



BILD Association of Certified Training

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In this workshop we will

- A brief history of BILD ACT and UKAS accreditation
- How it works and what organisations need to do to become certificated
- A person with lived experience role and view of panel
- Have a go with and training audit tool to look at evidence starting to check your organisation against a standard

United Kingdom Accreditation Service

- Certification bodies must be accredited by United Kingdom Accreditation Service as meeting the ISO certification standards
- United Kingdom Accreditation Service is appointed by government
- This ensures the impartiality, competency and integrity of the scheme



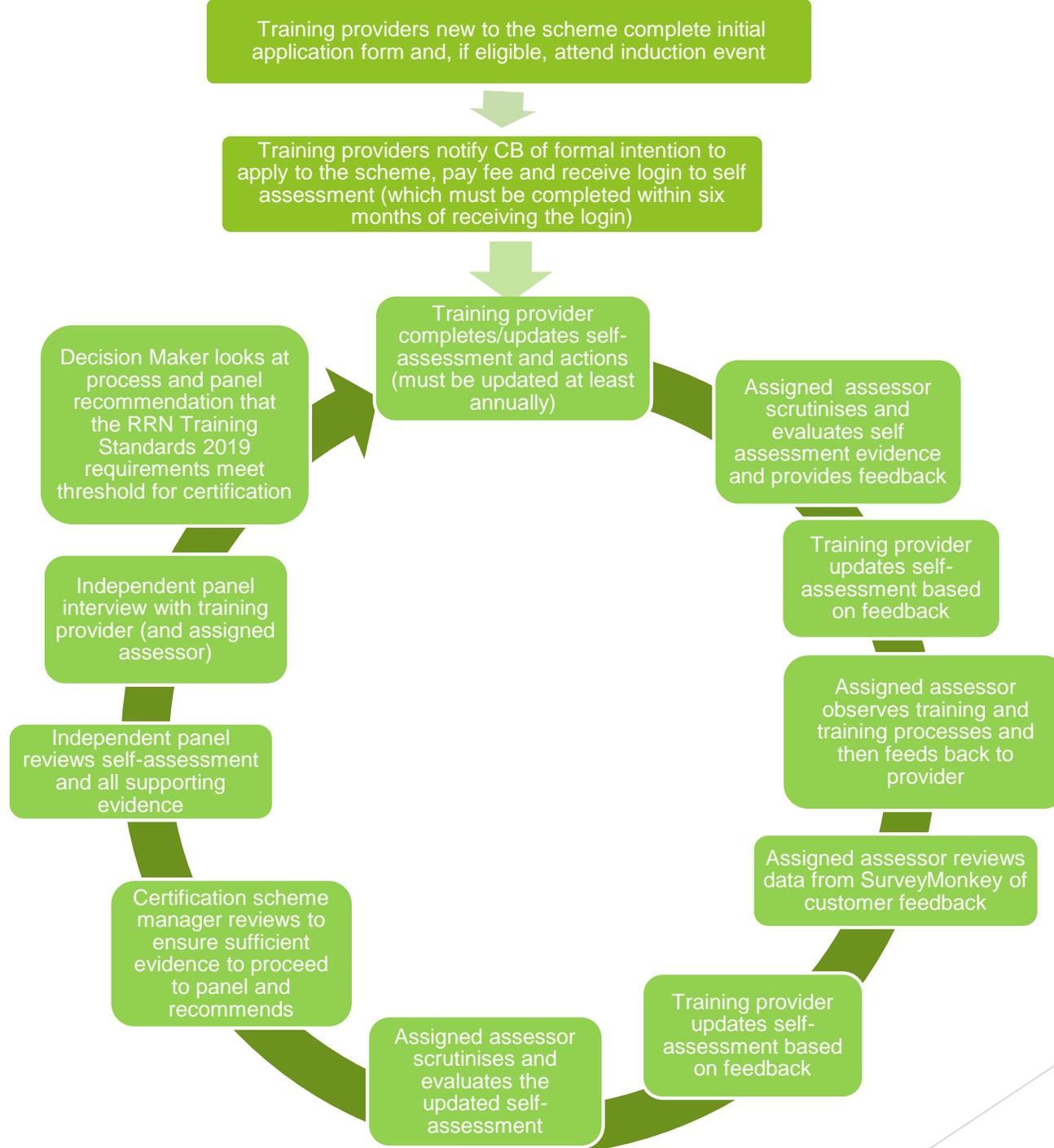
Training services



BILD ACT is a Licenced Certification Body

BILD Association of Certified Training:

- A subsidiary of BILD, operates independently. Guided by board of trustees
- An independent registered charity
- Licenced by Restraint Reduction Network to deliver certification against the Standards
- Working towards accreditation from United Kingdom Accreditation Service
- Over 60 training organisations working towards certification



Why its Vital

- ▶ To get the right people teaching, any technique to control a person utilising all skills
- ▶ Clinical & Support staff have to prevent wherever possible the place where we have to put hands on people who are distressed
- ▶ We need to look at the skills our AHP workforce have
- ▶ Personal safety plans need skilled person doing risk assessments and at all times the person is at the centre of their own risk/support plan
- ▶ 10 year forward view(talks around prevention)
- ▶ Listen to learn & understand behaviour not punish their behaviour
- ▶ My history of children institution was being locked in rooms and punished

Panel Process and Being Inclusive

- ▶ A fair equal process
- ▶ Skills to assess from a different perspective
- ▶ Look at training as a whole with the human aspect
- ▶ Can we also talk about sustainability
- ▶ In many areas I'm seeing organisations thinking they have done all they need to do but in some cases they are going backward
- ▶ Sustainability is key & vital if we are to obtain consistency and change culture

Implementation

- NHS contracts (from April 2020)
- Care Quality Commission framework (from April 2020)
- Use of Force Act Statutory Guidance (2020 TBC)
- Other levers are in place for other sectors (eg social care) and nations (eg Wales)

Implementation

