

National Framework for Disability Equality & Etiquette Learning Competencies

Understanding disability			
Disability Competency Area	Novice	Improver	Competent
The Social Model of Disability approach	Understands that disabled people experience discrimination	Understands that disabled people experience discrimination & it is this that disables them	Understands the Social Model of Disability and that disability is disabilism
	Recognises that disability includes all impairment groups	Recognises that disability includes all impairment groups & diversity between them. Understands that many impairments are hidden	Disability includes all impairment groups & recognises both the common experiences of discrimination and the diversity between them
	Can identify barriers that disabled people may experience when accessing the service	Treats the barriers as the problem, rather than the disabled person themselves	Able to identify and effectively challenge barriers that are either attitudinal, institutional or environmental / physical
Terminology / language	Avoids negative terminology but may confuse disability & impairment e.g. people with disabilities	Avoids negative terminology & starts to use the terms impairment & disability correctly	Uses language consistent with the Social Model of Disability, & is able to challenge inconsistent use of terminology

National Framework for Disability Equality & Etiquette Learning Competencies (2)

Implementing disability equality			
Disability Competency Area	Novice	Improver	Competent
Personal awareness of disability competency of organisation & colleagues	Becoming aware of good and bad practice	Able to clearly identify good & poor practice including barriers & solutions	Able to promote best practice & to challenge poor practice
Disability Equality Scheme	Aware that the scheme and associated action plan exists	Understands why the scheme is important and its implications for self within work role	In depth knowledge of scheme and associated action plan. Understands the issues related to having a single equalities scheme (where appropriate) and recognises the importance of actioning the disability strand
Legislation	Is aware that the DDA 1995 & 2005 exists	Understands that the DDA gives disabled people protection against discrimination in relation to employment & service delivery, and that not all disabled people are covered	Is up to date on all aspects of the DDA 1995 & 2005 and the Human Rights Act 1998. Is aware of who is covered and when, knows where to get further information & guidance
	Aware that they must not treat disabled people less favourably than non disabled people on the grounds of their impairment	Able to challenge and support other staff to ensure that disabled people do not experience unlawful treatment	Able to support the organisation to develop policies, practices and procedures to ensure that disabled people do not experience unlawful treatment
Access requirements	Acknowledges the need to meet disabled people's access requirements.	Can give practical examples of how to meet the access requirements, e.g. disk, large type, avoid flashing lights, etc.	Can establish procedures and mechanisms to both identify and meet disabled people's access requirements, which are met as a matter of right / equality

National Framework for Disability Equality & Etiquette Learning Competencies (3)

Implementing disability equality (2)			
Disability Competency Area	Novice	Improver	Competent
Equal Opportunities	Fair treatment - equal access to goods and services. A right	Understands the effects of discrimination and how to challenge it - both direct & indirect	Understands oppression and the links between discrimination against disabled people & other groups - Social Inclusion
Consultation / involvement	Recognises that disabled people should be consulted about issues / services effecting them	Recognises the need to include disabled people within all consultations Able to identify various ways to involve disabled people in consultations. Acknowledges the need to offer expenses, small payment, and to meet access requirements	Understands the need to move from consultation (asking what disabled people think about a series of one off things) to genuine involvement (where disabled people share in the activities of the organisation, are valued & paid, and are included in the whole decision making process)

National Framework for Disability Equality & Etiquette Learning Competencies (4)

The Role of Services			
Disability Competency Area	Novice	Improver	Competent
Understanding the role of medical services	Understands the negative effects of the pressure on disabled people to be cured	Disabled people must be involved in making decisions about their health care - using advocates if necessary	Offers disabled people choice and control over possible medical interventions, explaining benefits & risks Understands Applying the Social Model cycle (Appendix A)
Understanding the role of social care services in regard to Independent Living	Independence is not about doing everything yourself - but having choice & control	Recognises services which enable disabled people to have choice & control in their lives, and enables them to access their entitlements and rights	Independent Living is not the name of a particular service or provision, but should be the objective of all services and provisions. It covers a whole range of practical solutions to disabled people's inclusion, e.g. Personal Assistance, Direct Payments & Individual Budgets, types of advocacy, employment, etc. Through meeting entitlements in full disabled people are often enabled to access their civil & human rights Understands Applying the Social Model cycle (Appendix A)

