the Rights of Persons with Disabilities (**CRPD**) and Disability Discrimination Act (2005).

Commonly agreed 'human rights principles' sometimes referred to as the FREDA principles include: fairness, respect, equality, dignity, and autonomy (choice and control). These principles are considered to underpin all international human rights treaties. They are used, for example, in the Human Rights in Healthcare framework for local action.<sup>5</sup>

- **Fairness** – people who use services and people acting on their behalf have access to clear and fair processes for getting their views heard, for decision-making about care and treatment and to raise and resolve concerns or complaints.
- **Respect** – people who use services are valued as individuals and are listened to, and what is important to them is viewed as important by the service. People acting on behalf of others, such as family and friends are also valued and listened to.
- **Equality** – people who use services do not experience discrimination and have their needs met, including on the grounds of age<sup>16</sup>, disability, gender, race, religion and belief, sexual orientation, gender reassignment and pregnancy and maternity status. This includes looking at the needs of people who may experience multiple discrimination or disadvantage on more than one ground.
- **Dignity** – people who use services are always treated in a humanitarian way – with compassion and in a way that values them as a human being.
- **Autonomy** – people who use services can exercise the maximum amount of choice and control possible – in care planning, in their individual care and treatment, in service development, in their relationships with others such as family and friends and as citizens beyond the health and social care services that they are using.
- **Right to life** – people who use services will have their right to life protected and respected by the health and social care services that they use.

4. *Valuing People Now: a new three-year strategy for people with learning disabilities*. London: Department of Health, 2009

5. British Institute for Human Rights and Department of Health, *Human Rights in Healthcare – a framework for local action*, 2007 December 2012

- **Staff rights and empowerment** – staff working in health and social care have their human rights protected and respected, including being encouraged to freely speak up about concerns and have these considered, being free from unlawful workplace discrimination, harassment, bullying or violence and being supported and empowered to promote the human rights of people using their service.

## Values

In addition to the above principles, care and support for people (children, young people and adults) with learning disabilities should be delivered in line with the value base of health and social care.

Values influence the way we work and guide our approach to those we support and can provide the foundations underpinning good care practice. In health and social care these values include the following:

- Individuality and identity
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

The Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England<sup>6</sup> sets the standard of conduct expected of all adult social care workers and healthcare support workers in England. It helps workers provide high quality, safe and compassionate care and support and outlines the behaviours and attitudes that people who use care and support should rightly expect.

The '6Cs', which underpin the Compassion in Practice strategy, were developed as a way of articulating the values which need to underpin the culture and practise of organisations delivering care and support. These are immediately identifiable as values which also underpin quality social care provision.<sup>7</sup>

6. Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England, Skills for Care & Skills for Health 2013

7. Compassion in Practice Nursing, Midwifery and Care Staff Our Vision and Strategy, Commissioning Board Chief Nursing Officer and DH Chief Nursing Adviser December 2012



# Learning disability awareness

## Introduction

Children, young people and adults with a learning disability and/or autism have the right to the same opportunities as anyone else to live satisfying and valued lives, and to be treated with dignity and respect. They should have a home within their community, be able to develop and maintain relationships, and get the support they need to live healthy, safe and rewarding lives.

Department of Health figures suggest that about 1.5 million people (around 2.5 per cent of the UK population) in the UK has a learning disability. The prevalence of learning disability in the general population is expected to rise by around one per cent per annum for the next ten years and to grow overall by over ten per cent by 2020.

The services and support commissioned for people with a learning disability are shaped by key government policies and strategies. Valuing People: A New Strategy for Learning Disability for the 21st Century sets out the Government's proposals for improving the lives of people with learning disabilities and their families and carers, based on recognition of their rights as citizens, social inclusion in local communities, choice in their daily lives and real opportunities to be independent.

The cross-government concordat, Putting People First (2007) set out a vision for social care services that support people to live independently, stay healthy and have the best possible quality of life, irrespective of illness and disability. It confirmed a shift in emphasis towards greater personalisation.

The three-year strategy, Valuing People Now (2009) reaffirmed the principles of the original Valuing People strategy and introduced a stronger emphasis on:

- Improving opportunities for people with learning disabilities to make an informed choice about where, and with whom, they live;
- Addressing social exclusion;
- Increasing the number of people with learning disabilities in paid employment;
- Improving support for people with complex needs;
- Improving healthcare outcomes; and
- Improving support for family carers

In addition to those providing health and social care to people (children, young people and adults) with learning disabilities, others who come into contact with them and their families and carers need to have an awareness and understanding of their specific needs and those of their families and carers.

## Target audience

**Tier 1** individuals in roles that require general awareness of learning disabilities

8. Building the right support: A national plan to build community services and close inpatient facilities for people with a learning disability and/or autism who display behaviour that challenges, including those with a mental health condition, LGA/ADASS/NHS England (October 2015).
9. Emerson E, Hatton C. Estimating the current need/demand for support for people with learning disabilities in England. Lancaster University. 2004.
10. Valuing People - A New Strategy for Learning Disability for the 21st Century 2001 DH
11. Putting People First A shared vision and commitment to the transformation of Adult Social Care 2009 HM.Gov
12. Valuing People Now - A summary.2009-2010

## Key learning outcomes

### The learner will:

- a) know what is meant by the term learning disability
- b) be aware of the key legislation, policy and guidelines relating to learning disability care and support
- c) be aware of some of the barriers faced by people (children, young people and adults) with a learning disability and their families and carers
- d) be aware of the positive and negative impact that caring for a person (child, young person and adult) with a learning disability in the family may have on relationships and family members' own wellbeing
- e) understand the social model of disability and how it is put into practice
- f) know the common types and prevalence of learning disabilities
- g) know the main causes of learning disability
- h) know the importance of early identification and assessment of learning disabilities
- i) understand the importance of effective communication for people with a learning disability (children, young people and adults)
- j) know how to interact with people (children, young people and adults) with learning disabilities
- k) be aware of the importance of promoting positive health and wellbeing for people (children, young people and adults) with learning disabilities
- l) be aware that people (children, young people and adults) with learning disabilities may need support when experiencing significant transitions in their lives
- m) know the importance of a person centred approach when working with people (children, young people and adults) with a learning disability
- n) be aware of adjustments which may be necessary when supporting people (children, young people and adults) with learning disabilities
- o) be aware of the importance of addressing inequalities for people (children, young people and adults) with learning disabilities
- p) be aware of the basic principles and practice of advocacy in supporting people (children, young people and adults) with learning disabilities
- q) know how views and attitudes of others impact on the lives of people (children, young people and adults) with learning disabilities and their families and carers
- r) know when and how to signpost people (children, young people and adults) with learning disabilities and their families and carers to other services and support
- s) be aware of how individuals and organisations should work together to prevent abuse and neglect and to ensure the safety and wellbeing people (children, young people and adults) with learning disabilities
- t) be aware of disability hate crime and how to report such incidents

**NB.** These core learning outcomes for learning disability awareness may be supplemented by additional outcomes to take account of factors such as type of role, location, service need and risk analysis. Learning disability awareness also needs to be understood in conjunction with related statutory and mandatory subjects as appropriate to role.



## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to learning disabilities awareness are shown below:

### Guidance

- [Generic Service Interventions Pathway: A competency framework to support development of the learning disability workforce, Health Education England \(2015\)](#)
- [Care and Support statutory guidance \(2016\)](#)
- [Mental Capacity Act 2005 Code of Practice](#)
- [Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children \(HM Government March 2015\)](#)
- [Safeguarding disabled children practice guidance \(The Children's society 2009\)](#)

### Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Disability Discrimination Act 1995](#)
- [Human Rights Act 1998](#)
- [Mental Capacity Act 2005](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [SCDHSC0419 Provide advice and information to those who enquire about health and social care services](#)
- [CHS174 Advise and inform others on services](#)
- [CHS177 Advise on access to and use of services](#)
- [SCDHSC0026 Support individuals to access information on services and facilities](#)
- [CM A1 Obtain information to inform the assessment of an individual](#)

## **Generic Service Interventions Pathway (HEE, 2015)**

- Pathway point 1: Promoting appropriate access to services (page 8)

## **Care Certificate Standards**

- [Standard 9: Awareness of mental health, dementia and learning disability](#)

## **Regulated Qualifications Framework components**

- Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings
- Learning disability pathways in the level 2 Diploma
- Level 2 Certificate in Supporting Individuals with Learning Disabilities



## Subject 2: Communication in learning disability care and support

### Introduction

People (children, young people and adults) with learning disabilities face particular challenges around communication. A learning disability affects the way a person understands information and how they communicate and most people (children, young people and adults) with learning disabilities have some difficulties with speech, language, communication and/or sensory impairment. These can be hidden or overlooked. It is therefore important to know what good communication support 'looks like', how organisations can contribute to minimising communication difficulties and what reasonable adjustments may be needed.

In order to communicate effectively it is essential to understand and value an individual's speech, language, sensory and communication needs and preferences.

### Target audience

**Tier 2** staff that will have some regular contact with people (children, young people and adults) with a learning disability

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability

### Key learning outcomes

#### Tier 2

##### The learner will:

- a) know that communication is critical for supporting the autonomy, wellbeing and quality of life of people (children, young people and adults) with learning disabilities
- b) understand that each person (child, young person and adult) with a learning disability will have a unique way of communicating
- c) understand that all behaviour is a form of communication and meaningful to the person (child, young person and adult) with a learning disability
- d) be able to interact successfully with people (children, young people and adults) with learning disabilities
- e) be able to convey information to people (children, young people and adults) with learning disabilities, their families and carers in a way they can understand
- f) be able to listen to people (children, young people and adults) with learning disabilities and understand what they are communicating
- g) understand the importance of confidentiality in interactions with people (children, young people and adults) with learning disabilities, including recognising the nuances and limitations of confidentiality.

- h) know why individualised communication plans should be developed, implemented and reviewed with people (children, young people and adults) with learning disabilities
- i) know the importance of ensuring that people (children, young people and adults) with learning disabilities have any required sensory support (e.g. spectacles, hearing aids) to enable successful communication
- j) understand the importance of effective communication with families and carers and the expertise that families and carers may be able to offer to support effective communication with the person (child, young person and adult) with a learning disability
- k) be able to use a range of communication techniques according to the different abilities and preferences of people (children, young people and adults) with learning disabilities
- l) understand the importance of non-verbal communication e.g. body language, signing, visual images and the appropriate use of touch
- m) know the key functions of communication as they relate to behaviours that challenge
- n) understand the Disability Equality Duty in terms of the legal requirement for public agencies to make anticipatory reasonable adjustments, including in methods of communicating with people

### **Tier 3**

Tier 2 learning outcomes plus the following

#### **The learner will:**

- a) understand why communication is critical for supporting autonomy, wellbeing and quality of life and the role of supervision in supporting this
- b) understand communication needs and factors affecting them
- c) understand how to support the use of assistive technology to enhance communication
- d) be able to improve communication systems and practices that support positive outcomes for people (children, young people and adults) with learning disabilities
- e) be able to actively support, develop and change communication systems for each person (child, young person and adult) with a learning disability
- f) be able to support staff in the understanding of more complex communication needs
- g) be able to support assessment and intervention components that address alternate functional communication
- h) be able to utilise a range of augmentative and alternative communication methods and services that meet the communication needs of people (children, young people and adults) with learning disabilities
- i) understand the connection between behaviours that challenge and the communication needs of people (children, young people and adults)
- j) understand the importance of teaching and supporting alternative behaviour matched to the communicative function of behaviours that challenge
- k) understand how service systems and processes can sometimes put barriers in the way of effective communication with people (children, young people and adults) with learning disabilities and families and carers

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to communication in learning disability care and support are shown below:

### Guidance

- [Generic Service Interventions Pathway: A competency framework to support development of the learning disability workforce, Health Education England \(2015\)](#)
- [Positive Behavioural Support: A Competence Framework - Positive Behavioural Support \(PBS\) Academy \(May 2015\)](#)
- [Five good communication standards: Reasonable adjustments to communication that individuals with learning disability and/or autism should expect in specialist hospital and residential settings - Royal College of Speech and Language Therapists \(2013\)](#)

### Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Disability Discrimination Act 1995](#)
- [Human Rights Act 1998](#)
- [Mental Capacity Act 2005](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [GEN97 Communicate effectively in a healthcare environment](#)
- [HSC 3029 Support individuals with specific communication needs](#)
- [SCDCCLD0201 Support effective communication](#)
- [SCDHSC0031 Promote effective communication](#)
- [SCDLADSS1 Communicate, engage and build positive relationships with children and young people and their families](#)
- [SFHCHS152 Assess an individual's communication skills and abilities](#)



- [CHS 156 Develop activities and materials to enable individuals to achieve specified communication goals](#)
- [CHS 157 Provide support to individuals to develop their communication skills](#)
- [CHS154.2014 Develop, prepare and maintain resources for use by individuals who use Augmentative and Alternative Communication \(AAC\) systems](#)
- [CHS158 Enable individuals from diverse linguistic and cultural backgrounds to access Speech and Language Therapy services](#)
- [GEN85 Support individuals with communication and interaction difficulties](#)
- [CHS155.2014 Assist and support individuals to use Augmentative and Alternative Communication \(AAC\) systems](#)

## **Generic Service Interventions Pathway (HEE, 2015)**

- Pathway point 4: therapeutic interventions page 24

## **UK Core Skills Training Framework**

- Clinical/Care Subject 4: Communication page 12

## **Care Certificate Standards**

- [Standard 6: Communication](#)

## **Regulated Qualifications Framework components**

- Learning disability pathways in level 2 and level 3 diplomas
- Level 2 Award in Supporting Individuals with Learning Disabilities
- Level 2 Certificate in Supporting Individuals with Learning Disabilities
- Level 3 Award in Supporting Individuals with Learning Disabilities
- Level 3 Certificate Supporting Individuals with Learning Disabilities
- Level 4 Diploma in Adult Care (England)
- Level 5 Diplomas in Leadership In Health And Social Care And Children And Young People's Services



## Subject 3: Identification and assessment of learning disabilities

### Introduction

Having a learning disability identified can be difficult; some learning disabilities are discovered at birth, while others are not identified until much later. When a learning disability is not identified at birth, finding out a child has a learning disability can take time. However, most learning disabilities are apparent by the age of five, although moderate learning disabilities may only become apparent in primary school.