“The NHS welcomes the publication of the Restraint Reduction Network Training Standards. These standards have been written to focus on ensuring training promotes human rights and supports cultural change necessary to reduce reliance on restrictive practices (rather than purely focus on technical skills). Certification of compliance with these standards will be a requirement in NHS commissioned and CQC regulated services from April 2020.”

(Professor Tim Kendall, National Clinical Director for Mental Health, NHS England)

Important Note

ONLY those organisations who have formally applied and submitted their self-assessment for certification can state within any organisational or promotional materials that they are:

‘working towards formal certification of training services that have a restrictive intervention component’

The RRN Training Standards audit tool

Date: Auditor's name: Training curriculum:

Training provider (if relevant): Induction or refresher training?:

Any details on the service/intended population:

The RRN training standards aim to:

- protect people's fundamental human rights and promote person centred, best interest and therapeutic approaches to supporting people when they are distressed
- improve the quality of life of those being restrained and those supporting them
- reduce reliance on restrictive interventions by promoting positive culture and practice that focuses on prevention, de-escalation and reflective practice
- increase understanding of the root causes of behaviour and recognition that many behaviours are the result of distress due to unmet needs
- where required, focus on the safest and most dignified use of restrictive interventions including physical restraint

What does this tool do?

This training audit tool covers section 2 of the 2019 RRN Training Standards which covers the training content -i.e What theory should also be included in the training programme if a restrictive intervention (restraint) is being taught to delegates

Who is it for?

It can be used by anyone who want to check that the content of training being delivered complies with the new RRN Training Standards (2019) – families, managers of services, trainers, commissioners of training, people attending training, organisations etc . *Please note that the informal use of this audit tool for the reasons noted shouldn't be taken as evidence that the training is, or necessarily will be, formally certified by the RRN scheme. Full certification involves a review of various other systems including training needs analysis, quality assurance as well as the processes used to manage the risks associated with restrictive interventions.*

How to use this tool?

