

# OUTLINE POST-GRADUATE MODULE FOR SOCIAL WORK WITH PEOPLE WITH LEARNING DISABILITIES: MAPPING RESOURCE



This document maps the Capabilities Statement for Social Work with Adults with Learning Disabilities, with the Knowledge and Skills Framework (KSS), and the Professional Capabilities Framework (PCF) Super Domains and Domains.

It should be read alongside the outline post-graduate curriculum.

This mapping document will enable higher education institutes to identify which module supports which element of the Capabilities Statement, KSS and PCF.

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)
<b>Recognising strengths and empowering people</b>		
<ul style="list-style-type: none"> <li>● Be committed to involving people with lived experience – and their carers, families and friends where appropriate – in every issue related to their care, through co-production and collaboration.</li> <li>● Support people to identify, build and use their own strengths and abilities.</li> <li>● Put their values and ethics into practice through effective advocacy to ensure blocks to people using their strengths and self-determination are removed.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise each person as an individual with a unique set of attributes and strengths. Seek to elevate their views and expertise as the starting point to all engagements. Recognise that individual and societal conceptualisations of people with a learning disability will shape interventions at all levels. Recognise that meaningful co-production and collaboration is as much a mindset as a method and that it will require different approaches and will challenge existing systems and professionals to move beyond tokenistic attempts.</li> <li>● Recognise that past experiences of people with a learning disability and their families are likely to impact on their own sense of agency, identity and self-belief. Changing approaches which seek to position people with a learning disability as an active participant rather than a passive recipient of care takes time and skill to support them in recognising their own strength and abilities or those of their family member.</li> <li>● Develop skills in supporting the individual and their family/friends/ carers to explore and negotiate conflicting views in relation to the strengths and choices of the person with a learning disability. This may occur within families or with other professionals or agencies. Utilise effective advocacy to support ethical leadership</li> <li>● Recognise that people sometimes choose <b>not</b> to challenge decisions, relationships or treatment. Remain person-centred and professional in how and when you intervene supported by a clear understanding of your statutory duties.</li> </ul>	<div style="background-color: #f4a460; padding: 5px; margin-bottom: 10px;"><b>PURPOSE</b></div> <p><b>2 Values and Ethics</b></p>
<b>Promoting rights-based practice</b>		
<ul style="list-style-type: none"> <li>● Develop an understanding of human rights legislation and welfare rights as they apply to people with lived experience of learning disability.</li> <li>● Understand the particular kinds of discrimination and abuse that people with lived experience face and the impact of this.</li> <li>● Develop ability to challenge all forms of discrimination and human rights abuses against people with lived experience.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the impact of societal and service-based discrimination facing people with learning disabilities.</li> <li>● Recognise the low expectations and poor outcomes in many areas for people with learning disabilities, including health, housing, employment, education and community inclusion.</li> <li>● Recognise specific discrimination faced by people with learning disabilities for example Hate Crime and premature deaths, poor hospital treatment, institutional abuse.</li> <li>● Develop good legal and ethical literacy in relation to the Care Act (2014), Mental Capacity Act (2005), Human Rights Act (1998) and the Equality Act (2010) in order to uphold rights and support inclusion, wellbeing and choice at all levels.</li> </ul>	<div style="background-color: #f4a460; padding: 5px; margin-bottom: 10px;"><b>PURPOSE</b></div> <p><b>4 Rights, Justice and Economic Wellbeing</b></p>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)
<b>Respect and upholding dignity</b>		