Early identification of learning disabilities is crucial to people (children, young people and adults) with learning disabilities getting the support they need to live full and independent lives. Knowing the indicators of learning disabilities helps with early identification and assessment.

### Target audience

**Tier 2** staff that will have some regular contact with people (children, young people and adults) with a learning disability

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability

### Key learning outcomes

#### Tier 2

##### The learner will:

- a) know that learning disability has a range of severity from mild to profound
- b) know the most common causes of learning disability
- c) be aware of the indicators of learning disabilities that would signal the need for further assessment
- d) know why early identification of learning disabilities is important and the likely outcomes if assessment is delayed
- e) be aware of the process to be used to identify and assess learning disabilities
- f) be able to explain the need for an assessment of signs of a learning disability with sensitivity and in a way that is appropriate to the person (child, young person and adult) with a learning disability
- g) be able to appropriately refer people (children, young people and adults) with learning disabilities to access specialist services and support networks
- h) be able to promote equal access to universal services and facilities for people (children, young people and adults) with learning disabilities

## Tier 3

Tier 2 learning outcomes plus the following

### The learner will:

- a) be able to work in partnership with a person (child, young person and adult) with a learning disability and others to facilitate person centred assessment
- b) be able to carry out person centred assessment that promotes social, emotional, cultural, spiritual and intellectual wellbeing
- c) be able to undertake a comprehensive assessment for learning disability utilising appropriate assessment tools
- d) understand the contribution that families and carers make to care and support for people (children, young people and adults) with learning disabilities
- e) be able to engage with families and carers providing care and support for a person (child, young person and adult) with learning disabilities
- f) be able to assess the needs of families and carers providing care and support for a person (child, young person and adult) with learning disabilities
- g) be able to develop a plan to support families and carers providing care and support for a person (child, young person and adult) with learning disabilities
- h) be aware of the potential impact of assessment errors for people (children, young people and adults)
- i) be aware of the experience of people (children, young people and adults) with a learning disability, their families and carers and be able to communicate with sensitivity about the identification of a learning disability and related implications
- j) know how to support people (children, young people and adults) with learning disabilities to access post-assessment support services and advanced care and support planning
- k) understand the needs of people (children, young people and adults) with learning disabilities and associated conditions, for example, autism; epilepsy; physical disabilities; and mental health problems, including dementia
- l) understand the needs of people (children, young people and adults) with profound and multiple learning disabilities (PMLD)
- m) understand the importance of equal access to learning disabilities assessment for people (children, young people and adults) from diverse communities

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to identification, assessment and identification of learning disabilities are shown below:

### Guidance

- [Generic Service Interventions Pathway: A competency framework to support development of the learning disability workforce, Health Education England \(2015\)](#)

## Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Disability Discrimination Act 1995](#)
- [Human Rights Act 1998](#)
- [Mental Capacity Act 2005](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [CM A1 Obtain information to inform the assessment of an individual](#)
- [SFHCHS233 Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals](#)
- [SFHCHS38 Plan assessment of an individual's health status](#)
- [SFHCHS168 Obtain a patient/client history](#)
- [SFHCHS39 Assess an individual's health status](#)
- [SFHCHS40 Establish a diagnosis of an individual's health condition](#)
- [SFHCHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals](#)
- [CHS48 Communicate significant news to individuals](#)
- [CHS52 Plan inter-disciplinary assessment of the health and well-being of individuals](#)
- [CHS230 Assess the need for intervention and present assessments of individuals' needs and related risks](#)
- [GEN112 Work with people to identify their needs for safety, support and engagement and how these needs can best be addressed](#)

### Generic Service Interventions Pathway (HEE, 2015)

- Pathway point 2: Assessment, formulation and treatment planning page 14

### Care Certificate Standards

- [Standard 9: Awareness of mental health, dementia and learning disabilities](#)

### Regulated Qualifications Framework components

- Learning disability pathways in the level 2 and 3 Diplomas
- Level 3 Award in Supporting Individuals with Learning Disabilities
- Level 3 Certificate in Supporting Individuals with Learning Disabilities
- Level 4 Diploma in Diploma in Adult Care England
- Level 5 Diplomas in Leadership In Health And Social Care And Children And Young People's Services



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

### Introduction

Person-centred thinking and planning is at the heart of much recent policy relating to the provision of care and support for people (children, young people and adults) with learning disabilities. It refers to a family of approaches aimed at enabling people (children, young people and adults) who use care and support to plan their own futures and to get the support they need. While the terminology varies between different user groups, the fundamental values of the concept are the same – embracing the principles of independence, choice, inclusion, equality and empowerment as the foundations of care and support.

Person-centred thinking and planning in learning disability care and support is about understanding and responding to the person (child, young person and adult) with a learning disability as an individual. It involves considering the whole person, taking into account each individual's life history, unique abilities, interests, preferences and needs. It is about building relationships with people (children, young people and adults) with a learning disability and their family and carers, putting them in the driving seat of decision making.

### Target audience

**Tier 2** staff that will have some regular contact with people (children, young people and adults) with a learning disability

**Tier 3** staff working with/caring for people (children, young people and adults) with a learning disability

### Key learning outcomes

#### Tier 2

##### The learner will:

- a) be aware of the values underpinning person-centred thinking and planning with people (children, young people and adults) with learning disabilities
- b) know the principles and practice of person centred thinking and planning in care and support for people (children, young people and adults) with learning disabilities
- c) know how to support people (children, young people and adults) with learning disabilities using person-centred values
- d) know how to involve people (children, young people and adults) with learning disabilities who don't use verbal language to communicate their needs

- e) understand the significance of a person (child, young person and adult) with a learning disability's background, culture and experiences when providing care and support
- f) understand how person-centred thinking and planning can provide insights into care and support approaches and solutions to meeting the needs of people (children, young people and adults) with learning disabilities
- g) understand the important role of family and carers in person-centred thinking and planning with people (children, young people and adults) with learning disabilities
- h) understand the importance of clear processes to communicate the care and support needs of people (children, young people and adults) with learning disabilities
- i) understand own role in person-centred thinking and planning with people (children, young people and adults) with learning disabilities
- j) be able to contribute to the gathering of information about a person (child, young person and adult) with a learning disability's strengths, needs, preferences, hopes, dreams and desires for their person centred plan
- k) be able to schedule the implementation of and measure progress towards goals important to the person (child, young person and adult) with a learning disability
- l) be able to monitor that implementation balances across areas of life, type of outcome and preferences
- m) be able to participate in person-centred planning meetings
- n) understand the principles and practices of co-production

### **Tier 3**

*Tier 2 learning outcomes plus the following*

#### **The learner will:**

- a) understand the theory and principles that underpin person centred thinking and planning in care and support for people (children, young people and adults) with learning disabilities
- b) understand the value of person-centred care and support in therapeutic relationships and communication
- c) understand how to implement a person-centred approach for people (children, young people and adults) with learning disabilities
- d) be able to lead person-centred practice for people (children, young people and adults) with learning disabilities
- e) understand the importance of establishing consent when providing care or support for people (children, young people and adults) with learning disabilities
- f) understand how to ensure a person (child, young person and adult) with a learning disability can exercise their right to make choices
- g) understand the role of positive risk taking in enabling a person-centred approach
- h) understand duty of care in relation to supporting positive risk-taking
- i) be able to work in partnership with a person (child, young person and adult) with a learning disability and others to facilitate person-centred assessment
- j) be able to carry out person-centred assessment that promotes social, emotional, cultural, spiritual, intellectual and physical wellbeing
- k) be able to implement personalised systems for goal-based person-centred outcome planning, implementing plans, and monitoring their impact
- l) be able to incorporate person-centred thinking and planning in the management and development of services
- m) be able to incorporate co-production in the management and development of services

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to person-centred care and support for people (children, young people and adults) with learning disabilities are shown below:

### Guidance

- [Generic Service Interventions Pathway: A competency framework to support development of the learning disability workforce, Health Education England \(2015\)](#)
- [Positive Behavioural Support: A Competence Framework - Positive Behavioural Support \(PBS\) Academy \(May 2015\)](#)

### Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Disability Discrimination Act 1995](#)
- [Human Rights Act 1998](#)
- [Mental Capacity Act 2005](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [SCDHSC0234 Uphold the rights of individuals](#)
- [SCDHSC0332 Promote individuals' positive self-esteem and sense of identity](#)
- [SCDHSC0350 Support the spiritual wellbeing of individuals](#)
- [SCDHSC0351 Implement development activities to meet individuals' goals, preferences and needs](#)

### Generic Service Interventions Pathway (HEE, 2015)

- Pathway point 1: Promoting appropriate access to service page 8
- Pathway point 2: Assessment, formulation and treatment planning page 14
- Pathway point 5: Role support interventions page 32

### UK Core Skills Training Framework

- Clinical/Care Subject 3: Person-centred care page 10



## Care Certificate Standards

- [Standard 5: Work in a person-centred way](#)

## Regulated Qualifications Framework components

- Level 2 Award in Supporting Individuals with Learning Disabilities (RQF)
- Level 2 Certificate in Supporting Individuals with Learning Disabilities (RQF)
- Level 3 Diploma in Health And Social Care (Adults) England (Learning Disability)
- Level 4 Diploma in Diploma in Adult Care England
- Level 5 Diplomas in Leadership In Health And Social Care And Children And Young People's Services



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

### Introduction

People (children, young people and adults) with a learning disability have a right to access good quality healthcare. Their health needs are often greater and more complex and often present differently from those of the general population. There is evidence that people (children, young people and adults) with a learning disability experience poorer access to healthcare and worse health outcomes. One of the starkest inequalities is that people with a learning disability experience very high rates of premature mortality. Research has found that men with a learning disability die on average 13 years sooner, and women with a learning disability 20 years sooner, than those without learning disabilities.<sup>13</sup>

Annual Health Checks are a crucial element in improving health outcomes for people (children, young people and adults) with learning disabilities, screening for specific syndrome conditions and providing the vital link into national screening prevention programmes.

The Independent Inquiry chaired by Sir Jonathan Michael following publication of the Mencap report *Death by Indifference*<sup>14</sup>, found convincing evidence that people (children, young people and adults) with learning disabilities have higher levels of unmet need and receive less effective treatment, despite the fact that the Disability Discrimination Act and Mental Capacity Act set out a clear legal framework for the delivery of equal treatment.<sup>15</sup>

It is vital therefore that access is not restricted and that the necessary adjustments are made to enable people (children, young people and adults) with learning disabilities to access high quality healthcare that meets their needs. This subject is about supporting people (children, young people and adults) with learning disabilities to access healthcare and regular health checks to maintain their long term health and wellbeing.

### Target audience

**Tier 2** staff that will have some regular contact with people (children, young people and adults) with a learning disability

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability

13. Department of Health, *Premature Deaths of People with Learning Disabilities: Progress Update*, September 2014.

14. *Op cit.*

15. *Healthcare for All: Report of the Independent Inquiry into Access to Healthcare for People with Learning Disabilities*, Sir Jonathan Michael, 2008

## Key learning outcomes

### Tier 2

#### The learner will:

- a) be aware of the health inequalities experienced by people (children, young people and adults) with learning disabilities
- b) be aware of current legislation, policies and guidance relevant to people (children, young people and adults) with learning disabilities accessing healthcare
- c) understand the importance for people (children, young people and adults) with learning disabilities to maintain good physical and mental health through nutrition, exercise and a healthy life style that includes social engagement
- d) understand the importance of access to appropriate healthcare for people (children, young people and adults) with learning disabilities
- e) be aware of the consequences (including short-term and long-term side effects) of psychotropic medication and their potential impact on the lives of people (children, young people and adults) with learning disabilities
- f) be aware of the prevalence and potential impact of epilepsy on the lives of people (children, young people and adults) with learning disabilities
- g) be able to advise on and implement reasonable adjustments to enable the health needs of people (children, young people and adults) with learning disabilities to be met
- h) know the function of different healthcare services that people (children, young people and adults) with learning disabilities may need to access
- i) know the role of professionals within different healthcare services that people (children, young people and adults) with learning disabilities may need to access
- j) understand how plans for healthcare and regular health checks underpin long term health and wellbeing for people (children, young people and adults) with a learning disabilities
- k) be able to contribute to health action plans with people (children, young people and adults) with learning disabilities
- l) be able to support people (children, young people and adults) with learning disabilities to overcome barriers to accessing healthcare services
- m) be able to support people (children, young people and adults) with learning disabilities to use healthcare services
- n) understand the role of families and carers in supporting the health and wellbeing of people (children, young people and adults) with learning disabilities
- o) be able to prompt and/or administer medication safely where appropriate
- p) know how to support health checks for people (children, young people and adults) with learning disabilities
- q) know how to refer people (children, young people and adults) with learning disabilities to services providing healthy lifestyle advice and options
- r) be able to suggest, encourage, support and promote healthy lifestyle options