- 1 – This references the main standard. There are a total of 15 in section 2 of the RRN Training Standards
- 2 – This then introduces the sub-standards and provides an indication of what content needs to be covered in the relevant section of training
- 3* – This provides a space for the auditor to indicate whether or not the content is present on a course during a training observation
- 4* - Good training means that content is discussed and its implications linked to real world practice. The auditor is able to indicate whether this is undertaken.
- 5* – The standards require that knowledge and skills are assessed. The auditor can indicate whether or not they are assessed by the trainer.
- 6 – In certain circumstances some training content is delivered by different trainers, or sometimes online. Here the auditor can indicate who delivers training and how training it is delivered. This detail may be important when completing section 7.
- 7 – In the event training content needs to be updated, amended or introduced the auditor can create a corrective action plan using this space.

**This tool allows sections 3, 4 & 5 to be rated Yes/No or if the auditor wishes to use a more responsive rating scale that can be used to track change over time they can use the additional one provided:*

*'0=Not Met',
'1=Partially Met' &
'2=Fully Met'.*

Totals can be recorded in the right hand column for future comparison.

1. RRN Training Standard	Sub Standards	Content covered?			Discussed &/ or linked to practice?			Knowledge or skills assessed?			WHO provides/ delivers this content/ module?	Actions required: WHAT? By WHO & By WHEN?	Section Total
Standard 2.13 The curriculum must include reference to the importance of required procedures that are related to post-incident review.	2.13.1	0 1 2	0 1 2	0 1 2			/6						
	<ul style="list-style-type: none"> ● The definition/description of post-incident support ● The definition/description of post-incident reflection 	Y N	Y N	Y N									
	2.13.2	0 1 2	0 1 2	0 1 2			/6						
	<ul style="list-style-type: none"> ● The need for post-incident support 	Y N	Y N	Y N									
	2.13.3	0 1 2	0 1 2	0 1 2			/6						
	<ul style="list-style-type: none"> ● The procedure for accessing post-incident support 	Y N	Y N	Y N									
	2.13.4	0 1 2	0 1 2	0 1 2			/6						
	<ul style="list-style-type: none"> ● The need for post-incident reflection ● The importance of learning lessons from experience personally and organisationally ● The importance of using the information to inform reduction and/or minimisation plans 	Y N	Y N	Y N									

Standard 1.5

Training providers must ensure that people with lived experience are involved in the development and delivery of training which involves the use of restrictive interventions.

1.5.1 Training providers must ensure that the views and experiences of people with lived experience of being in receipt of restrictive interventions should both inform and be explicit in training content. Co-production of materials and training with people who have lived experiences may include the use of monologues, video diaries or other forms to support discussion and interaction with participants. It is recognised that access to the views and experiences of people with lived experience may be through the training provider or in direct partnership with commissioners of training who may have developed opportunities and networks which support participation.

Standard 3.5

Training providers must have internal quality assurance systems and be able to provide evidence that they effectively monitor the quality and consistency of all of their training services. Training providers must be able to evidence that their training services are being consistently delivered and that they routinely adhere to all the training standards. Training providers must use their quality assurance process to identify and action improvement priorities.

3.5.1 Training providers must be able to demonstrate how their quality assurance cycle supports improvements. The quality assurance process for training providers must feed into the annual review with commissioning organisations as well as their own processes that support improvement. Analysis of evaluation information will assist the training provider to identify priorities and create an action plan.

Lets have a go with some other standards?

- ▶ Use the 3 standards printed 1.5, 2.3 and 3.5
- ▶ Try to judge how well prepared your organisation is against the standards
- ▶ Have a go complete the blank audit form what evidenced do you have you meet the standard of have you things to do

RRN Training Standard Sub Standard	How is the organisation meeting this standard? What evidence is available?	If there work to do to meet the standard? What needs to be done?	Who is going to do it by when?