

Domain One: Clinical Care	Field Specific Practice Standards for Community Learning Disability Nursing (SPQ)	NMC Standards
1.1	Demonstrate effective and innovative, advanced communication skills with people with a learning disability, their family and/or carers. Employ a person-centred approach to communication providing accessible information e.g. Easy Read materials, objects of reference or alternative approaches, where appropriate, to promote understanding and ability for the person to make an informed choice about their care.	3.1 3.2 3.15 3.16 3.17
1.2	1.2 Demonstrate cultural awareness and sensitivity to all people, with consideration of and attending to equality and diversity, when meeting the population health needs and leading on the promotion of health equalities.	3.3 3.5 5.1 5.4 7.8
1.3	Recognise health inequalities experienced by people with a learning disability and the impact these may have on their health and wellbeing.	1.6 1.7 1.10 3.5
1.4	Promote the mental health and well-being of people with a learning disability in conjunction with LD teams with a specialist mental health focus and / or mental health professionals and General Practitioners, identifying needs, mental capacity and ensuring identifiable safeguarding issues are actioned and processes implemented.	3.5 3.6 4.8 4.11
1.5	Develop clear and effective partnership approaches to reflect self-care and remaining independent. Ensure the full range of healthcare needs for people with a learning disability are met by the most appropriate service and agencies, including voluntary and charitable sectors. Ensure all information is documented in appropriate accessible format e.g. Easy Read format or as agreed.	3.6 3.15 3.16 3.17
1.6 1.6.1 1.6.2	Develop innovative strategies for effective co-production with people with a learning disability, their families, and carers. Employ a validated approach e.g., positive behaviour support (PBS) to identify and address potential underlying needs, lowering potential barriers and empowering the individual to express their needs. Safeguard people with a learning disability by a) proactive and preventative considerations and actions to prevent abuse occurring and b) consideration and development of protection plans for children young people and adults.	3.7 3.8 4.1 4.3

1.6.3	Apply trauma-informed principles recognising and proactively addressing trauma exposure that can impact a person with a learning disability's individual neurological, biological, psychological and social development.	
1.7	Employ a biopsychosocial approach using advanced assessment skills in prevention and early identification to intervention approaches that reduce escalation of risk when assessing people who have complex and co-morbidities of health care needs.	4.6 4.12
1.8	Use a range of evidence-based assessment and outcome measurement tools to ensure accurate decision-making and appropriate referral processes are initiated within the scope of competence.	2.6 4.9 4.10
1.9	Be cognisant of the processes of incident reporting, incident reviews and learning from deaths to inform own and the wider team's practice evaluation to ensure evidence-based practice is applied consistently.	4.13 1.5 3.10 3.13
1.9.1	Use a range of risk assessment and management strategies that take into account the complex communication needs and complexity from co-existing conditions of people with a learning disability.	4.13
1.10	Role model a biopsychosocial approach in providing advice, support and education in a person-centred way to people with a learning disability. Promote and facilitate health education and health promotion activities including access to annual health checks and appropriate health screening.	2.3 2.4 2.5 2.12
1.11	Work collaboratively with multi professional agencies, to ensure access to health care meets the individual's health and wellbeing needs across the life span, including sexual health, long term co-morbidities and end of life care.	2.7 4.14 7.10
1.12	Provide support to other professionals to ensure a consistent and seamless health care approach across health and social care sectors for all individuals. Adopt an approach to promoting health checks and observation of the biopsychosocial needs for any person with a learning disability.	3.9 3.14
1.13	Develop and monitor the efficacy of person-centred care plans that integrate and encompass complex, physical and mental health interventions.	1.5 3.10 3.13
1.13.1	Address health inequalities and ensure the implementation of the different legislative and human rights-based frameworks underpin nursing practice.	
1.14	Demonstrate advanced clinical skills in key specialist areas e.g. autism, dementia, epilepsy, forensic, mental health, behaviours that challenge others.	3.5 3.10

1.14.1	Ensure and facilitate the principles of the mental capacity act are applied when capacity and best interest decisions are made.	3.14
1.15	Monitor the risk of a potential crisis for people with a learning disability. Initiate and augment interventions; support and collaborate with all appropriate agencies to reduce the risk of harm and unplanned admission to hospital.	3.6 3.7 3.18
1.16	Support and facilitate all staff to use local reporting systems to identify changes in physical and mental health status, where the person is showing signs of deterioration or exhibiting new symptoms and to report accidents, incidents and near misses relating to patient safety.	3.11 3.12
1.17	Establish clear lines of accountability with a range of professionals in respect of roles and responsibilities. Ensure the information is in a format accessible to the individual with a learning disability and their families/carers.	4.4 4.5 7.4
1.18	Demonstrate a broad range of specialist Community Learning Disability Nursing clinical expertise that supports high quality person-centred care for the caseload population in a variety of community settings.	4.4 4.5 4.7
Domain 2 Leadership and Management	Suggested Field Specific Practice Standards for Community Learning Disability Nurse (CLDN)	NMC Generic Post- registration SPQ Standards
2.1	Effectively demonstrate self-awareness and self-development, by critically reflecting on own actions and recognising the potential impact of behaviours on collaborative working with colleagues and the wider team.	5.14
2.2	Support, supervise and appraise all team members in nurse led teams in practice, identifying opportunities for development for all. Demonstrate confidence in addressing and managing interpersonal and conflict issues within the team.	5.16
2.3	Manage the community learning disability nursing team within regulatory, professional, legal, ethical and policy frameworks ensuring staff feel valued and developed. Demonstrate accountability by monitoring and managing own case load.	5.5 5.6
2.4	Use a range of supervision methods to support and enhance staff practice. Through clinical supervision, support staff to explore moral and ethical dilemmas encountered in community learning disability nursing.	5.20
2.5	As an autonomous practitioner, demonstrate advanced skills and competence around clinical judgement and decision-making and articulate the complexity of clinical decision making at this advanced level.	3.10
2.5.1	Demonstrate critical thinking, reflection and evidence-based care, enabling a high level of judgement and complex decision making.	