<ul style="list-style-type: none"> <li>● Actively listen and learn about people’s experiences, recognise people with lived experience are experts in their own lives, respond to their wishes, ensuring these inform social work decisions.</li> <li>● Be empathetic and non-judgmental, using appropriate verbal and non-verbal communication skills summarising information.</li> <li>● Challenge colleagues where necessary and be open to having their decisions and practice challenged by people with lived experience, their carers and families, changing their decisions where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● Support individuals with learning disabilities to have the time, space and necessary tools to express themselves. Ensure the reasonable adjustments are made under the Equality Act (2010) and that communication is aided as part of the requirements in the Mental Capacity Act (2005) and Sections 67 and 68 of the Care Act (2014)</li> <li>● Recognise, refer and/or employ relevant types of advocacy where required to enable the individual’s voice and wishes to be heard.</li> </ul>	<p style="text-align: center;"><b>PURPOSE</b></p> <ul style="list-style-type: none"> <li>2 Values and Ethics</li> <li>3 Equality and Diversity</li> <li>4 Rights, Justice and Economic Wellbeing</li> </ul>
<b>Relationship-based practice</b>		
<ul style="list-style-type: none"> <li>● Be skilful in building shared understanding and trust in working relationships, using face-to-face communications where possible, appropriate written communication styles, eliminating jargon using language that is familiar.</li> <li>● Display professionalism and use supervision and other sources of support to critically reflect on behaviour conducive to maintaining good relationships.</li> <li>● Seek regular feedback from people with lived experience and their carers, colleagues, and managers about their approach and practice and act upon it.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise that relationships are central to every intervention. “Relationships are essential rather than incidental” (Alexander and Grant, 2009).</li> <li>● Be prepared to bring your whole self to work and share aspects of the ‘personal domain’ whilst recognising the need to guard your own privacy. Accept that meaningful relationships require genuine engagements and the use of self supports individuals in developing trust.</li> <li>● Refer to research, for example, Beresford and Andrews (2012) supporting evidence that service users regard positive relationships with professionals as the most important aspect of any intervention.</li> <li>● Use reflective supervision to review these relationships and ensure they continue to be positive, purposeful and safe for both people with learning disabilities and yourself.</li> </ul>	<p style="text-align: center;"><b>PURPOSE</b></p> <ul style="list-style-type: none"> <li>7 Skills and Interventions</li> </ul>
<b>Pursuing partnership and co-production</b>		
<ul style="list-style-type: none"> <li>● Understand co-production, the underlying principles and how to apply in practice.</li> <li>● Ensure that people with lived experience are included in all aspects of social work intervention, service planning and delivery.</li> <li>● Engage in critical reflection to explore the application of values of co-production in social work practice and apply learning to improve interventions.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise that all engagements must be led by the individual and co-production is applicable to all people with learning disabilities. The role of the professional is to enable individuals to be included in all aspects of social work intervention, service planning and delivery.</li> <li>● Focus on the barriers that prevent someone’s inclusion by adopting a social model approach and seek to challenge and dismantle barriers at an individual and organisational level.</li> </ul>	<p style="text-align: center;"><b>PURPOSE</b></p> <ul style="list-style-type: none"> <li>2 Values and Ethics</li> </ul> <p style="text-align: center;"><b>PRACTICE</b></p> <ul style="list-style-type: none"> <li>5 Knowledge</li> <li>6 Critical Reflection and Analysis</li> <li>7 Skills and Interventions</li> </ul>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)
<b>Assessment, support and care planning</b>		
<ul style="list-style-type: none"> <li>● Develop their skills in strengths- and relationship-based assessment and care planning, rooted in partnership and creative conversations.</li> <li>● Provide people with lived experience and their advocates and supporters (as appropriate) with accessible information including copies of assessments and care plans in appropriate formats.</li> <li>● Ensure that rights-based care plans enable people with lived experience to live well and safely in the community, accessing ordinary life opportunities and determining how they live.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise that strength-based practice starts with a strength-based mindset. Strengths emerge through positive relationships rather than a tick list or assessment form.</li> <li>● Ensure statutory advocacy is sought if required to enable people with learning disabilities to have their voices heard and their rights observed. In particular, in relation to capacity decisions under the Mental Capacity Act (2005) and the Advocacy sections 67 and 68 in the Care Act (2014).</li> </ul>	<b>PRACTICE</b> <b>7 Skills and Interventions</b>