## Tier 3

*Tier 2 learning outcomes plus the following*

### The learner will:

- a) understand the health inequalities experienced by people (children, young people and adults) with learning disabilities
- b) understand the complexity of ageing and co-morbidity in people (children, young people and adults) with learning disabilities
- c) understand issues related to access to healthcare services for people (children, young people and adults) with learning disabilities
- d) understand the healthcare needs that may affect people (children, young people and adults) with learning disabilities right to make choices
- e) understand good practice in supporting people (children, young people and adults) with a learning disability to access healthcare services
- f) understand how to support others to develop, implement, monitor and review plans for healthcare
- g) be able to develop processes to support others to meet the healthcare needs of people (children, young people and adults) with a learning disability
- h) be able to promote good practice to others in their support of people (children, young people and adults) with a learning disability accessing healthcare
- i) be able to develop and disseminate health promotion information and advice
- j) be able to encourage behavioural change in individuals and organisations to promote health and wellbeing
- k) be able to monitor, evaluate and improve the effectiveness of health promotion activities

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to healthcare for people (children, young people and adults) with learning disabilities are shown below:

### Guidance

- [Generic Service Interventions Pathway: A competency framework to support development of the learning disability workforce, Health Education England \(2015\)](#)
- [Meeting the health needs of people with learning disabilities - Royal College of Nursing \(2013\)](#)
- [Equal Treatment: Closing the Gap. A formal investigation into physical health inequalities experienced by people with learning disabilities and/or mental health problems - Disability Rights Commission \(2006\)](#)
- [Healthcare for All: report of the independent inquiry into access to healthcare for people with learning disabilities - Department of Health \(2008\)](#)
- [Promoting access to healthcare for people with a learning disability – a guide for frontline NHS staff - NHS Quality Improvement Scotland \(2006\)](#)

## Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Disability Discrimination Act 1995](#)
- [Human Rights Act 1998](#)
- [Mental Capacity Act 2005](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [CHS42 Identify individuals with \(or at risk\) of developing long-term conditions or related ill health](#)
- [SCDHSC3112 Support individuals to manage their own health and social well-being](#)
- [SFHGEN105 Enable individuals to maintain their personal hygiene and appearance](#)
- [SFHGEN107 Enable individuals and families to put informed choices for optimising their health and wellbeing into action](#)
- [PE1 Enable individuals to make informed health choices and decisions](#)
- [CHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals](#)
- [CHS225 Implement a treatment plan](#)
- [CHS234 Implement specific parts of individualised programmes of care](#)
- [SCDHSC0025 Contribute to implementation of care or support plan activities](#)
- [CHS55 Facilitate the individual's management of their condition and treatment plan](#)
- [GEN4 Prepare individuals for healthcare activities](#)
- [CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs](#)
- [CHS98 Arrange services and support with other health care providers](#)
- [SCDHSC3103 Contribute to raising awareness of health issues](#)
- [CHS235 Promote the benefits of activities to improve physical health and well-being](#)
- [GEN128 Support the implementation, monitoring, evaluation and improvement of awareness raising around health and wellbeing issues](#)
- [PHP41 Enable people to address issues related to health and wellbeing](#)
- [HT3 Enable individuals to change their behaviour to improve their own health and wellbeing](#)
- [GEN106 Enable individuals and families to identify factors affecting, and options for, optimising their health and wellbeing](#)
- [HT2 Communicate with individuals about promoting their health and wellbeing](#)
- [PHP13 Provide information to individuals, groups and communities about promoting health and wellbeing](#)



### **Generic Service Interventions Pathway (HEE, 2015)**

- Pathway point 1: Promoting appropriate access to service page 8
- Pathway point 2: Assessment, formulation and treatment planning page 14
- Pathway point 3: enabling health interventions page 19
- Pathway point 4: therapeutic interventions page 24

### **Care Certificate Standards**

- [Standard 8: Fluids and nutrition](#)

### **Regulated Qualifications Framework components**

- Learning disability pathways in the level 2 and 3 Diplomas
- Level 2 Award in Supporting Individuals with Learning Disabilities
- Level 2 Certificate in Supporting Individuals with Learning Disabilities
- Level 4 Diploma in Adult Care (England) (RQF)
- Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)



## Subject 6: Wellbeing and independence

### Introduction

People (children, young people and adults) with a learning disability have a right to live independent and fulfilling lives, including choice and control over any care and support they may need; access to housing, education, employment, leisure, transport opportunities; and, participation in family and community life.

This subject is about supporting people (children, young people and adults) with learning disabilities to have the same choice and control in their lives as other people, including maintaining and developing community links and opportunities to engage in everyday activities including education, employment, housing, and transport and leisure services.

Whilst it is important to understand duty of care in relation to risk-taking the focus should always be on a person's right to take positive risks so they can engage in meaningful occupations and activities. It is important for people with learning disabilities to be active in daily life as it affects health, wellbeing and quality of life.

### Target audience

**Tier 2** staff that will have some regular contact with people (children, young people and adults) with a learning disability

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability

### Key learning outcomes

#### Tier 2

##### The learner will:

- a) know the principles for supporting independence in the tasks of daily living for people (children, young people and adults) with learning disabilities
- b) know how to support people (children, young people and adults) with learning disabilities to continue their interests, social life and community involvement and know why this is important
- c) be able to support people (children, young people and adults) with learning disabilities to meet their daily living needs
- d) know how to encourage a person (child, young person and adult) with a learning disability to maintain personal hygiene
- e) know how to support people (children, young people and adults) with learning disabilities and their families and carers to access information on services and facilities



- f) understand a person (child, young person and adult) with a learning disability's rights in relation to reasonable adjustments when accessing and using services
- g) know how to support people (children, young people and adults) with learning disabilities to identify and access housing, transport and leisure services that meet their needs
- h) understand the value of engagement in training and education for people (children, young people and adults) with learning disabilities
- i) understand the value of employment for people (children, young people and adults) with learning disabilities
- j) be aware of how legislation, guidance and codes of practice support people (children, young people and adults) with learning disabilities to access training, education and employment
- k) be aware of the support available to people (children, young people and adults) with learning disabilities to access education, training and employment
- l) know how to support people (children, young people and adults) with learning disabilities to use their personal budget to help them live well and take part in meaningful occupations and activities
- m) know how to support people (children, young people and adults) with learning disabilities with an outcome-focused review
- n) understand the factors that impact on a person (child, young person and adult) with a learning disability being able to negotiate their physical and social environment, including discrimination, bullying and hate crime
- o) be aware of the range and purpose of assistive technology available to support people (children, young people and adults) with learning disabilities
- p) be aware of the benefits of supporting people (children, young people and adults) with learning disabilities to maintain and develop their relationships with family and friends
- q) know how to recognise and respond to the cultural, religious and spiritual needs of a person (child, young person and adult) with a learning disability
- r) know how to recognise and respond to the sexual and emotional needs of a person with a learning disability
- s) know how to support people (children, young people and adults) with learning disabilities to manage setbacks and personal difficulties by drawing on their strengths and assets
- t) be aware of the role of families and carers in enabling people (children, young people and adults) with learning disabilities to live well

### **Tier 3**

*Tier 2 learning outcomes plus the following*

#### **The learner will:**

- a) understand the meaning of personalisation in learning disability care and support
- b) know how to promote personalisation in learning disability care and support
- c) understand the theories and principles that underpin outcome based practice for people (children, young people and adults) with learning disabilities
- d) be able to assist a person (child, young person and adult) to develop a support plan to meet their identified needs and right to make choices
- e) understand the value of assistive living technology in developing a support plan for people (children, young people and adults) with learning disabilities
- f) be able to facilitate the implementation of support plans led by the person (child, young person and adult) with a learning disability and others

- g) be able to facilitate a person centred review of support plans in partnership with the person (child, young person and adult) with a learning disability and others
- h) be able to provide support for people with learning disabilities to manage their finances as appropriate
- i) understand how to signpost and refer to professional advice services for people (children, young people and adults) with learning disabilities
- j) be able to support people (children, young people and adults) to plan for maintaining and developing skills for everyday life
- k) be able to support people (children, young people and adults) to retain, regain or develop skills for everyday life
- l) understand factors that influence people (children, young people and adults) with learning disabilities' access to services and facilities
- m) be able to support people (children, young people and adults) with learning disabilities to select, access and use services and facilities
- n) be able to support people (children, young people and adults) with learning disabilities to review their access to and use of services and facilities
- o) be able to work with housing, transport and leisure services to meet the needs of people (children, young people and adults) with learning disabilities
- p) be able to contribute to the review of housing, transport and leisure services for people (children, young people and adults) with learning disabilities
- q) be able to support people (children, young people and adults) with learning disabilities to enjoy equal access to shops, businesses, leisure, holidays, etc.
- r) be able to support people (children, young people and adults) with learning disabilities to prepare to move into new home environments
- s) understand that people (children, young people and adults) with disabilities have the same right as everyone else to take risks
- t) understand the importance of a positive, person-centred approach to risk
- u) be able to contribute to the development of practices and services that meet the individual needs of people (children, young people and adults) with learning disabilities
- v) be able to support people with a learning disability to exercise their right to vote

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to living well with a learning disability and promoting independence are shown below:

### Guidance

- [Generic Service Interventions Pathway: A competency framework to support development of the learning disability workforce, Health Education England \(2015\)](#)
- [Positive Behavioural Support: A Competence Framework - Positive Behavioural Support \(PBS\) Coalition UK \(May 2015\)](#)

## Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Disability Discrimination Act 1995](#)
- [Human Rights Act 1998](#)
- [Mental Capacity Act 2005](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [SCDHSC0330 Support individuals to use services and facilities](#)
- [GEN86 Support individuals with cognition and learning difficulties](#)
- [GEN15 Support individuals in undertaking their desired activities](#)
- [SCDHSC0351 Implement development activities to meet individuals' goals, preferences and needs](#)
- [SCDHSC0343 Support individuals to live at home](#)
- [SCDHSC0344 Support individuals to retain, regain and develop skills to manage their daily living](#)
- [GEN104 Enable individuals to maintain the safety and security of their living environment](#)
- [SCDHSC0027 Support individuals in their daily living](#)
- [SCDHSC0226 Support Individuals who are distressed](#)
- [SCDHSC0029 Support individuals to meet their domestic and personal needs](#)
- [GEN110 Support individuals in relation to personal and social interactions and environmental factors](#)
- [SCDHSC3112 Support individuals to manage their own health and social wellbeing](#)
- [SCDHSC0382 Support individuals to manage change in their lives](#)
- [CHS239 Enable individuals to use assistive devices and assistive technology](#)
- [SCDHSC0345 Support individuals to manage their financial affairs](#)
- [SCDHSC0346 Support individuals to manage direct payments](#)
- [SCDHSC0347 Support individuals to access employment](#)
- [SCDHSC0210 Support individuals to participate in recreational activities](#)
- [SCDHSC0349 Support individuals to access housing and accommodation services](#)
- [SCDHSC0383 Support individuals to move into new living environments](#)
- [CFAM&LDD4 Develop and sustain collaborative relationships with other organisations](#)
- [SCDHSC0349 Support individuals to access housing and accommodation services](#)
- [SCDHSC0422 Promote housing opportunities for individuals](#)

## **Generic Service Interventions Pathway (HEE, 2015)**

- Pathway point 5: role support interventions
- Pathway point 7: role support interventions

## **Regulated Qualifications Framework components**

- Level 2 Certificate in Supporting Individuals With Learning Disabilities
- Level 2 Diploma in Health And Social Care (Adults) England
- Level 3 Award in Supporting Individuals with Learning Disabilities
- Level 3 Certificate in Supporting Individuals With Learning Disabilities
- Level 3 Diploma in Health And Social Care (Adults) England (Learning Disability)
- Level 4 Diploma in Adult Care (England) (RQF)
- Level 5 Diplomas in Leadership In Health And Social Care And Children And Young People's Services



## Subject 7: Relationships, sexuality and sexual health

### Introduction

The relationships and sexual rights of people with learning disabilities have often been overlooked or ignored. Often, sexuality only becomes an area of life to be discussed when there is a problem.

This subject area is about the importance of relationships, friendships, sexuality and sexual health to the lives of people with learning disabilities. It is also about providing the right support to help to ensure that a balance can be struck between the positive outcomes associated with exploring and developing wider personal and social relationships and potential risks such as sexual exploitation, abuse, pregnancy, HIV and AIDS.

