

Faculty of the Psychiatry of Learning Disability

Main Strategic Objectives 2011-12



This document summarises the Faculty's main strategic objectives for the coming year that were agreed at the Executive meeting in July 2011. We are concentrating on 3 main themes this year that seem most pressing for our specialty. These are Inpatient services, Commissioning and Health Service Reforms, and Recruitment into the speciality.

We would welcome help and feedback with this work over the coming year. Please send your comments to learningdisability@rcpsych.ac.uk

Ian Hall
Faculty Chair
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Inpatient services

The appropriate use of specialist inpatient services by people with learning disability is a central issue for the Faculty, brought into sharp relief by the very poor quality of care at Winterbourne View Hospital, and the failure of the Care Quality Commission to act when initial concerns were raised. The Faculty needs to develop clear policy in this area.

We will produce a Council Report by July 2012 on this topic. We are setting up a working group to produce this chaired by Regi Alexander and including Ian Hall.

Key tasks will include

- a) Defining what we mean by inpatient beds: According to CQC and College data, there are around 2,000 forensic inpatient and 2,000 other beds. There is already good data on the forensic beds. **ACTION: to carry out a mapping exercise of non-forensic specialist inpatient beds**
- b) Making the case for appropriate use of inpatient beds. **ACTION: to summarise published evidence-base for having inpatient services**
- c) Quality assurance and measuring outcome: **ACTION: to create an auditable list of quality standards for inpatient services in conjunction with the College AIMS accreditation project**

This will complement the work on accessing mainstream services (CR115), led by Angela Hassiotis.

Commissioning and Health Service Reforms

As the way health and social care is commissioned and provided is changing, the Faculty need to influence how learning disability services are commissioned, and provide guidance on optimum service configurations.

Key actions for this workstream are:

- a) To produce a Faculty Report by July 2012 on Commissioning health services for people with learning disability. **ACTION: A working group, led by Ashok Roy will be convened to do this**
- b) Encourage Faculty members to join local commissioning forums.
- c) To provide input about learning disability services into the **Joint Commissioning Panel-Mental Health**, which is led by the College and the Royal College of General Practitioners and includes various other organisations (**Ashok Roy to lead**)
- d) To work with British Psychological Society and others on producing a joint outcomes framework for services for people with learning disability.

Recruitment

Recruitment into psychiatry is a major issue for the College, and the Faculty is particularly concerned that people know what an exciting, challenging and rewarding career you can have in the psychiatry of learning disability.

Much of the Faculty's existing work and contacts can be used to aid recruitment, in the following key areas:

- a) **Presence and Reputation:** It is important that trainees realise what a high quality speciality we are and the high calibre of the Faculty Members. We need to maintain a high profile in the College, in Universities, in our Trusts (and local General Hospitals) at Conferences and in all the forums the College is using to recruit medical students and foundation doctors (e.g. its facebook page, website, newsletter, etc).
- b) **Champions at all levels:** Trainees may not know about or understand our speciality. They may not be aware of the depth and breadth of our speciality or of the opportunities within it. It is vital that we act as ambassadors for our speciality at each possible stage of recruitment (undergraduate, core training, selection into higher training, Equivalence/CESR applications).
- c) **Making Links:** Examples of this include
 - i. Raise awareness of recruitment issues with Faculty members via article in news letter and presentation or workshop at the Faculty meeting
 - ii. Encourage Faculty members to ensure work for recruitment is in their job plans.
 - iii. Liaise with Deaneries to get better recruitment data, and disseminate positive views of the speciality
 - iv. Link with the Higher Trainees Group, the Equivalence Committee Representative for Learning Disability (William Howie) and Psychiatric trainees committee to discuss innovative ways forward

The Faculty's lead for recruitment will be **Jo Jones**, supported by Helen Miller.