National Framework for Disability Equality & Etiquette Learning Competencies (5)

The Role of Services (2)			
Disability Competency Area	Novice	Improver	Competent
Barriers to disabled people's health equality	Understands that disabled people face barriers to health care provision	Recognises the need to prevent the barriers for disabled people's health care provision, and aware of some ways to achieve this	<p>Understands how to stop the barriers to effective health care provision including diagnostic overshadowing, lack of flexibility with the appointments system, low take-up of screening programmes, staff attitudes and assumptions, etc.</p> <p>Understands the need to target resources / campaigns for disabled people & other underrepresented groups - and that this often represents the most effective use of money and resources</p>
'Breaking the news' issue (acquiring an impairment or condition, adjusting to being different)	Recognises the need to further acquire knowledge & skills before effectively being able to do this	<p>Recognises the need to avoid or reinforce the pressure on disabled people to be cured</p> <p>Acknowledges the adjustment required in the disabled person's life & their family, etc.</p> <p>Recognises there is a period of adjustment (often 2 years) to being different</p>	<p>Challenges negative disability perceptions and promotes (signposts) opportunities for Independent Living and disabled people's entitlements e.g. Access to Work Scheme, Direct Payments for PA or support worker</p> <p>Avoids pressure to be cured issue and recognises the danger of raising false hope</p>

National Framework for Disability Equality & Etiquette Learning Competencies (6)

General Disability Etiquette			
Disability Competency Area	Novice	Improver	Competent
The approach	<ul style="list-style-type: none"> • Challenge the disabled person if they are rude to you – as you would anyone else • Avoid asking potentially intrusive and inappropriate questions, e.g. “What’s wrong with you? How long have you been disabled?, or do you think it is worse to be blind or deaf?” etc. • Recognise disabled people’s rights and entitlements and your role in meeting them • Avoid treating disabled people as charity cases, objects of pity, something to be cured etc. • Identify access requirements early e.g. access requirements form with letter of appointment, add to patients notes, or with invite to meeting, etc. • Ask if you can help – don’t just do it and don’t be offended if the disabled person doesn’t want your assistance 	(as novice)	(as novice)

National Framework for Disability Equality & Etiquette Learning Competencies (7)

General Disability Etiquette (2)			
Disability Competency Area	Novice	Improver	Competent
Communication skills - general	<ul style="list-style-type: none"> • Make sure you have the listener's attention before you start speaking • If someone doesn't understand what you've said, don't just keep repeating it. Try saying it in a different way • Find a suitable place to talk, with good lighting, i.e. avoid being silhouetted with light behind you • Use plain language and don't waffle. Avoid jargon and unfamiliar abbreviations • Don't shout 	(as novice)	(as novice)
Listening skills	<ul style="list-style-type: none"> • Uses active listening skills including providing feedback, asking further relevant questions, uses their body language effectively • Asks for clarification if they haven't understood something • Encourages and allows others to speak without interrupting 	(as novice)	(as novice)
Confidence when meeting disabled people	<ul style="list-style-type: none"> • Feels confident and comfortable • Is aware of the person's impairment (or that they might have an impairment) and therefore may have access requirements that you need to meet • Is not fixated about the disabled person's impairment or difference 	(as novice)	(as novice)

National Framework for Disability Equality & Etiquette Learning Competencies (8)