### Target audience

**Tier 2** staff that will have some regular contact with people (children, young people and adults) with a learning disability

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability

### Key learning outcomes

#### Tier 2

##### The learner will:

- a) know the importance of engaging with, and supporting, each person (child, young person and adult) with a learning disability's relationship with family members and other people in his or her social network
- b) be aware of factors affecting the capacity of people (children, young people and adults) with learning disabilities to develop and/or maintain relationships.
- c) know how to support people (children, young people and adults) with learning disabilities to identify positive relationships
- d) know how to support people (children, young people and adults) with learning disabilities to develop new relationships
- e) know how to support people (children, young people and adults) with learning disabilities to maintain existing relationships
- f) know how to work with people (children, young people and adults) with learning disabilities to review the support they need to develop relationships
- g) understand how to support people to say no to unwanted relationships
- h) understand the development of human sexuality

- i) be aware of the issues of sexual health and how these can be supported
- j) be aware of the potential that adults with learning disabilities may be at risk of entering the criminal justice system due to perceived inappropriate sexual behaviour
- k) be aware of relevant legislation influencing the support of sexuality and sexual health for adults with learning disabilities
- l) know how to support an adult with a learning disability to identify, access and use services to meet their sexual and sexual health needs if necessary
- m) be aware of the social context affecting the sexual and sexual health needs of adults with learning disabilities

### **Tier 3**

*Tier 2 learning outcomes plus the following*

#### **The learner will:**

- a) understand the relevance of relationship theories to learning disability care and support
- b) understand the impact of relationships and social networks on wellbeing and self-esteem
- c) understand factors that can influence the process of a relationship
- d) understand how the sexual development of people (children, young people and adults) with a learning disability can differ
- e) understand the issues of sexual health and how these can be supported
- f) understand the impact of social and family contextual factors on the sexual and sexual health needs of adults with learning disabilities
- g) understand relevant legislation influencing the support of sexuality and sexual health for adults with learning disabilities
- h) know how to support the sexual expression of an adult with a learning disability
- i) be able to support an adult with a learning disability to identify, access and use services to meet their sexual and sexual health needs
- j) know how to support adults with learning disabilities to consent to sex, marriage and civil partnerships

### **Relevant guidance and/or legislation**

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to sexuality, sexual health and relationships are shown below:

#### **Guidance**

- [Generic Service Interventions Pathway: A competency framework to support development of the learning disability workforce, Health Education England \(2015\)](#)
- [Family Planning Association \(2009\), Learning disabilities, sex and the law; a practical guide](#)

## Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Disability Discrimination Act 1995](#)
- [Human Rights Act 1998](#)
- [Mental Capacity Act 2005](#)
- [Sexual Offences Act 2003](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [SCDHSC0356 Support individuals to deal with relationship problems](#)
- [SCDHSC0331 Support individuals to develop and maintain social networks and relationships](#)

### Generic Service Interventions Pathway (HEE, 2015)

- Pathway point 5: role support interventions

### Regulated Qualifications Framework components

- Level 2 Award in Supporting Individuals with Learning Disabilities (RQF)
- Level 2 Certificate in Supporting Individuals with Learning Disabilities (RQF)
- Level 2 Award Supporting Individuals with Learning Disabilities (RQF)
- Level 3 Certificate in Supporting Individuals with Learning Disabilities (RQF)
- Level 3 Award in Supporting Individuals with Learning Disabilities (RQF)
- Level 4 Diploma in Adult Care (England) (RQF)





## Subject 8: Supporting children and young people with learning disabilities

### Introduction

Children and young people with a learning disability have a right to have their needs met. The Children and Families Act creates a new 'birth-to-25 years' Education, Health and Care (EHC) plan for children and young people with special educational needs and offers families personal budgets so that they have more control over the type of support they get. In some cases, where a person is over 18, the "Care" part of the EHC plan will be provided for by adult care and support, under the Care Act.

The quality of life of every child improves when they are given a voice and real choices. The quality of a child or young person with a learning disability's life affects and is affected by many areas of their well-being, including:

- Physical well-being
- Emotional well-being
- Self-determination (making choices and determining the course of events)
- Interpersonal relationships
- Social inclusion
- Personal development
- Material well-being, and
- Rights and privacy

It is important to note that all of the subject areas in this framework include learning outcomes that are relevant to children and young people with learning disabilities. This subject area includes specific learning outcomes that relate to care and support for children and young people (age range 0 – 25) with learning disabilities that are not fully covered elsewhere in the framework.

### Target audience

**Tier 2** staff that will have some regular contact with children and young people with a learning disability

**Tier 3** staff providing care and support for children and young people with a learning disability

## Key learning outcomes

### Tier 2

#### The learner will:

- a) be aware of the usual ages for developmental milestones in different areas (social, emotional, communication, cognitive, perceptual, and physical)
- b) know how children and young people's development may be affected by a learning disability
- c) understand the importance of early intervention to support the development of children and young people with learning disabilities
- d) know the rights of children and young people with learning disabilities and their families
- e) be aware of the key agencies' roles in relation to own role
- f) be aware of the importance of the need for early support to children and young people with a learning disability and their families and carers
- g) be aware of the contribution of family members and how they support bring up a child with a learning disability
- h) be aware of the importance of quality of life for families and carers of children and young people with learning disabilities
- i) understand how patterns of communication development may be impaired, and principles for addressing consequent barriers for the child or young person with a learning disability
- j) be able to apply recommended strategies for communicating with a child or young person with a learning disability and to support their participation in interaction and activities, and evaluate their response
- k) be aware of the ways in which a child or young person with a learning disability's communication validates their 'world'
- l) be able to support a child or young person with a learning disability to make choices that promote self-esteem and awareness
- m) be able to identify signs of unhappiness and distress in a child or young person with a learning disability
- n) be able to summarise key approaches to promoting positive mental health
- o) be aware of the range of professional disciplines and identify their contribution in relation to meeting the needs of children and young people with learning disabilities
- p) understand the key aspects of physical/personal care and health support likely to be encountered by a child or young person with a learning disability including: toileting and toilet training; dressing and changing; feeding; puberty issues; and, medication/epilepsy/oxygen
- q) understand how children and young people with learning disabilities, families, carers and other professionals can support the development of personal care and health management plans
- r) be aware of the right of children and young people with learning disabilities to a free annual health check with their GP
- s) be aware of the potential effects of transitions on the development of children and young people with a learning disability
- t) know how to respond to evidence or concerns that a child or young person with learning disabilities has been bullied
- u) understand how to work with children and young people with learning disabilities to support their safety and wellbeing
- v) understand the importance of e-safety for children and young people with learning disabilities
- w) be able to develop positive relationships with children and young people with learning disabilities
- x) be able to build positive relationships with people involved in the care and support of children and young people with learning disabilities, including family members
- y) know the ways in which the social, economic and cultural environment can impact on the outcomes and life chances of children and young people with learning disabilities

## Tier 3

*Tier 2 learning outcomes plus the following*

### **The learner will:**

- a) understand the value of early intervention on the lives of children and young people with learning disabilities and their families
- b) understand how practitioners can make a positive difference in outcomes for children and young people with learning disabilities
- c) know the importance of designing services around the needs of children and young people with learning disabilities
- d) understand the possible impact of a learning disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people
- e) understand the rights of disabled children and young people and those with special educational needs
- f) be able to contribute to the inclusion of children and young people with learning disabilities and special educational needs
- g) be able to support children and young people with learning disabilities and special educational needs to participate in a full range of activities and experiences
- h) be able to differentiate the needs, emotional and practical, of various family members
- i) understand the practical and organisational implications of developing partnerships with families
- j) be able to assess quality of life for children and young people with learning disabilities and their families and carers
- k) understand how quality of life for children and young people with learning disabilities and their families and carers can be improved through empowering and including them
- l) be able to explain how children learn to communicate from engaging in early playful interactions, and the importance of establishing this foundation, in addition to functional strategies, for developing meaningful social communication in children and young people with learning disabilities
- m) be able to use and evaluate the effectiveness of a range of social and functional communication strategies in planned and spontaneous interactions with children and young people with learning disabilities
- n) be able to plan, implement and evaluate a personalised communication intervention for a child or young person with a learning disability in consultation with other professionals, their family and carers
- o) understand the range of communication that children and young people with learning disabilities use to express their needs
- p) be able to identify and develop opportunities for children and young people with learning disabilities to make choices
- q) be aware of a range of learning activities which encourage good mental health
- r) understand the risk factors impacting on a child or young person with a learning disability's emotional wellbeing
- s) understand the interface between learning disability and mental health, and its impact on learning, progress and attainment
- t) understand the issues relating to promoting collaborative working across the range of professional groups in support of children and young people with learning disabilities
- u) be able to assess the development needs of children or young people with learning disabilities and prepare a development plan
- v) be able to promote the development of children or young people with learning disabilities

- w) be able to support the provision of environments and services that promote the development of children or young people with learning disabilities
- x) understand how working practices can impact on the development of children and young people with learning disabilities
- y) understand and be able to promote the principles of working inclusively with disabled children and young people and those with specific requirements
- z) be able to work in partnership with families with children or young people with learning disabilities
- aa) be able to support age and developmentally appropriate learning, play and leisure opportunities for children or young people with learning disabilities
- bb) be able to evaluate, support and develop existing practice with children and young people with learning disabilities and their families

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to supporting children and young people with learning disabilities are shown below:

### Guidance

- [Generic Service Interventions Pathway: A competency framework to support development of the learning disability workforce, Health Education England \(2015\)](#)
- [Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children \(HM Government, March 2015\)](#)
- [Special educational needs and disability code of practice: 0 to 25 years \(DFE, 2013\)](#)
- [Department for Education: Training materials for teachers of learners with severe, profound and complex learning difficulties](#)

### Legislation

- [Children and Families Act 2014](#)
- [Special educational needs and disability code of practice: 0 to 25 years \(DFE, 2013\)](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [SCDHSC0039 Support children and young people to achieve their educational potential](#)
- [SCDHSC0311 Support children and young people to develop and maintain supportive relationships](#)
- [CHS34 Provide help for children and young people to understand their health and wellbeing](#)
- [CS21.2015 Monitor the health and well-being of children and young people](#)
- [SCDHSC0038 Support children and young people to manage aspects of their lives](#)

## **Generic Service Interventions Pathway (HEE, 2015)**

- Pathway point 5: role support interventions

## **Regulated Qualifications Framework components**

- Level 2 Certificate for the Children & Young People's Workforce (RQF)
- Level 3 Diploma for the Children and Young People's Workforce (RQF)



## Subject 9: Preparing young people with learning disabilities for adulthood

### Introduction

The Children and Families Act 2014 introduces a new SEND system. At the heart of these changes is a commitment to ensuring that children, young people and their families are at the centre of decision-making so that they achieve better outcomes.

From year 9 the SEND reforms require those supporting young people to focus on ordinary life outcomes such as paid employment; independent living (choice and control over your life and support, and good housing options); community participation (friends, relationships and community inclusion); and health and wellbeing. The new system requires a joined up approach including co-production, holistic planning and multi-agency working.

The implications for workforce development are significant, as the SEND reforms represent a change not just in process but also in thinking about outcomes, coproduction, and what it takes to support young people to move into adulthood with ordinary lives.

### Target audience

**Tier 2** staff that will have some regular contact with young people with a learning disability

**Tier 3** staff providing care and support for young people with a learning disability

### Key learning outcomes

#### Tier 2

##### The learner will:

- a) be aware of the steps and stages of moving from childhood into adulthood for young people with learning disabilities
- b) know how having a learning disability may affect the process of moving from childhood into adulthood
- c) know how to support a young person with a learning disability through a successful transition into adulthood
- d) be aware of how the welfare benefits system and other supports systems can help or act as a barrier throughout a young person with a learning disability's transition into adulthood
- e) know the options for supporting a young person with a learning disability to make the transition into adulthood

## Tier 3

*Tier 2 learning outcomes plus the following*

### The learner will:

- a) be able to support a young person with a learning disability through transition into adulthood
- b) understand the importance of supporting a young person with a learning disability and their family and carers to reflect on the transition into adulthood
- c) be able to support a young person with a learning disability and their family and carers to reflect on the transition into adulthood
- d) understand the difference in ethos and practice between statements, LDAs and EHC plans
- e) know national best practice and the evidence base in relation to helping young people with learning disabilities prepare for adulthood
- f) know what is required for an EHC plan to be compliant
- g) understand how specific person-centred practices contribute to the information required in EHC plans
- h) understand the process of the Preparing for Adulthood review
- i) be able to facilitate the Preparing for Adulthood review, and how to ensure that everyone is fully prepared
- j) understand the difference between good and poor outcomes
- k) be able to co-produce summaries that young people with learning disabilities and their families and others can understand, under the relevant headings

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to preparing young people with learning disabilities for adulthood are shown below:

### Guidance

- [Special educational needs and disability code of practice: 0 to 25 years \(DFE, 2013\)](#)
- [The Preparing for Adulthood Review: A Good Practice Toolkit \(NDTi, January 2015\)](#)
- [Generic Service Interventions Pathway: A competency framework to support development of the learning disability workforce, Health Education England \(2015\)](#)

### Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Disability Discrimination Act 1995](#)
- [Apprenticeship, Skills, Children and Learning Act 2006](#)
- [Education Act 2011](#)





## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [SCDLMCSB3 Manage provision of care services that deal effectively with transitions and significant life events](#)
- [GEN123 Work with others to facilitate the transfer of individuals between agencies and services](#)

### Generic Service Interventions Pathway (HEE, 2015)

- Pathway point 1: Promoting appropriate access to service

### Regulated Qualifications Framework components

- Level 2 Award in Supporting Individuals with Learning Disabilities (RQF)
- Level 2 Certificate in Supporting Individuals with Learning Disabilities (RQF)
- Level 3 Certificate in Supporting Individuals with Learning Disabilities (RQF)
- Level 3 Award in Supporting Individuals with Learning Disabilities (RQF)



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

### Introduction

The support and commitment of families and carers is critical in enabling people (children, young people and adults) with learning disabilities to achieve independence, choice and inclusion. Families and carers are usually central to the lives of people (children, young people and adults) with learning disabilities, providing care, support and advocating for new opportunities.

Working with families and carers as partners and promoting their wellbeing is key to successful outcomes for people (children, young people and adults) with learning disabilities.

