



Intellectual Disability Health Education and Training Expert Advisory Group Meeting Summary – 16 June 2022

Introduction

The Chair, Dr Anne-marie Boxall, welcomed members to the fourth meeting of the Intellectual Disability Health Education and Training Expert Advisory Group (Advisory Group) and gave an Acknowledgment of Country.

The Chair read the confidentiality declaration and asked members if they had additional conflicts to declare other than those already provided to the Secretariat. No additional conflicts were declared.

Associate Professor Michelle Bellon of the Australian Council of Deans of Health Science and Associate Professor Nathan Wilson of the Professional Association of Nurses in Developmental Disability Australia were welcomed to the group.

Action items from the 13 April 2022 Advisory Group meeting were noted. There were two outstanding items which relate to the establishment of the Drafting Group for the Intellectual Disability Health Capability Framework.

Members had no further comments on action items or the previous meeting summary.

Update on the Curriculum Development Project

Drafting group

An update was provided on the establishment of the Drafting Group for the Intellectual Disability Health Capability Framework (The Framework). Members were advised that the delegate had approved the establishment of the Drafting Group. The successful applicants would be notified shortly, and members of the Advisory Group would be notified via email once the drafting group had been established.

Intellectual Disability Focus Group

Members were advised of the planned establishment of an intellectual disability focus group. The purpose of the focus group will be to ensure meaningful consultation with people with intellectual disability on projects under the National Roadmap for Improving the Health of People with Intellectual Disability. The Curriculum Development Project has reached a stage where co-design with people with intellectual disability is essential. It is anticipated members of the drafting group will engage with the focus group in August.

Scoping and gap analysis of pre-registration education in intellectual disability health

Following the last Advisory Group meeting, the scoping and gap analysis of resources in intellectual disability health was expanded to include social work as a discipline and clarified the terminology pre-registration education should be used, rather than undergraduate education.

The University of Queensland (UQ) has provided the Department with the initial draft of the final report. The findings align with current understanding of the key issues and gaps in health professional training and education in intellectual disability health, including the importance of inclusive teaching, engaging people with intellectual disability in co-design and co-delivery and the need for a specific toolkit and implementation guidance to support the Framework.

The final report on scoping and gap analysis will be shared with members once received by the Department in July.

Curriculum Development Project Evaluation Plan

Abt Associates has developed a project evaluation plan to monitor and evaluate the development and uptake of the Framework.

Abt associates presented on the Curriculum Development Project Evaluation Plan. The team provided an overview of draft evaluation plan, with a view to receive feedback from Advisory Group members.

The presentation outlined the three key evaluation questions;

1. Has there been a quality, inclusive and collaborative co-design process in the development of the Intellectual Disability Health Capability Framework?
2. Is the Intellectual Disability Health Capability Framework suitable for use by universities and accreditation authorities?
3. What impact has the Intellectual Disability Health Capability Framework had on influencing consideration of the health needs of people with intellectual disability in university curricula and accreditation standards? Members raised the following ideas

Key issues discussed by members included:

Purpose

- Evaluation should consider long term sustainability of the Framework and recommendations to inform future policy development and evaluation.
- There is potential to incorporate a longer-term evaluation questions in the future evaluation of the Roadmap for Improving the Health of People with Intellectual Disability, which is a 10 year program.

Stakeholders

- Co-design should include a range of people with lived experience, including people with intellectual disability who are non-verbal and their support system who play a key role as advocates.
- Linkages were made between the Curriculum Development Project Evaluation Plan and UQ's scoping and gap analysis in intellectual disability health. Abt will leverage the scoping and gap analysis and findings from implementing similar frameworks in higher education. The Aboriginal and Torres Strait Islander Health Curriculum Framework and Digital Health framework were referenced as examples.
- University engagement should include students, as the needs of students may differ from what the academics might consider their needs are.
- Consider the perspective of health services that hire graduates, what skills do they require of students that they employ.

Engagement with accreditation authorities

- The evaluation should focus on regulated health professions (15 accreditation authorities).

- Promotion of the Nursing and Midwifery Digital Health Capability Framework was driven by adoption into accreditation standards.

University engagement

- Engage Universities Australia's Health Professions Education Standing Group (UA/HPESG) as a multidisciplinary reference group.
- Consider if the evaluation scope could be expanded to include accredited private higher education providers rather than just universities (especially relevant for psychology).
- The need to ensure meaningful engagement rather than focusing on quantity of engagement points. Members agreed that one survey per implementation phase was appropriate.
- Sampling criteria for university case studies should be by discipline basis and represent who is the largest workforce treating the health of people with intellectual disability.
- Bringing universities together in a focus group situation, to discuss enablers and barriers would be good source of data and promote facilitates learning between universities.

Advisory Group members expressed interest in the approach to undertaking case studies. Abt advised that there would be further opportunity for engagement when developing the case study framework as evaluation progressed. The Curriculum Development Project Evaluation Plan is fluid and can be shaped in line with feedback provided by the Advisory Group

The Chair encouraged out of session feedback to be provided to the Secretariat by 20 June 2022.

Any other business

No other business was raised.

A meeting summary would be circulated to the Advisory Group within a week of the meeting.

The Chair advised that the next meeting would be held in September, the date to be confirmed by the Secretariat.

Next Steps/Action Items

Reference	Action Item
220616-01	Members to provide written feedback on the Curriculum Development evaluation plan to the Secretariat by 20 June 2022.