Impairment Specific Disability Etiquette			
Disability Competency Area	Novice	Improver	Competent
Communication skills - with a person who is using a BSL Interpreter	<ul style="list-style-type: none"> • Use their BSL Interpreter, support worker or facilitator - but look and talk directly to the disabled person • Talk slowly & clearly (the BSL Interpreter will ask you to slow down if necessary - do not be offended) • Remember BSL is a different language and not a literal translation of English. 	(as novice)	(as novice)
Communication skills - with a person using lip speaking	<ul style="list-style-type: none"> • Speak clearly but not too slowly, and don't exaggerate your lip movements • Use natural facial expressions and gestures • Remember not to turn your face away from a deaf person so that they can see your face • Remember lip reading is tiring, allow time for reflection and input from the other person (ask if they regularly require a break) 	(as novice)	(as novice)
Communication skills - with a person using hearing aid / induction loop	<ul style="list-style-type: none"> • Don't shout. It's uncomfortable for a hearing aid user and it looks aggressive • Avoid tapping the table, pens and rustling papers • Ask the deaf person to test if the loop is working correctly 	(as novice)	(as novice)
Communication skills - with a person with a speech impediment	<ul style="list-style-type: none"> • Ask the person to repeat something if you haven't understood what has been said - it shows that you value what they are saying • Repeat back what you have understood & ask the person to fill in the missing part(s), if necessary • Ask the person to write it down or use their communication board if it will help • Never pretend to understand what a person has said if you don't - it is extremely rude • Remember that after a period of time you will find that you 'tune into' their sounds (exactly as you would with someone with a strong accent, and you will understand more) • Use questions to clarify specific points 	(as novice)	(as novice)

National Framework for Disability Equality & Etiquette Learning Competencies (9)

Impairment Specific Disability Etiquette (2)			
Disability Competency Area	Novice	Improver	Competent
Working with a person with a visual impairment	<ul style="list-style-type: none"> • Offer to guide them but don't be offended if they say no • Offer your arm for them to hold - do not grab theirs • Tell them about any obstacles they may be near, e.g. 3 large steps going down • Tell them where their seat is located, i.e. immediately to your left 	(as novice)	(as novice)
Working with a person who is using a guide or hearing dog	<ul style="list-style-type: none"> • Do not play with, stroke or offer food to the dog - it is working • Do offer to get a water bowl for the dog, and ensure there is space for it to be walked • When walking with a guide dog user, walk on the opposite side to the guide dog i.e. if leads in left hand walk on the persons right 	(as novice)	(as novice)
Working with a person with a learning difficulty	<ul style="list-style-type: none"> • Is aware of the need to make information accessible using various methods, e.g. Plain English, avoids jargon and abbreviations without explaining them, different forms of symbols including Wigit and Change • Is aware of the need to make meetings accessible using pre-meetings, facilitators or advocates, etc. 	(as novice)	(as novice)
Working with a person who is a wheelchair user	<ul style="list-style-type: none"> • Is aware of the wheelchair users right to sit where they prefer • If talking one to one with the person, will be aware of the need not to physically talk down to them, i.e. will sit down next to them • Will not lean on their wheelchair (invading the disabled person's space) • Will offer to push the manual chair if they feel the person may require assistance (not just do it). If assisting will ask the wheelchair user for guidance i.e. do you want to go down the step forwards or backwards? • Recognises that the wheelchair user may wish to transfer to other chairs or to lie down • Recognises the inaccessible environment as the problem / barrier, rather than the person or the wheelchair 	(as novice)	(as novice)

National Framework for Disability Equality & Etiquette Learning Competencies (10)

Impairment Specific Disability Etiquette (3)			
Disability Competency Area	Novice	Improver	Competent
Working with a person who is visibly different e.g. has a birthmark, scars, burns, etc.	•	(as novice)	(as novice)
Working with a person who has a mental health problem	•	(as novice)	(as novice)
Working with a person who has epilepsy	•	(as novice)	(as novice)
Working with a person who has autism	•	(as novice)	(as novice)
(any other?)	•		