### Target audience

**Tier 2** staff that will have some regular contact with people (children, young people and adults) with a learning disability

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability

### Key learning outcomes

#### Tier 2

##### The learner will:

- a) understand the significance and value of families, carers and social networks in planning and providing care and support for people (children, young people and adults) with learning disabilities
- b) be aware of the potential benefit of a person (child, young person and adult) with a learning disability having a circle of support
- c) know the key people in the person (child, young person and adult) with a learning disability's circle of support
- d) know the importance of engaging with, and supporting, each person (child, young person and adult) with a learning disability's relationship with family members and other people in his or her social network
- e) understand the importance of developing partnerships with families and carers
- f) be able to establish and maintain positive relationships with families and carers
- g) be able to plan shared approaches to the care and support of people (children, young people and adults) with learning disabilities with their families and carers
- h) be able to work with families to access support in their role as carers

- i) be able to exchange and record information about partnership work with families and carers whilst respecting a person (child, young person and adult) with a learning disability's right to confidentiality
- j) be able to contribute to reviewing partnership work with families and carers
- k) understand the positive and negative impact that caring for a person (child, young person and adult) with a learning disability in the family may have on relationships and family members' own wellbeing
- l) understand the importance of providing information and advice and where appropriate, training, to families and carers
- m) understand the importance of recognising and assessing a carer's own needs and be able to signpost carers for an assessment of their needs
- n) be aware that the needs of families and carers and the person (child, young person and adult) with a learning disability may not always be the same
- o) be able to gather information about a person (child, young person and adult) with a learning disability's history and preferences from their families and carers
- p) be aware of the importance of social interactions and relationships for families of people (children, young people and adults) with learning disabilities

### **Tier 3**

*Tier 2 learning outcomes plus the following*

#### **The learner will:**

- a) understand the contribution that families and carers make in supporting people (children, young people and adults) with learning disabilities
- b) be able to engage with families and carers who are providing care for a person (child, young person and adult) with a learning disability
- c) be able to assess the needs of families and carers providing care for a person (child, young person and adult) with a learning disability
- d) be able to co-produce a plan to support families and carers providing care for a person with a learning disability
- e) understand family and carer interventions and how to undertake them
- f) understand the value of short breaks, and how to support access to them
- g) be able to support access to carers' personal budgets, parental support groups, family support groups, and community groups
- h) be able to implement recommendations that take into account communication needs of families and carers
- i) be able to help to create healthy psychological environments for people (children, young people and adults) with learning disabilities by giving support and advice to carers and families
- j) be able to contribute to the development of practices and services that meet the needs of families and carers
- k) understand the potential for dilemmas arising where there are differing needs between people (children, young people and adults) with learning disabilities and their families and carers
- l) understand legislation relevant to families' and carers' rights
- m) be able to signpost families and carers for further support around legal issues (e.g. lasting power of attorney)
- n) understand the needs of a person with a learning disability and how to support carers appropriately
- o) understand the needs of the ageing family carer, and how to signpost them to sources of support



- p) understand the importance of educating and training carers in the care of a particular person (child, young person and adult) with a learning disability

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to families and carers as partners in learning disability care and support settings are shown below:

### Guidance

- [Generic Service Interventions Pathway: A competency framework to support development of the learning disability workforce, Health Education England \(2015\)](#)
- [Positive Behavioural Support: A Competence Framework - Positive Behavioural Support \(PBS Coalition UK, May 2015\)](#)
- [Department of Health \(2010\), Recognised, valued and supported: Next steps for the Carers Strategy](#)
- [Department of Health \(2014\), Care and Support Statutory Guidance: Issued under the Care Act 2014](#)
- [Department of Health \(2014\), Care Act Factsheets, Factsheet 8: The law for carers](#)

### Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [SCDHSC0227 Contribute to working in partnership with carers](#)
- [SCDHSC0387 Work in partnership with carers to support individuals](#)
- [SCDHSC0390 Support families in maintaining relationships in their wider social structures and environments](#)
- [SCDHSC0426 Empower families, carers and others to support individuals](#)
- [SCDHSC0427 Assess the needs of carers and families](#)
- [SCDHSC0428 Lead the development of programmes of support for carers and families](#)
- [GEN20 Enable carers to support individuals](#)
- [GEN103 Establish, sustain and disengage from relationships with the families of individuals with specific health needs](#)
- [CHS58 Provide information and support to carers of individuals with long term conditions](#)
- [CHD HN3 Enable carers to access and assess support networks and respite services](#)
- [CM C5 Build a partnership between the team, patients and carers](#)
- [GEN102 Establish, sustain and disengage from relationships with the families of children and young people](#)
- [GEN103 Establish, sustain and disengage from relationships with the families of individuals with specific health needs](#)
- [GEN107 Enable individuals and families to put informed choices for optimising their health and wellbeing into action](#)
- [GEN111 Enable individuals, their family and friends to explore and manage change](#)
- [PT27 Engage significant members of the client's system](#)

### Generic Service Interventions Pathway (HEE, 2015)

- Pathway point 6: family and carer interventions

### Regulated Qualifications Framework components

- Learning disability pathways in the level 2 and 3 Diplomas
- Level 2 Award in Supporting Individuals with Learning Disabilities
- Level 2 Certificate in Supporting Individuals with Learning Disabilities
- Level 3 Award in Supporting Individuals with Learning Disabilities
- Level 3 Certificate Supporting Individuals with Learning Disabilities



## Subject 11: Supporting people (children, young people and adults) with Profound and Multiple Learning Disabilities (PMLD)

### Introduction

A diagnosis of a profound and multiple learning disability (PMLD) is used when a person (child, young person and adult) has more than one disability, with the most significant being a learning disability. People (children, young people and adults) with profound and multiple learning disabilities will have significant challenges with communication and many will have additional sensory or physical disabilities, complex health needs or mental health conditions. The combination of these needs and/or the lack of the right care and support may also affect behaviour.

Despite such serious challenges, people with PMLD can form relationships, make choices and enjoy activities. The people who love and care for them can often understand their personality, their mood and their preferences. All people (children, young people and adults) with profound and multiple learning disabilities will need high levels of support to live full and rewarding lives.

It is important to note that all of the subject areas in this framework include learning outcomes that are relevant to people (children, young people and adults) with profound and multiple learning disabilities. This subject area includes specific learning outcomes that relate to care and support for people (children, young people and adults) with profound and multiple learning disabilities that are not covered elsewhere in the framework.

### Target audience

**Tier 3** staff providing care and support for people (children, young people and adults) with Profound and Multiple Learning Disabilities (PMLD)

### Key learning outcomes

#### Tier 3

#### The learner will:

- a) understand the meaning of Profound and Multiple Learning Disabilities (PMLD)
- b) be aware of the range of needs of people (children, young people and adults) with PMLD
- c) understand that people (children, young people and adults) with PMLD have greater health needs than the general population and are more likely to have the following conditions; Respiratory Disease, Epilepsy, Coronary heart disease, Gastrointestinal reflux, Diabetes, Helicobacter pylori, Osteoporosis
- d) understand why it is important to recognise when someone with PMLD is in pain and to manage this effectively
- e) be able to involve professionals who can offer support and advice to people (children, young people and adults) with PMLD and their families and carers



- f) know the adjustments that should be made to ensure that people (children, young people and adults) with PMLD can access support and services
- g) be aware of the resources available to help people (children, young people and adults) with PMLD have a positive experience in hospital and community settings
- h) be aware of the importance of eye care and vision for people (children, young people and adults) with PMLD
- i) understand the effects of communication needs on people (children, young people and adults) with PMLD and their families and carers
- j) be aware of good practice in communication with people (children, young people and adults) with PMLD
- k) understand how sensory differences affect people (children, young people and adults) with PMLD
- l) understand the importance of consistently supporting posture throughout the day and night in order to reduce the risk of complications associated with severe physical disability e.g. pain, pressure sores, spinal deformity, joint contractures and respiratory infection
- m) know that the details of local specialist postural-care therapists and other professionals involved in care should be identified in the person's Health Action Plan (HAP)
- n) understand that people (children, young people and adults) with PMLD and their family and carers should be involved with assessment, selection and issue of equipment and review to ensure equipment and guidelines are acceptable and 'fit' with family life
- o) understand that postural-care guidelines and equipment need to be reviewed as part of an annual review of health needs
- p) understand that any prescribed postural-care equipment should improve quality of life

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to Profound and Multiple Learning Disabilities (PMLD) are shown below:

### Guidance

- [Communication and people with the most complex needs: What works and why this is essential, Mencap \(July 2010\)](#)
- [Foundation for People with Learning Disabilities \(FPLD\)'s Communication for Person Centred Planning information pack](#)
- [See What I Mean: Guidelines to Aid Understanding of Communication by People with Severe and Profound Learning Disabilities by Grove N., Bunning K., Porter J., Morgan M. \(2000\). Kidderminster: BILD/Mencap](#)
- [Top tips for supporting people with profound & multiple learning disabilities, published by NHS Midlands and East](#)
- [Department of Health \(2010\), Raising our sights: services for adults with profound intellectual and multiple disabilities](#)



## Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [Mental Capacity Act 2005](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Disability Discrimination Act 1995](#)

## Indicative mapping to relevant national standards or frameworks

### Regulated Qualifications Framework components

- OCNLR Qualifications in Understanding the Needs of Individuals with Profound and Multiple Learning Disabilities (RQF)
- Level 2 Award Qualification Number: 601/2466/0 Ofqual Unit Reference Number: M/505/9290
- Level 3 Award Qualification Number: 601/2465/9 Ofqual Unit Reference Number: D/505/9026



## Subject 12: Supporting people (children, young people and adults) with a learning disability and at risk of behaviours that challenge

### Introduction

Some people with a learning disability may sometimes display behaviours that challenge. This behaviour often results from the interaction between personal and environmental factors and can include aggression, self-injury, stereotypic behaviour, withdrawal and disruptive or destructive behaviour. Positive behavioural support (PBS) is a recognised framework with which to understand and develop ways of supporting people who display, or are at risk of displaying, behaviours that challenge.

It is important that health and social care workers have the right skills and knowledge to support people (children, young people and adults) with learning disabilities and behaviours that challenge or who may be at risk of behaviour that challenges. Skills and knowledge in the areas of learning disability awareness, communication, person-centred planning and supporting independence and choice will all help in preventing and managing behaviours that challenge and are covered elsewhere in this framework.

It is important to note that all of the subject areas in this framework include learning outcomes that are relevant to people (children, young people and adults) with a learning disability and at risk of behaviours that challenge. This subject includes specific learning outcomes that relate to care and support for people (children, young people and adults) with a learning disability at risk of behaviours that challenge that are not covered elsewhere in the framework.

### Target audience

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability and at risk of behaviours that challenge

### Key learning outcomes

#### Tier 3

#### The learner will:

- a) be able to fully involve the person (child, young person and adult) with learning disabilities and at risk of behaviours that challenge in the process of understanding and devising supports relating to behaviours that challenge
- b) understand the important role families and carers have in supporting people (children, young people and adults) with a learning disability and at risk of behaviours that challenge in addition to the full involvement of the person themselves
- c) understand the term 'behaviours that challenge' and any other terms that may be used, e.g. behaviours of concern

- d) understand the relationship between the quality of someone's life and behaviours that challenge
- e) understand the relationship between physical and emotional wellbeing and behaviours that challenge
- f) understand the interactions between physical health problems/pain and behaviours that may be interpreted as 'behaviours that challenge'
- g) be able to teach people (children, young people and adults) with learning disabilities and at risk of behaviours that challenge new skills based on an understanding of how different people learn
- h) be able to teach colleagues and others new skills so they can implement a behaviour support plan
- i) understand when the support of a 'specialist' might be needed and how to access them
- j) understand the context and causes of behaviours that challenge
- k) be able to contribute to a functional assessment of a person (child, young person and adult) with a learning disability and at risk of behaviours that challenge
- l) understand the context of the Positive Behavioural Support model and the key characteristics of Positive Behavioural Support
- m) understand the rationale of a behaviour support plan and its uses
- n) be able to understand and implement behaviour support plans
- o) be able to synthesise data to create an overview of a person (child, young person and adult) with a learning disability and at risk of behaviours that challenge's skills and needs
- p) be able to construct a model that explains the functions of behaviour and how behaviour is maintained'
- q) be able to implement multi-element evidence based support strategies based on the overview and model
- r) be able to implement a least restrictive crisis management strategy
- s) be able to follow a behaviour support plan; according to specified responsibilities and timeframes
- t) be able to monitor the delivery of a behaviour support plan (procedural / treatment / fidelity / integrity)
- u) be able to contribute to an evaluation/review of the effectiveness of a behaviour support plan

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to supporting people (children, young people and adults) with a learning disability at risk of behaviour that challenges are shown below:

### Guidance

- [Positive Behavioural Support: A Competence Framework - Positive Behavioural Support \(PBS Coalition UKAcademy, May 2015\)](#)
- [Learning disabilities: challenging behaviour NICE Quality Standard Published: 8 October 2015](#)
- [NICE Challenging behaviour and learning disabilities pathway \(2015\)](#)
- [HSC 3065 – Implement the Positive Behavioural Support model \(level 4, ref: T/601/9738\)](#)
- [Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges](#)
- [General principles of care for people who have learning disabilities and behaviour that challenges](#)

## Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [Mental Capacity Act 2005](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [MH27.2012 Reinforce positive behavioural goals during relationships with individuals](#)
- [SCDHSC0398 Support individuals with programmes to promote positive behaviour](#)
- [PT04 Enable the client to understand the rationale for cognitive and behavioural therapy](#)
- [PT01 Assess the client for cognitive and behavioural therapy](#)
- [PT03 Engage with the client in cognitive and behavioural therapy](#)
- [PT05 Foster and maintain a therapeutic alliance in cognitive and behavioural therapy](#)
- [PT06 Collaborate with the client in implementing cognitive and behavioural therapy](#)
- [PT02 Develop a formulation and treatment plan with the client in cognitive and behavioural therapy](#)
- [PT07 Agree goals for cognitive and behavioural therapy with the client](#)
- [PT08 Match the structure and pace of cognitive and behavioural therapy sessions to the needs of the client](#)
- [PT09 Plan and review practice assignments in cognitive and behavioural therapy](#)
- [PT10 Guide and monitor progress made in cognitive and behavioural therapy](#)
- [PT11 Conclude cognitive and behavioural therapy with the client](#)
- [MH11.2012 Enable families to address issues with individuals' behaviour](#)

### Generic Service Interventions Pathway (HEE, 2015)

- Pathway point 4: therapeutic interventions

### Regulated Qualifications Framework components

- Level 4 Diploma in Adult Care (England)
- Level 5 Diplomas in Leadership In Health And Social Care And Children And Young People's Service



## Subject 13: Supporting people (children, young people and adults) with a learning disability and a mental health condition

### Introduction

Research evidence suggests that children and young people with a learning disability are 4-5 times more likely to have mental health problems than other children, and adults with learning disabilities are also more likely (at least twice as likely) to experience some kind of mental health problem<sup>16</sup>.

