



Embedding the Capabilities Statements for people with learning disabilities and autistic adults

Resources for Higher Education Institutions

Part of the Professional in Practice Webinar Series

8th October 2020

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social work and social workers



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Welcome and Introductions

Dr Ruth Allen

Chief Executive, BASW

The logo for BASW (The professional association for social work and social workers) is located in the top left corner. It features the acronym 'BASW' in a large, bold, blue sans-serif font. Below the acronym, the full name 'The professional association for social work and social workers' is written in a smaller, blue, sans-serif font. The logo is set against a white background that is part of a larger blue and white geometric design on the left side of the slide.

The professional association for
social work and social workers

- Dr Phil Heslop (Northumbria University)
- Dr Yo Dunn (Independent expert and trainer in autism)
- Ali Gardner (Independent expert and trainer in learning disabilities)
- Dr Hannah Morgan (Lancaster University)

Background

- Linked a project funded by the Department of Health and Social Care to embed the Capabilities Statements for autistic adults and people with learning disabilities
- Part of a suite of resources for social workers, organisations and people with lived experience
- Developed with the support of a cross-sector Advisory Group, including people with lived experience, social workers and educators
- Third webinar in a series of three

Learning Objectives

- Review the mapping documents and curriculum outlines for social work with autistic adults and people with learning disabilities at a post-qualifying level
- Consider how we ensure that this level and approach to learning and attainment is recognised and valued as ‘specialist’
- Understand the ‘blended model’ for post-graduate development where practitioners use their practice experience, consolidated with theory and academic input, to develop their skills

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The Blended Model - Principles

Dr Phil Heslop

Northumbria University

The Blended Model - Principles

- Combines online learning specialist materials and on-line interaction with traditional training and CPD methods.
- Builds on the mandatory Oliver McGowan training.
- Specialist post-qualifying pathway for a unique qualification.
- Utilises approaches in other disciplines (e.g. education).
- Draws on existing knowledge, current specialist training and new specialist and emerging knowledge.
- Part of BASWs continuing professional development.

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Curriculum Outline – working with people with learning disabilities

Ali Gardner

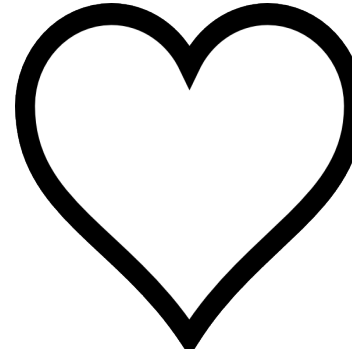
**Independent Expert and Trainer in
Autism**

Learning Disability PG Outline



Module 1 - Knowledge

- Societal conceptualisations
- History, policy narratives, structural discrimination
- Legal & ethical literacy
- Theories, models rights based, strength based, advocacy, risk positive



Module 2 – Ethical orientation

- Relational approaches
- Promoting wellbeing principle & Strength Based mindset
- Independence, interdependence, meaningful belonging
- Lifelong learning
- Human Rights & participation



Module 3 –Applied values, knowledge & skills

- Personalise learning
- Focus application in practice
- Creative
- Developing practitioner and leadership roles
- Person centred Approaches
- Safeguarding
- Participation
- Social Pedagogy

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Curriculum Outline – working with autistic adults

Dr Yo Dunn

**Independent Expert and Trainer in
Autism**

Curriculum Outline – working with autistic adults

- Most autism training focusses on diagnostic criteria and theories of autism – a practical, social care orientation perspective is needed for social workers

Example – change of placement

- Fully mapped to the DHSC Capabilities Framework for supporting autistic people
- Draws on *Social Work with Autistic People*



Curriculum Outline – working with autistic adults

- Understanding autism – daily living perspective
- Crisis intervention and management
- Relationship-based practice – double empathy
- Co-production and communication – practical tools
- Signposting and connecting – identifying quality care
- Safeguarding – vulnerabilities, risks and effective support



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**Questions
for the panel**