<b>Communication skills</b>		
<ul style="list-style-type: none"> <li>● Understand the unique communication preferences and methods of individuals with lived experience.</li> <li>● Ensure that they provide accessible formats of information and documents such as assessments and care plans.</li> <li>● Underpin their communication with positive social work values and ethics.</li> </ul>	<ul style="list-style-type: none"> <li>● Social workers must seek to understand preferred methods of communication for people with learning disabilities and ensure these are put into place before interventions or decisions take place.</li> <li>● Social workers must ensure inclusive environments are created for individuals including available communication aids, interpreters, additional time at a meeting, adjusting the physical environment, supporting the individual to choose who attends meetings and sensitively challenging family and friends or other professionals who prevent inclusive environments and communication to take place.</li> </ul>	<b>PRACTICE</b> <b>7 Skills and Interventions</b>
<b>Understanding social, psychological and medical models of learning disability</b>		
<ul style="list-style-type: none"> <li>● Understand and know how to apply social and rights-based models and approaches in day to day practice to advocate for social justice, inclusion, rights and resources.</li> <li>● Understand how different models and perspectives on learning disabilities shape and influence assessments, interventions and care planning.</li> <li>● Understand why self-definition is important to people with lived experience and appreciate the terminology used by individuals, families and organisations.</li> </ul>	<ul style="list-style-type: none"> <li>● Support people with learning disabilities to introduce themselves as individuals first and foremost. Consider using tools such as one-page profiles that support a strength-based approach to practice. Recognise the importance of such tools in challenging societal assumptions about people with learning disabilities.</li> <li>● Enable people with learning disabilities to focus on their hopes, wishes and wants as well as their needs in assessments and meetings. Recognise that positive self-definition supports empowerment and reminds practitioners <i>to do with rather than to a person</i>.</li> </ul>	<b>PRACTICE</b> <b>5 Knowledge</b> <b>6 Critical Reflection and Analysis</b> <b>7 Skills and Interventions</b>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)
<b>Mental capacity best practice</b>		
<ul style="list-style-type: none"> <li>● Know about the historical, theoretical, and ethical contexts of mental capacity practice, supported decision-making, and human rights.</li> <li>● Understand the key principles of the Mental Capacity Act 2005 and the Liberty Protection Safeguards and their interface with the Care Act 2014 and Mental Health Act 1983.</li> <li>● Engage in regular reflection on the complex ethics of social work practice concerning mental capacity.</li> </ul>	<ul style="list-style-type: none"> <li>● Assume capacity in all work with people with learning disabilities. Understand that this principle relates to everyday interactions as well as major decisions.</li> <li>● Focus on this principle in assessment, support planning and review recognising the important role social workers can play in shaping good practice by others providing support.</li> <li>● Develop good legal and ethical literacy in relation to the Mental Capacity Act (2005) in order to engage positively in key decisions and dilemmas relating to an individual with a learning disability facing key decisions in their life.</li> </ul>	<p style="text-align: center;"><b>PRACTICE</b></p> <ul style="list-style-type: none"> <li>6 Critical Reflection and Analysis</li> <li>7 Skills and Interventions</li> </ul>
<b>Understanding and intervening in health inequalities</b>		
<ul style="list-style-type: none"> <li>● Understand the factors causing poor health outcomes for people with lived experience of learning disabilities and use anti-oppressive practice and advocacy to enable access to appropriate services.</li> <li>● Promote the rights of people to make decisions and choices in health and social care enshrined in the Mental Capacity Act 2005 and the Care Act 2014.</li> <li>● Understand and promote assisted and tailored communications and technologies to improve access, uptake and appropriate use of healthcare by people with lived experience.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise both the formal and informal ways social workers can address health inequalities for people with learning disabilities. Alongside specific health issues that are identified, care and support planning should also include attention to regular health screening, dental care and sexual health, for example, to ensure people have equal access to preventative care.</li> <li>● Work creatively to support people with a learning disability to understand and feel more comfortable with health interventions to avoid difficult and frightening experiences for people receiving health interventions that they may find hard to understand or accept.</li> </ul>	<p style="text-align: center;"><b>PRACTICE</b></p> <ul style="list-style-type: none"> <li>5 Knowledge</li> <li>6 Critical Reflection and Analysis</li> <li>7 Skills and Interventions</li> </ul>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)