Lack of early recognition of mental health problems, including dementia, in people with learning disabilities can lead to negative consequences for the person affected, and for their family and carers. Factors that influence poor recognition include: a lack of knowledge in health and social care staff, and families of carers, about the signs and symptoms of mental health conditions; diagnostic overshadowing by the learning disability or physical illness; how well people providing care and support know the person and how well information is shared; and difficulties the person (child, young person and adult) with learning disabilities may have communicating their mental health problems. This lack of recognition can lead to no or ineffective treatment or inappropriate resource-use. Effective treatment requires an assessment and the development of a care plan to ensure that the best available interventions are provided.

It is important to note that all of the subject areas in this framework include learning outcomes that are relevant to people (children, young people and adults) with a learning disability and a mental health condition. This subject area includes specific learning outcomes that relate to care and support for people (children, young people and adults) with a learning disability and a mental health condition that are not covered elsewhere in the framework.

### Target audience

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability and a mental health condition

### Key learning outcomes

#### Tier 3

#### The learner will:

- a) understand that people (children, young people and adults) with learning disabilities experience similar mental health conditions to the general population
- b) understand that people (children, young people and adults) with learning disabilities are at increased risk of mental health conditions
- c) understand that people with learning disabilities are at greater risk than the general population of developing dementia as they get older

16. <https://hee.nhs.uk/our-work/hospitals-primary-communitycare/mental-health-learning-disability>



- d) understand that mental health conditions may develop and present in different ways from people without learning disabilities, and the usual signs or symptoms may not be observable or reportable
- e) understand that people (children, young people and adults) with learning disabilities can develop mental health conditions for the same reasons as people without learning disabilities
- f) understand that mental health conditions are commonly overlooked in people with learning disabilities
- g) know where to refer a person (child, young person and adult) with a learning disability and a suspected mental health condition
- h) understand the needs of people (children, young people and adults) with learning disabilities and a mental health condition
- i) understand how specialist and personalised assessment, and care, treatment and support is provided for people (children, young people and adults) with learning disabilities and a mental health condition
- j) be able to support a person (child, young person and adult) with a learning disability and mental health condition to access and use specialist and personalised assessment, and care, treatment and support
- k) know how to coordinate and communicate with key people and services in the life of the person (child, young person and adult) with learning disabilities and a mental health condition

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to supporting people (children, young people and adults) with a learning disability and a mental health condition shown below:

### Guidance

- [NICE Guidance: Mental health problems in people with learning disabilities, in development \[GID-CGWAVE0684\] Anticipated publication date: September 2016](#)

## Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [Mental Capacity Act 2005](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [CM D1 Identify mental health needs and related issues](#)
- [CHS179 Advise on requirements for choice of therapeutic intervention](#)
- [MH90.2013 Support others to promote understanding and help to improve people's mental health](#)
- [MH66.2013 Assess how environments and practices can be maintained and improved to promote mental health](#)
- [MH14.2013 Identify potential mental health needs and related issues](#)
- [MH23.2013 Review the effectiveness of therapeutic interventions with people with mental health needs](#)
- [MH21.2013 Support people with mental health needs in crisis situations](#)
- [MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them](#)
- [MH42.2013 Enable people with mental health needs to participate in activities and networks](#)
- [MH100 Establish and maintain the therapeutic relationship](#)
- [MH27.2012 Reinforce positive behavioural goals during relationships with individuals](#)
- [MH13.2012 Work with families, carers and individuals during times of relapse or crisis](#)

### Generic Service Interventions Pathway (HEE, 2015)

- Pathway point 2: Assessment, formulation and treatment planning
- Pathway point 3: enabling health interventions
- Pathway point 4: therapeutic interventions
- Pathway point 5: role support interventions
- Pathway point 6: family and carer interventions

### Regulated Qualifications Framework components

- Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings
- Level 3 Diploma in Health And Social Care (Adults) England
- Level 3 Diploma in Health And Social Care (Adults) England (Learning Disability)
- Level 4 Diploma in Diploma in Adult Care England





## Subject 14: Supporting people (children, young people and adults) with a learning disability and autism

### Introduction

Autism is not a learning disability, but research suggests that around half of people with autism may also have a learning disability, which will affect the level of care and support they need to live fulfilling and rewarding lives. Recent research by the Learning Disabilities Observatory indicates that around 20-30% of people (children, young people and adults) with learning disabilities also have an autistic spectrum condition<sup>17</sup>, and approximately 50% of children with autism also have a learning disability.<sup>18</sup>

Some people may also receive a 'dual diagnosis' - for example, they may have Down's syndrome and autism.

It is important that people working in health and social care have the knowledge and skills to recognise and provide appropriate care and support for people (children, young people and adults) with learning disabilities and autism.

It is important to note that all of the subject areas in this framework include learning outcomes that are relevant to people (children, young people and adults) with a learning disability and autism. This subject area includes specific learning outcomes that relate to care and support for people (children, young people and adults) with a learning disability and autism that are not covered elsewhere in the framework.

### Target audience

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability and autism

### Key learning outcomes

#### Tier 3

#### The learner will:

- a) understand the main characteristics of autism
- b) understand how autism can impact on the lives of people (children, young people and adults) with learning disabilities and those around them
- c) understand the legal and policy framework that underpins good practice in the support of a person (child, young person and adults) with a learning disability and autism
- d) understand how to achieve effective communication with people (children, young people and adults) with a learning disability and autism
- e) understand how to support people (children, young people and adults) with a learning disability and autism

<sup>17</sup> The Estimated Prevalence of Autism among Adults with Learning Disabilities in England, Eric Emerson & Susannah Baines, 2010.

<sup>18</sup> Totsika, V., Hastings, R. P., Emerson, E., Lancaster, G. A. & Berridge, D. M. (2011). A population-based investigation of behavioural and emotional problems and maternal mental health: Associations with autism and intellectual disability. *Journal of Child Psychology and Psychiatry*, 52, 91-99.

- f) understand the implications of the legal and policy framework underpinning the support of people (children, young people and adults) with a learning disability and autism
- g) be able to promote good practice in the support of people (children, young people and adults) with a learning disability and autism
- h) be able to promote to others positive communication strategies for people (children, young people and adults) with a learning disability and autism
- i) be able to implement strategies to support individuals with people (children, young people and adults) with a learning disability and autism to support their sensory differences'

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to supporting people (children, young people and adults) with a learning disability and autism are shown below:

### Guidance

- [NHS England, LGA, ADASS \(2015\), Building the right support](#)
- [Fulfilling and rewarding lives: the strategy for adults with autism in England \(DH, 3 March 2010\)](#)
- [Autism skills and knowledge list, for workers in generic social care and health services, Skills for Care and Skills for Health 2011](#)
- [Implementing the 'autism skills and knowledge list' through staff training and development, Skills for Care and Skills for Health 2011](#)
- [Getting it right for people with autism – the research behind the 'autism skills and knowledge list', Skills for Care and Skills for Health 2011](#)

### Legislation

- [Autism Act 2009](#)
- [Equality Act 2010](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- Level 3 Award in Supporting Individuals on the Autistic Spectrum
- Level 3 Certificate in Supporting Individuals on the Autistic Spectrum.
- Level 4 Diploma in Adult Care (England)
- Level 5 Diplomas in Leadership In Health And Social Care And Children And Young People's Services



## Subject 15: Supporting older people with learning disabilities

### Introduction

Older people with learning disabilities often face specific challenges relating to health and social care needs due to both lifestyle and genetic factors.

Some people with learning disabilities are genetically predisposed to certain health conditions in later life. For example, prevalence rates of clinically diagnosed dementia are higher for people with Down's syndrome than in the general population. The condition is also likely to develop at a much earlier age, starting when they are in their 30s and steadily increasing in prevalence into their 60s. According to 'Dementia and people with learning disabilities' published by the Royal College of Psychiatrists<sup>19</sup>, nearly 70% of older adults with Down's syndrome would be likely to develop dementia symptoms if they all lived to the age of 70. All people with learning disabilities are at greater risk of developing dementia than the general population.

Overall, older people with learning disabilities are 2.5 times more likely to experience health problems than other people (Department of Health, 2001). Adults with learning disabilities are far more likely to have sensory impairment compared to the general population, but are less likely to access sight, hearing and dental checks (Health Inequalities & People with Learning Disabilities in the UK: 2012), especially if they are living independently or with family. Sensory impairment is itself a barrier to social participation and access to health and care services.

Some older people with learning disabilities can also be at increased risk of other health problems because of their genetic make-up. For example, musculoskeletal disorders are higher among people with Fragile X syndrome and diabetes is higher among people with Prader-Willi syndrome (Royal College of Nursing, 2011).

As well as health problems, older people with learning disabilities may also experience particular housing and social care needs. Two-thirds of adults with learning disabilities live with their families, usually their parents. Of these, 40% live with a parent aged over 60 and 33% with a parent aged over 70 (British Institute of Learning Disabilities, 2012). When their parents become frail, the person with a learning disability may assume a caring role and the family members may become interdependent. When their parents have died, the person with a learning disability may remain in the family home or if their home is unsuitable, they may be placed in an older people's residential services at a much younger age than the general population. Older people with learning disabilities living in the community are often not known to health, social care or housing services; data from the Department of Health in 2001 showed that up to 25% of people with learning disabilities living with older family carers are not known to services until there is a crisis (BILD Supporting Older People with a Learning Disability, 2014).

It is important to note that other subject areas in this framework include learning outcomes that are relevant to older people with learning disabilities. This subject area includes specific learning outcomes that relate to care and support for older people with learning disabilities that are not covered elsewhere in the framework.

### Target audience

**Tier 3** staff providing care and support for older people with a learning disability

<sup>19</sup> 'Dementia and people with learning disabilities' (Royal College of Psychiatrists, 2015),

## Key learning outcomes

### Tier 3

#### The learner will:

- a) understand the effects of human ageing on older people with learning disabilities
- b) understand the impact of age-related changes and activity on older people with learning disabilities
- c) understand what dementia is and how it affects people with learning disabilities
- d) understand factors relating to a person with a learning disability's experience of dementia
- e) understand the impact of recognition and diagnosis of dementia for a person with a learning disability
- f) understand the importance of identifying and assessing the health and social care needs of older people with learning disabilities specifically related to ageing
- g) be able to provide information, advice and support for older people with learning disabilities and their families, carers to enable and promote involvement, choice and control
- h) be able to initiate and support access to health and social care services, including screening, health checks and advocacy
- i) be able to undertake care and support planning and crisis and risk management for older people with learning disabilities, including joint working with housing, employment, education and related services
- j) be able to undertake ongoing review of changing needs, crisis management, contingency and future planning
- k) be able to provide practical and emotional support (for example, relating to finances, retirement, bereavement and life changes)
- l) be able to support older people with learning disabilities to develop and maintain relationships by enabling access to volunteering, social and leisure activities, transport and technology
- m) be able to support older people with learning disabilities to access mainstream services in the community; housing-related support; employment support, training and further education; safeguarding; care and support at the end of life

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to supporting older people with a learning disability and autism are shown below:

### Guidance

- [Care and support of older people with learning disabilities, NICE in development \[GID-SCWAVE0776\] Anticipated publication date: October 2017](#)
- [Supporting older people with learning disabilities: a toolkit for health and social care commissioners, BILD and NDTi: 2014](#)
- [Royal Colleges \(Dementia and people with learning disabilities\)](#)
- [Social Care Institute for Excellence \(Learning disabilities and dementia\)](#)
- [Guidelines and Audit Implementation Network \(Guidelines on caring for people with a learning disability in general hospital settings\)](#)

## Legislation

- [Care Act \(2014\)](#)
- [Equality Act 2010](#)
- [Mental Capacity Act 2005](#)
- [Disability Discrimination Act 1995](#)

## Indicative mapping to relevant national standards or frameworks

### Regulated Qualifications Framework components

- Level 2 Award in Awareness of Dementia (RQF)
- Level 2 Certificate in Dementia Care (RQF)
- Level 2 Certificate in The Principles of Dementia Care (RQF)
- Level 3 Award in Awareness of Dementia (RQF)
- Level 3 Certificate in Dementia Care (RQF)
- Level 3 Certificate in Activity Provision in Social Care (RQF)
- Level 4 Diploma in Adult Care (England)
- Level 5 Diplomas in Leadership In Health And Social Care And Children And Young People's Services



## Subject 16: Equality, diversity and inclusion in learning disability care and support

### Introduction

Learning disabilities affect people (children, young people and adults) from all cultural and ethnic backgrounds.