2.6	Work collaboratively and creatively across professional boundaries to ensure co-ordinated seamless services are in place, for example, transition from child to adult services or transition from the health and justice system and integration within society.	4.2 7.4
2.7	Create and embed a service and quality improvement approach within the team, generating a culture of innovation and creative thinking.	6.5
2.7.1	Promote an enquiry-based mindset whilst ensuring governance around the team's practice, valuing staff contributions and demonstrating collective, inclusive, and compassionate leadership.	
2.8	Co-ordinate and provide specialist education and training to a range of professionals, act as advocate, creating social inclusion environments and access for individuals to mainstream services as outlined in current national policy and legislation.	2.9 2.10
2.9	Develop career pathway opportunities for all staff, identifying staff potential within the team and supporting staff to undertake further learning and development that will benefit people with a learning disability.	5.18
2.10	Engage stakeholders and use high level negotiating and influencing skills to develop and improve practice, advocating for developments that enhance and improve care for people with a learning disability.	5.17
2.11	Work across professional, organisational and system boundaries and proactively develop and sustain new partnerships and networks to influence and improve health, outcomes and health care delivery systems for people with a learning disability.	5.19
Domain 3 - Facilitation of Learning	Suggested Field Specific Practice Standards for Community Learning Disability Nurse (CLDN)	NMC Generic Post-registration SPQ Standards
3.1	Facilitate and enable people with a learning disability to better understand their health needs, through co-production of appropriate strategies to support them and their carers/families to develop their own skills to manage their mental or physical health needs.	1.8 2.5
3.2	Assess the learning and development needs of all nurse led teams. Formulate and lead professional development opportunities for the team including leadership development, demonstrating commitment to learning and excellence in practice.	5.3
3.3	Demonstrate professional and effective leadership in supervision, assessment and peer support. Develop structured clinical supervision support, incorporating strategic guidance to escalate concerns.	5.20
3.4	Create positive, safe and effective learning environments for students from all fields of practice including post-registration and during a period of preceptorship.	5.21

3.5	Develop and facilitate action learning opportunities, encouraging reflection in and on practice, promoting a positive and supportive learning culture.	5.20
3.6	Liaise with other appropriate services to ensure reasonable adjustments are in place for all health appointments and consultations.	1.8
3.7	As an autonomous practitioner, role model non- judgemental and value-based care delivery, demonstrating the values of high quality and compassionate nursing care.	1.13 4.1
3.7.1	Demonstrate an innovative and flexible approach in an evolving and demanding role, ensuring safe and effective high-quality care delivery.	
3.8	Support staff to engage with digital technology in monitoring the health and wellbeing of people with a learning disability. Promote digital engagement and the use of clinical informatics to ensure the effective use of data and robust clinical record keeping.	1.12 4.16 5.11
3.9	Influence staff to participate and develop innovation projects to test and improve service provision at local level and dissemination across learning disability services to inform co- production of care and support and improve consistency and sustainability in the quality-of-care delivery.	6.8
Domain 4 - Evidence, Research and Development	Suggested Field Specific Practice Standards for Community Learning Disability Nurse (CLDN)	NMC Generic Post-registration SPQ Standards
4.1	Monitor outcomes of effective care planning using evidence - based frameworks that can positively influence timely and prioritised approaches to improve health and social care outcomes for individuals.	6.7
4.2	Analyse peer reviewed, published evidence-based outcomes and engage in research development to inform and implement in practice, evaluating the underpinning evidence of successful approaches.	6.9 7.1
4.3	Use a range of change management strategies, encouraging peers to engage in enquiry-based practice to promote understanding of the role of strategic drivers and evidence-based practice to inform best care.	7.6
4.4	Lead and contribute to national initiatives and research to steer organisational best practice and service improvement. Encourage team contribution to collation and monitoring of data to inform audit, research and quality improvement.	5.15 6.4 6.10
4.4.1	Promote understanding of recognised methodologies to improve systems and processes that improve standards of care and support for people with a learning disability.	

4.5.	Engage people with a learning disability their families, and carers to be involved in research and audit, service planning and development.	1.9 6.4
4.5.1	Monitor and value their views and contributions in a safe and confidential forum, and adhere to duty of candour, ensuring responses are documented and responded to promptly and strategically.	6.5 6.6 7.5
4.6	Initiate learning from evidence and national improvement programmes. Co-produce and develop appropriate pathways to inform local and national improvement programmes with people with a learning disability.	6.8 7.3 7.7
4.7	Influence networking across organisations supporting people with a learning disability, to identify key risks and early warning signs that may present within the local population of people with a learning disability. Ensure findings are articulated and inform the production of future management, operational and local business plans.	3.17 6.9 7.7
4.8	Engage and support staff in undertaking audit and developing Quality Improvement projects in practice, ensuring people with a learning disability and their families/carers, participate in the development, evaluation and impact of projects.	5.15
4.9	Develop robust governance systems by contributing to the development and implementation of evidence-based protocols, documentation processes, standards, policies and clinical guidelines through interpreting and synthesising information from a variety of sources and promoting their use in practice.	6.2 6.3 7.9
4.10	Identify and lead research initiatives to improve standards of care through undertaking or contributing to research, engaging people with a learning disability, their families/carers and networks in co-production and partnership working.	7.7