<b>Knowledge and skills in safeguarding</b>		
<ul style="list-style-type: none"> <li>● Understand and apply legal safeguarding duties under the Care Act 2014 and the Mental Capacity Act 2005.</li> <li>● Be able to assess, review and intervene in the safety and suitability of care and accommodation arrangements for people with lived experience of learning disability, including multiagency and multi-professional contexts.</li> <li>● Use critical reflection and analysis to determine and ensure safeguarding plans can be made to enhance the liberty of people with lived experience, promote proportionate and least restrictive practices and involve them in the spirit of 'Making Safeguarding Personal'.</li> </ul>	<ul style="list-style-type: none"> <li>● Good legal literacy of Sections 1, 42, 43, 44, 45 and 68 of the Care Act (2014) – all of which relate specifically to safeguarding adults. Recognition of the underpinning principle and Section 1 of the Act 'to promote well-being' and its relationship to undertaking all other safeguarding duties.</li> <li>● A clear understanding of the Safeguarding Chapter of the Care and Support Statutory Guidance outlining Safeguarding principles, definitions of abuse and the adoption of <i>Making Safeguarding Personal</i> in promoting the well-being principle in working with people with learning disabilities. Recognise the interface with other relevant legislation including the Mental Capacity Act (2005) and the implementation of the principles contained in Section 1 of this Act and the Human Rights Act (1998).</li> <li>● The above legislative duties and principles must inform social workers during assessment, support planning and review processes in order to balance dilemmas such as choice versus risk. Develop the use of reflection tools to ensure critical analysis of information determines safeguarding plans that enhance liberty, promote proportionate and least restrictive practices.</li> <li>● Good knowledge of the Care Act (2014) Statutory Advocacy under Section 68 of the Act will facilitate individuals with learning disabilities to be included in decisions that are being made as far as is possible.</li> </ul>	<p style="text-align: center;"><b>PRACTICE</b></p> <ul style="list-style-type: none"> <li>5 Knowledge</li> <li>6 Critical Reflection and Analysis</li> <li>7 Skills and Interventions</li> </ul>
<b>Knowledge and application of law</b>		
<ul style="list-style-type: none"> <li>● Have in-depth understanding of the Care Act 2014 as the main legislation in adult social care, and how it interfaces (in particular) with the Mental Capacity Act 2005, the Mental Health Act 1983 (as amended 2007), and other relevant adult and children's legislation.</li> <li>● Regularly refresh their knowledge of legislation (including case law, new guidance, and regulations) through regular CPD.</li> <li>● Regularly reflect and understand the interplay between laws, the values, ethics and practices of social work; and how these can be drawn upon to improve the lives of people with lived experience.</li> </ul>	<ul style="list-style-type: none"> <li>● As described above, legal and ethical literacy is fundamentally important in social work practice with people with learning disabilities. Legal literacy involves an enhanced/detailed visibility of the law. In relation to working with people with learning disabilities it requires a good detailed understanding of relevant sections of relevant law rather than an overview.</li> <li>● This depth is required to enable good ethical literacy which is the sound understanding and active use of values in the law. This allows an analytical rather literal application of the law which is particularly relevant when competing ethical or imperatives exist.</li> <li>● Legal and ethical literacy is profoundly important when working with people with learning disabilities who continue to be marginalised and excluded from many key decisions in their life and rely on others to safeguard them and uphold their human rights to varying degrees.</li> </ul>	<p style="text-align: center;"><b>PRACTICE</b></p> <ul style="list-style-type: none"> <li>5 Knowledge</li> </ul>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)