Issues of cultural and ethnic diversity may have an impact on how people experience a learning disability, including the acceptance of the condition within their family or community.

In addition, many of the characteristics covered by the Equality Act and related to the wider determinants of health can have a significant bearing on experiences of learning disabilities, including but not limited to a person (child, young person and adult) with a disability's sexuality, gender or geographical location.

### Target audience

**Tier 2** staff that will have some regular contact with people (children, young people and adults) with a learning disability

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability

### Key learning outcomes

#### Tier 2

##### The learner will:

- a) be aware of their own values and beliefs
- b) know what is meant by:
  - diversity
  - equality
  - inclusion
  - discrimination
  - ethnicity and religion
- c) know ways in which discrimination may deliberately or inadvertently occur in a learning disability setting and/or a person (child, young person and adult) with a learning disability's local community
- d) understand how practices that support equality and inclusion reduce the likelihood of discrimination
- e) know how to work in an inclusive way

- f) know which legislation and codes of practice relating to equality, diversity and discrimination apply in own role
- g) be able to interact with people (children, young people and adults) in ways that respects their beliefs, culture, values and preferences
- h) know how to challenge discrimination in a way that encourages positive change
- i) know a range of sources of information, advice and support about diversity, equality and inclusion
- j) know who to ask for advice and support about equality and inclusion
- k) know ways of working with a range of people (children, young people and adults) with learning disabilities to ensure diverse needs are met
- l) understand that each individual's experience of learning disability is unique
- m) be aware of cultural diversity and equality issues, and how they may impact on the life of a person (child, young person and adult) with a learning disability, their family and carers
- n) be able to adapt assessment, support and care planning taking account of equality issues (e.g. cultural diversity, disabilities, gender and sexual orientation)
- o) understand diversity in family arrangements and the local community
- p) be aware of the stigma, myths and stereotypes associated with learning disability
- q) be aware of socio-cultural differences in how the care giving role is viewed e.g. based on gender
- r) be able to actively challenge any discriminatory practice that may compromise a person's right to dignity, respect and safety

### **Tier 3**

*Tier 2 learning outcomes plus the following*

#### **The learner will:**

- a) understand legislation relevant to equality, diversity and human rights
- b) understand the impact that discrimination and stigma may have on the life of the person (child, young person and adult) with a learning disability, their family and carers
- c) be able to lead practice and an organisational culture that values and respects equality, inclusion and the diversity of people (children, young people and adults) with learning disabilities
- d) understand how to develop systems and processes that promote diversity, equality and inclusion.

### **Relevant guidance and/or legislation**

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to equality, diversity and inclusion in learning disability care and support are shown below:

#### **Guidance**

- [Department of Health \(2014\). Care and Support Statutory Guidance: Issued under the Care Act 2014](#)



## Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [Disability Discrimination Act 1995](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness](#)
- [SCDCCLD0203 Support the development of children and young people](#)
- [SCDHSC0234 Uphold the rights of individuals](#)
- [SCDHSC3111 Promote the rights and diversity of individuals](#)
- [SS01 Foster people's equality, diversity and rights](#)
- [SCDHSC0452 Lead practice that promotes the rights, responsibilities, equality and diversity of individuals](#)

### UK Core Skills Training Framework

- Statutory/Mandatory Subject 1: Equality, diversity & human rights

### Care Certificate Standards

- [Standard 4: Equality and diversity](#)

### Regulated Qualifications Framework components

- Learning disability pathways in the level 2 and 3 Diplomas
- Level 2 Award in Supporting Individuals with Learning Disabilities
- Level 2 Certificate in Supporting Individuals with Learning Disabilities
- Level 3 Award in Supporting Individuals with Learning Disabilities
- Level 3 Certificate Supporting Individuals with Learning Disabilities
- Level 4 Diploma in Adult Care (England)
- Level 5 Diplomas in Leadership In Health And Social Care And Children And Young People's Services NHS KSF Core 6: Equality & Diversity



## Subject 17: Law, ethics and safeguarding in learning disability care and support

### Introduction

Anyone involved in supporting people (children, young people and adults) with learning disabilities must be fully aware of their duty of care, particularly where they may be required to make decisions in situations where people (children, young people and adults) are unable to make decisions for themselves. Duty of care is about always acting in the best interests of others and not acting or failing to act in ways that result in harm.

In learning disability care and support, this is likely to include ethical issues such as the need to balance a person's safety with their right to independence, deciding the best interests for the person (child, young person and adult) with a learning disability (e.g. when making decisions about consent to treatment) and recognising that their needs may sometimes conflict with the needs of others, especially their families and carers.

People (children, young people and adults) with learning disabilities may also be vulnerable to situations where they could suffer neglect, harm or exploitation. In recent years a number of high profile cases have highlighted distressing examples where there have been failings in the duty of care as documented in the Francis Report (2013)<sup>20</sup> and Transforming care: A national response to Winterbourne View Hospital (2012)<sup>21</sup>. These cases serve to highlight the vital importance of raising concerns and acting on them before it is too late. Therefore, health and social care staff must be able to recognise and address any areas of concern and have the confidence to speak out when required.

### Target audience

**Tier 2** staff that will have some regular contact with people (children, young people and adults) with a learning disability

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability

### Key learning outcomes

#### Tier 2

##### The learner will:

- understand how legislation and policies protect the rights of people (children, young people and adults) with learning disabilities
- be aware of key legislation relevant to mental capacity, deprivation of liberty, equality and human rights
- understand that people (children, young people and adults) with a learning disability have the right to make their own decisions and must be assumed to have capacity to do so unless it is proved otherwise

20: Francis R (2013), Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry

21: DH (2012), Transforming care: A national response to Winterbourne View Hospital

- d) understand that people (children, young people and adults) with learning disabilities have a right to be supported to make their own decisions and must be given all appropriate help before anyone concludes that they cannot make their own decisions
- e) understand that adults with learning disabilities must retain the right to make what might be seen as eccentric or unwise decisions
- f) understand that anything done for or on behalf of adults with learning disabilities assessed as being without capacity must be in their best interests
- g) understand that anything done for or on behalf of adults with learning disabilities assessed as being without capacity should be the least restrictive of their basic rights and freedoms
- h) understand how duty of care contributes to safe practice in learning disability care and support
- i) be aware of dilemmas that may arise between the duty of care and a person (child, young person and adult) with a learning disability's rights and family and carers wishes
- j) be able to communicate effectively about proposed care and support to enable a person (child, young person and adult) with a learning disability to make informed choices
- k) understand the protocols regarding consent to treatment, care or support for people (children, young people and adults) who may lack mental capacity
- l) know how to recognise signs of abuse in a person (child, young person and adult) with a learning disability
- m) be able to recognise a range of factors which may indicate neglect, abusive or exploitative practice
- n) know what to do if neglect, abusive or exploitative practice is suspected, including how to raise concerns within local safeguarding or whistle blowing procedures
- o) understand the national and local context of safeguarding and protection from abuse for people (children, young people and adults) with learning disabilities
- p) understand ways to reduce the likelihood of abuse for people (children, young people and adults) with learning disabilities
- q) understand the risks associated with the internet and online social networking
- r) know how to recognise and report unsafe practices in a learning disability setting

### **Tier 3**

*Tier 2 learning outcomes plus the following*

#### **The learner will:**

- a) understand key legislation relevant to mental capacity, deprivation of liberty, equality and human rights
- b) understand implications for practice of key legal and ethical issues
- c) understand the options available when informed consent may be compromised
- d) understand the legislation, regulations and policies that underpin the protection of people (children, young people and adults) with learning disabilities
- e) be able to lead service provision that protects people (children, young people and adults) with learning disabilities at risk of harm or abuse
- f) be able to manage inter-agency, joint or integrated working in order to protect people (children, young people and adults) with learning disabilities at risk of harm or abuse
- g) be able to monitor and evaluate the systems, processes and practice that safeguards people (children, young people and adults) with learning disabilities at risk of harm or abuse
- h) understand the roles and responsibilities of the different agencies involved in investigating allegations of harm or abuse
- i) understand the importance of sharing safeguarding information with the relevant agencies
- j) know the actions to take if there are barriers to alerting the relevant agencies

- k) understand the role of self and others when supporting people (children, young people and adults) with learning disabilities who have experienced harm or abuse
- l) be able to support people (children, young people and adults) with learning disabilities to disclose harm or abuse
- m) be able to support people (children, young people and adults) with learning disabilities who have experienced harm or abuse
- n) be able to challenge others who are not behaving in an ethical way

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to law, ethics and safeguarding in learning disability care and support are shown below:

### Guidance

- [Department of Health \(2009\), Reference guide to consent for examination or treatment](#)
- [Department of Health \(2014\), Care and Support Statutory Guidance: Issued under the Care Act 2014](#)
- [Making Safeguarding Personal – Guide 2014 \(Local Government Association, April 2014\)](#)
- [Working Together to Safeguarding Children: A guide to inter-agency working to safeguard and promote the welfare of children \(HM Government, March 2015\)](#)

### Legislation

- [Care Act \(2014\)](#)
- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [Mental Capacity Act 2005](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Disability Discrimination Act 1995](#)
- [Data Protection Act 1998](#)
- [Safeguarding Vulnerable Groups Act 2006](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [SCDHSC0024: Support the safeguarding of individuals](#)
- [SCDHSC0035: Promote the safeguarding of individuals](#)
- [SCDHSC0045: Lead practice that promotes the safeguarding of individuals](#)
- [SCDLMCB1 Lead and manage practice that promotes the safeguarding of individuals](#)
- [SCDHSC0234 Uphold the rights of individuals](#)

- [SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse](#)
- [SCDHSC0430 Lead practice to reduce and prevent the risk of danger, harm and abuse](#)
- [SCDHSC0431 Support individuals where abuse has been disclosed](#)
- [SFHCHS167: Obtain valid consent or authorisation](#)
- [SFHCHS229 Assess individuals' needs and circumstances and evaluate the risk of abuse, failure to protect and harm to self and others](#)
- [SFHOP10 Create an environment to protect older people from abuse](#)
- [CS18.2015 Recognise and respond to possible abuse of children and young people](#)
- [GEN134 Contribute to the prevention and management of abusive, aggressive and challenging behaviour](#)
- [CHS229 Assess individuals' needs and circumstances and evaluate the risk of abuse, failure to protect and harm to self and others](#)

## **Generic Service Interventions Pathway (HEE, 2015)**

- Pathway point 1: Promoting appropriate access to service

## **UK Core Skills Training Framework**

- Statutory/Mandatory Subject 1: Equality, diversity & human rights
- Statutory/Mandatory Subject 8: Safeguarding Adults
- Statutory/Mandatory Subject 9: Safeguarding Children
- Clinical/Care Subject 2: Duty of care
- Clinical/Care Subject 5: Consent

## **Care Certificate Standards**

- [Standard 10: Safeguarding Adults](#)
- [Standard 11: Safeguarding Children](#)

## **Regulated Qualifications Framework components**

- Learning disability pathways in the level 2 and 3 Diplomas
- Level 2 Award in Supporting Individuals with Learning Disabilities
- Level 2 Certificate in Supporting Individuals with Learning Disabilities
- Level 3 Award in Supporting Individuals with Learning Disabilities
- Level 3 Certificate Supporting Individuals with Learning Disabilities
- Level 4 Diploma in Adult Care (England)
- Level 5 Diplomas in Leadership In Health And Social Care And Children And Young People's Services



## Subject 18: Research and evidence-based practice in learning disability care and support

### Introduction

The continuing development of learning disability care and support requires on-going research and development of evidence-based practice. This includes evaluating the outcomes and impact of services and interventions. When people (children, young people and adults) with learning disabilities agree to participate in research activities this must be handled with due regard for the ethical issues involved.

### Target audience

**Tier 2** staff that will have some regular contact with people (children, young people and adults) with a learning disability

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability

### Key learning outcomes

#### Tier 2

##### The learner will:

- a) know the importance of research and evidence-based practice and support for people with learning disabilities and their families and carers
- b) know where to find research and development evidence and how to use it to underpin ways of working to benefit a person (child, young person and adult) with a learning disability
- c) be able to report data and outcomes as required in a learning disability setting
- d) know how to interpret and use data as evidence effectively in a learning disability setting
- e) be able to translate research into practice when supporting people (children, young people and adults) with learning disabilities
- f) know how to adapt and develop monitoring and measuring tools to collect appropriate information, in line with current research and evidence
- g) be able to present data relating to intervention and outcomes in a user friendly format
- h) understand the difference between service evaluation and research
- i) be able to participate in service evaluation and research in a learning disability setting
- j) know how people (children, young people and adults) with learning disabilities, their families and carers may be involved in service evaluation and research

- k) be able to support people (children, young people and adults) with learning disabilities and/or family members to direct research, or to be co-researchers
- l) be able to share knowledge and good practice
- m) be able to incorporate new knowledge into own practice
- n) be able to evaluate the sharing of knowledge and good practice

### **Tier 3**

*Tier 2 learning outcomes plus the following*

#### **The learner will:**

- a) understand systematic research methods to facilitate evidence-based practice in a learning disability setting
- b) understand the range of evidence that informs decision-making, care practice and service delivery
- c) understand approaches to evaluating services and measuring impact, including the use of outcomes reported by people (children, young people and adults) with learning disabilities
- d) understand the ethical issues related to conducting research with people (children, young people and adults) with learning disabilities
- e) be able to justify a topic for research within services for people (children, young people and adults) with disabilities
- f) be able to contribute to a research project within services for people (children, young people and adults) with learning disabilities as a part of a research team
- g) be able to analyse research findings
- h) be able to disseminate research findings clearly and accurately in written reports or verbal presentations
- i) understand the importance of continuing professional development to ensure that research and evaluation methods used are robust, valid and reliable

### **Relevant guidance and/or legislation**

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to research and evidence-based practice in learning disability care and support are shown below:

#### **Guidance**

The National Institute for Health and Care Excellence (NICE) provides national guidance and advice to improve health and social care. They do this by:

- Producing evidence based guidance and advice for health, public health and social care practitioners
- Developing quality standards and performance metrics for those providing and commissioning health, public health and social care services
- Providing a range of informational services for commissioners, practitioners and managers across the spectrum of health and social care
- Research and evaluation
- Sharing knowledge and good practice.



## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [GEN13 Synthesise new knowledge into the development of your own practice](#)
- [R&D8 Conduct investigations in selected research and development topics](#)
- [R&D9 Collate and analyse data relating to research](#)
- [R&D10 Interpret results of research and development activities](#)
- [R&D11 Record conclusions and recommendations of research and development activities](#)
- [R&D12 Present findings of research and development activities in written form](#)
- [R&D13 Present findings of research and development activities orally](#)
- [R&D14 Translate research and development findings into practice](#)
- [R&D15 Evaluate and report on the application of research and development findings within practice](#)
- [SCDHSC0442 Evaluate the effectiveness of health, social or other care services](#)
- [GEN121 Monitor and review changes in environments and practices to promote health and wellbeing](#)
- [GEN130 Work with teams and agencies to review progress and performance and identify next steps](#)
- [GEN126 Monitor, evaluate and improve inter-agency services for addressing health and wellbeing needs](#)
- [CHS53 Evaluate the delivery of care plans to meet the needs of individuals](#)
- [GEN117 Monitor, evaluate and improve processes for delivering health and wellbeing services to a population](#)
- [PHS08 Improve the quality of health and healthcare interventions and services through audit and evaluation](#)

### Generic Service Interventions Pathway (HEE, 2015)

- Across the pathway 8: monitoring and measurement, research and evaluation

### Regulated Qualifications Framework components

- Level 4 Diploma in Adult Care (England)
- Level 5 Diplomas in Leadership In Health And Social Care And Children And Young People's Services



## Subject 19: Leadership and management in learning disability care and support settings

### Introduction

The delivery of high quality learning disability care and support requires skilled, qualified and confident leaders and managers.

People working in a leadership or management role in learning disability care and support are not only responsible for supporting those who need care and support, but for taking care of their staff and influencing the quality of care across the sector.

Leaders and senior managers have a responsibility to provide direction, disseminate best practice and to motivate and support staff in meeting their objectives. This requires an understanding of the environment in which the organisation operates and an understanding of current research and developments in learning disability care and support. Leaders can also influence the culture of their workplace regarding desired attitudes and ways of working (such as promoting value based, person-centred approaches to care). As well as supporting staff in their own organisation, leaders will be required to work collaboratively to deliver integrated services as part of a multi-agency team.

### Target audience

**Tier 2** staff that will have some regular contact with people (children, young people and adults) with a learning disability

**Tier 3** staff providing care and support for people (children, young people and adults) with a learning disability

### Key learning outcomes

#### Tier 2

##### The learner will:

- a) understand the importance of co-production with people with learning disabilities and their families and carers
- b) understand the changing nature of learning disability care and support and the impact of current developments on own role
- c) know why management and leadership styles need to be adapted to manage different situations in learning disability care and support
- d) understand the features of effective team performance within learning disability care and support
- e) be able to support a positive culture within the team for learning disability care and support
- f) be able to promote a shared vision within the team for learning disability care and support

- g) be able to develop a plan with team members to meet agreed objectives for a learning disability setting
- h) be able to support individual team members to work towards agreed objectives in learning disability care and support
- i) be able to describe strategies and tools that could be adopted to reduce stress levels, to build resilience and to maintain the wellbeing of staff within the team
- j) be able to manage conflict situations during professional supervision in learning disability care and support
- k) be able to evaluate own practice when conducting professional supervision in learning disability care and support
- l) be able to lead inclusive provision that gives individuals' choice and control over the outcomes they want to achieve
- m) know the appropriate type and level of resources required to deliver safe and effective services in learning disability care and support
- n) know the induction requirements for staff in learning disability care and support

### **Tier 3**

*Tier 2 learning outcomes plus the following*

#### **The learner will:**

- a) be able to work with people with learning disabilities and families and carers to co-produce services, resources, and support models
- b) be aware of the key drivers and policies which influence national learning disability strategy and service development
- c) be able to anticipate and prepare for the future by scanning for ideas, best practice and emerging trends that will have an impact on outcomes for people (children, young people and adults) with learning disabilities
- d) be aware of evidence-based research, innovations and developments in learning disability care and support
- e) understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to learning disability care and support
- f) be able to implement and monitor compliance with health, safety and risk management requirements in learning disability care and support
- g) be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in learning disability care and support
- h) be able to promote a culture where needs and risks are balanced with health and safety practice in learning disability care and support
- i) be able to improve health, safety and risk management policies, procedures and practices in learning disability care and support
- j) know the importance of challenging poor and unethical practice in learning disability care and support
- k) understand the importance of demonstrating leadership in delivering compassionate person-centred care
- l) understand the importance of learning and development and support in meeting the needs of people (children, young people and adults) with learning disabilities
- m) understand the importance of collecting quality assurance information including feedback from people (children, young people and adults) with learning disabilities and their families and carers
- n) be able to obtain and act on the feedback and experiences of people (children, young people and

adults) with learning disabilities and their families and carers

- o) be able to develop creative solutions to transform care and support for people (children, young people and adults) with learning disabilities
- p) understand the importance of collaborative working in the provision of care and support for people (children, young people and adults) with learning disabilities and their families and carers
- q) be aware of the roles and responsibilities of different agencies involved in learning disability care and support
- r) understand the importance of systems leadership in supporting people (children, young people and adults) with learning disabilities
- s) be able to work across services and organisations to meet the needs of the growing number of people (children, young people and adults) with learning disabilities and complex medical conditions and those who rely on care and support from different agencies

## Relevant guidance and/or legislation

Sources of further guidance are shown in Appendix 1. Examples of national guidance or legislation with specific relevance to leadership and management in learning disability care and support settings are shown below:

### Guidance

- [The Leadership Qualities Framework For Adult Social Care \(NSA\)](#)
- [Positive Behavioural Support A Competence Framework - Positive Behavioural Support \(PBS\) Coalition UK \(May 2015\)](#)
- [NHS Leadership Academy](#)

## Indicative mapping to relevant national standards or frameworks

### National Occupational Standards

- [SFHGEN126 Monitor, evaluate and improve inter-agency services for addressing health and wellbeing needs](#)
- [SCDLMCA2 Lead and manage change within care services](#)
- [SCDHSC0439 Contribute to the development of organisational policy and practice](#)
- [CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement](#)
- [SCDCPC315 Contribute to establishing commissioning priorities and balancing demands on resources](#)
- [SCDHSC0433 Develop joint working arrangements for health and social care services](#)
- [SCDLMCB3 Lead and manage the provision of care services that deals effectively with transitions and significant life events](#)
- [CFAM&LBA2 Provide leadership in your area of responsibility](#)
- [GEN53 Support the development of strategies to meet local needs for health care services](#)
- [SCDCPC315 Contribute to establishing commissioning priorities and balancing demands on resources](#)
- [GEN124 Lead the development of inter-agency services for addressing health and wellbeing needs](#)



- [GEN125 Lead the implementation of inter-agency services for addressing health and wellbeing needs](#)
- [GEN131 Support and challenge teams and agencies on specific aspects of their practice](#)
- [GEN132 Support and challenge workers on specific aspects of their practice](#)
- [PROHSP6 Control health and safety risks](#)
- [CFAM&LFE5 Manage continuous improvement](#)
- [CFAM&LBA2 Provide leadership in your area of responsibility](#)
- [CFAM&LCA3 Engage people in change](#)

## **Generic Service Interventions Pathway (HEE, 2015)**

Pathway point 1: Promoting appropriate access to service

## **Manager Induction Standards (Skills for Care)**

- [Standard 5: Team leadership and management](#)

## **Regulated Qualifications Framework components**

- Level 4 Diploma in Adult Care (England)
- Level 5 Diplomas in Leadership In Health And Social Care And Children And Young People's Services

## Appendix 1:

# Sources of further guidance and information

The following are some suggested sources of further guidance and information (this list is not exhaustive). Click on the links below to access the relevant web sites:

- [British Institute of Learning Disabilities \(BILD\)](#)
- [British Psychological Society](#)
- [Challenging Behaviour Foundation](#)
- [Disability Matters](#)
- [Down's Syndrome Association](#)
- [Foundation for people with learning disabilities](#)
- [General Medical Council \(GMC\) / Learning Disabilities](#)
- [Health Education England \(HEE\) / Learning disability](#)
- [Mencap](#)
- [NICE](#)
- [NHS Leadership Academy](#)
- [NHS England / Learning Disabilities](#)
- [PBS Academy](#)
- [PHE Learning Disabilities Observatory \(IHaL\)](#)
- [Royal College of General Practitioners](#)
- [Royal College of Nursing](#)
- [Royal College of Psychiatrists](#)
- [Royal College of Speech and Language Therapists](#)
- [Scope](#)
- [Social Care Institute for Excellence \(SCIE\)](#)
- [Skills for Care](#)
- [Skills for Health](#)

## Appendix 2:

# Related standards and frameworks

### National Occupational Standards (NOS)

National Occupational Standards (NOS) are statements of the standards of performance for individuals when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding. NOS are developed for employers by employers through the relevant Sector Skills Council or Standards Setting Organisation.

All national occupational standards are available from the [NOS Directory](#)

Competence search tools are also available from the [Skills for Health Tools web site](#).

### UK Core Skills Training Framework

Skills for Health has developed the UK Core Skills Training Framework which sets out the expected learning outcomes and standards for delivery of training related to the most common statutory and mandatory training subjects within the health sector. The aim is to help ensure the quality and consistency of such training, and to help prevent unnecessary duplication of training.

In order to access the UK Core Skills Training Framework, individuals must first register to use the Skills for Health Tools portal at: [http://tools.skillsforhealth.org.uk/login/core\\_skills\\_training\\_framework/](http://tools.skillsforhealth.org.uk/login/core_skills_training_framework/).

Once registered, it is possible to download the Framework documents. A number of tools and resources are available from the web site to help organisations map their training to the Framework.

### Care Certificate Standards

Following the Francis Inquiry, Camilla Cavendish was asked by the Secretary of State to review and make recommendations on the recruitment, learning and development, management and support of healthcare assistants and social care support workers. The resulting [report](#), published in July 2013, found that the preparation of healthcare assistants and social care support workers for their roles within care settings was inconsistent, and one of the recommendations was the development of the Care Certificate.

Skills for Health, Health Education England, and Skills for Care, have worked together to develop and pilot the draft Care Certificate documents.

The Care Certificate was formally launched in April 2015, replacing both the National Minimum Training Standards and the Common Induction Standards. Further information about the Care Certificate is available from [Skills for Health](#) and [Skills for Care](#).



## Appendix 3:

### Suggested standards for training delivery

The employing organisation should be assured that learning facilitators have the appropriate experience and background to deliver training to a satisfactory standard. For guidance, this may include the following:

- a current and thorough knowledge of the relevant subject
- experience of teaching and learning, including the ability to meet the competences expected for [LSILADD04 Plan and prepare specific learning and development opportunities](#).

The organisation should also ensure that they have put in place a quality assurance mechanism, whereby the accuracy of the content and the effectiveness of its delivery has been quality assured and is subject to periodic observation.

Where e-learning is used, the organisation must ensure the accuracy of the content and its coverage of the required learning outcomes.

[The Education Outcomes Framework \(Department of Health 2013\)](#) provides further guidance on the quality of training with a focus on improvements in patient care, health outcomes and addressing variation in standards.

[The Health Education England \(HEE\) Strategic Framework 15](#) provides the context and strategic direction for the education and training of the current and future healthcare workforce.

## Appendix 4:

### Proposed frequency of refresher training or assessment

Each organisation will determine any required refresher periods according to local needs and risk assessment, ensuring that any agreed training schedule is incorporated into local policy.

Refresher training will be indicated if staff changes role, there is a change in relevant legislation, national guidelines, organisational protocols or new technologies become available.

#### **Assessment of competence**

- Where a staff member or learner can demonstrate through robust pre-assessment, including where relevant, practical assessment, the required level of current knowledge, understanding and practice, then this can be used as evidence that knowledge and skills have been maintained and the staff member may not need to repeat refresher training.
- Where a staff member or learner does not meet the required level of current knowledge and understanding and practice through pre-assessment, they should complete the refresher training and any associated assessments required.

## Appendix 5:

# Reference list

The following are key references which informed the development of the Learning Disabilities Core Skills Education and Training Framework. In addition, a reference list and bibliography were produced as part of the desk research, available as a separate report.

### Key policy and guidance documents

ADASS, CQC, DH, HEE, LGA and NHS England (2015) *Transforming Care for People with Learning Disabilities-Next Steps*. <http://www.england.nhs.uk/wp-content/uploads/2015/01/transform-care-next-steps.pdf>

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