<b>Applying knowledge of life transitions</b>		
<ul style="list-style-type: none"> <li>● Understand the statutory and practice guidance and legal rights on transitions to adulthood. This includes the Children and Families Act 2014 (under which Education, Health and Care Plans have to be maintained until the age of 25) and the role of the Care Act 2014 and the Mental Capacity Act 2005 in transition planning.</li> <li>● Understand the practical and emotional impact of transitions and ensure person-centred planning focuses on the expectations, experiences, abilities, rights and control of the person.</li> <li>● Advocate for change and improvement when the experience of transition between services is inadequate, at individual and systems levels.</li> </ul>	<ul style="list-style-type: none"> <li>● A clear understanding of the legal requirements in relation to assessment and transition in relation to the Care Act (2014).</li> <li>● Recognising and developing the professional and organisational partnerships that need to be forged as early as possible to support smooth transitions to adulthood. Working across social, health and educational agencies to facilitate the individual and family involvement in planning for future support.</li> <li>● Being open and honest with individuals and their families and seeking to maintain a person-centred approach at a time of great change and uncertainty for an individual with a learning disability and their family.</li> </ul>	<p style="text-align: center;"><b>PRACTICE</b></p> <ul style="list-style-type: none"> <li>5 Knowledge</li> <li>6 Critical Reflection and Analysis</li> <li>7 Skills and Interventions</li> </ul>
<b>Supporting carers, family and friends</b>		
<ul style="list-style-type: none"> <li>● Understand, apply and promote the law, policy and local arrangements to support carers including the provision of carers assessments.</li> <li>● Work in partnership with family, friends and carers to develop trusting relationships based on openness, honesty and transparency.</li> <li>● Provide accessible information about finances, commissioning and decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and employ Section 10 (Assessment of carers needs) and Section 20 (Duty and Power to meet carers needs) under the Care Act (2014).</li> <li>● Develop skill in adopting both a person-centred and family-centred practice and negotiating some of the potential challenges and dilemmas this presents. Recognising the uniqueness of family relationships. This involves respecting family relationships and dynamics and exercising good professional judgment in knowing when to sensitively challenge families</li> </ul>	<p style="text-align: center;"><b>PRACTICE</b></p> <ul style="list-style-type: none"> <li>5 Knowledge</li> <li>6 Critical Reflection and Analysis</li> <li>7 Skills and Interventions</li> </ul> <p style="text-align: center;"><b>PURPOSE</b></p> <ul style="list-style-type: none"> <li>4 Rights, Justice and Economic Wellbeing</li> </ul>

Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)
<b>Understanding and influencing the context of learning disability services</b>		
<ul style="list-style-type: none"> <li>● Understand how national policy drivers affect the configuration and availability of local services – for example austerity and increased emphasis on ‘personalisation’ – and how national policy drivers impact on people’s experiences.</li> <li>● Enhance multi-agency working skills through critical reflection and CPD activities and the development of influencing skills.</li> <li>● Critically reflect on how organisational contexts impact on their roles – for instance, the differences and core similarities of being a social worker in the Private, Voluntary and Independent sector and local authority or the NHS.</li> </ul>	<ul style="list-style-type: none"> <li>● Good knowledge of the historical policy narratives that have shaped current theory and practice within learning disability from institutional to community living, inclusive movement, Government White Papers from 1971 to Valuing People in 2001, Improving Lives: the future of work, health and disability, the Direct Payments Act (1996), Putting People First (2007) and the Care Act (2014) and other related government documents.</li> <li>● These documents along with many others continue to shape and challenge organisations and professionals in working effectively with people with learning disabilities. Continued critical reflection on the impact of how society has viewed and treated people with learning disabilities is required in order to promote their continued independence and uphold their human rights in the future.</li> </ul>	<p style="text-align: center;"><b>IMPACT</b></p> <p><b>8 Contexts and Organisations</b></p>
<b>Being accountable</b>		
<ul style="list-style-type: none"> <li>● Seek and prepare for regular practice supervision.</li> <li>● Understand how the organisational and professional contexts affect their role and statutory duties.</li> <li>● Engage in critical reflection to understand the power inherent in their role and how this can be deployed alongside people to empower them.</li> </ul>	<ul style="list-style-type: none"> <li>● As eligibility thresholds change and demand increases, social workers play an important role in ensuring they are meeting their statutory roles whilst upholding ethical principles in relation to people with learning disabilities.</li> <li>● Supervision should be used to explore structural, organisational and individual power in supporting people with learning disabilities to lead fulfilling self-determined lives.</li> </ul>	<p style="text-align: center;"><b>IMPACT</b></p> <p><b>1 Professionalism</b></p> <p><b>8 Contexts and Organisations</b></p>
<b>Taking responsibility for self-care and continuous learning</b>		
<ul style="list-style-type: none"> <li>● Honestly and regularly appraise their capabilities and identify gaps they need to address.</li> <li>● Plan their CPD regularly, considering their preferred learning styles and exploring opportunities to experience different forms and sources of learning, professional and personal development.</li> <li>● In supervision and other appropriate forums, identify the work situations that cause stress and explore how these can be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>● Working with people with learning disabilities requires genuine engagements and passionate motivation. The use of self and ability to be flexible and creative is required in order to adapt information, communication and assessments and to maximise participation. In order to maintain professional input and positive energy in one’s role, social workers require opportunities to critically reflect on their practice and the relationships with people with learning disabilities and their family.</li> <li>● The role requires application of the head, heart and hands. The head is the knowledge that helps us to understand a situation, the heart is the emotional connectedness we share to build trusting and meaningful relationships and the hand represents the actions taken as a result of the head and the heart. To keep all three in good working order, regular professional supervision is required.</li> </ul>	<p style="text-align: center;"><b>IMPACT</b></p> <p><b>1 Professionalism</b></p> <p><b>8 Contexts and Organisations</b></p> <p><b>9 Professional Leadership</b></p>



Capability identified in the Capabilities Statement	Knowledge and Skills	PCF Super Domains and Domain(s)
<b>Professional leadership</b>		
<ul style="list-style-type: none"> <li>● Identify their professional leadership learning needs and plan CPD opportunities to address these.</li> <li>● Identify the particular challenges and opportunities for practice leadership and influence within the learning disability sector.</li> <li>● Develop collective leadership and networking for peer support and to increase influence to resolve complex issues within organisations and systems.</li> </ul>	<ul style="list-style-type: none"> <li>● The development of ethical leadership is fundamental to working with people with learning disabilities. Ethical leadership is the act of social workers professionally responding to the lived realities of the individuals, families and communities in a confident, competent manner. The ability to align sound values with practice requires a clear understanding of the purpose and ethical principles underpinning the role.</li> <li>● Developing a detailed understanding of the relevant law and ethical principles alongside the ability to promote the voice of the person with the learning disability is essential in a role where human rights have often been denied or disregarded.</li> <li>● Working with people with learning disabilities requires the ability to embrace complexity. It requires deliberate use of relationships to develop trust and understand the individual strengths and desired outcomes. There must be high levels of trust and the adoption of a learning culture in order for people to feel safe to make bespoke accountable responses in their work.</li> <li>● As much of the work in this sector requires collaboration across health and social care, collective leadership and meaningful partnership working is key to managing the complex issues within and across organisations and systems.</li> </ul>	<div style="background-color: #ff0066; color: white; padding: 5px; text-align: center; font-weight: bold;">IMPACT</div> <ul style="list-style-type: none"> <li><b>8 Contexts and Organisations</b></li> <li><b>9 Professional Leadership</b></li> </ul>

# OUTLINE POST-GRADUATE MODULE FOR SOCIAL WORK WITH PEOPLE WITH LEARNING DISABILITIES: MAPPING RESOURCE



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