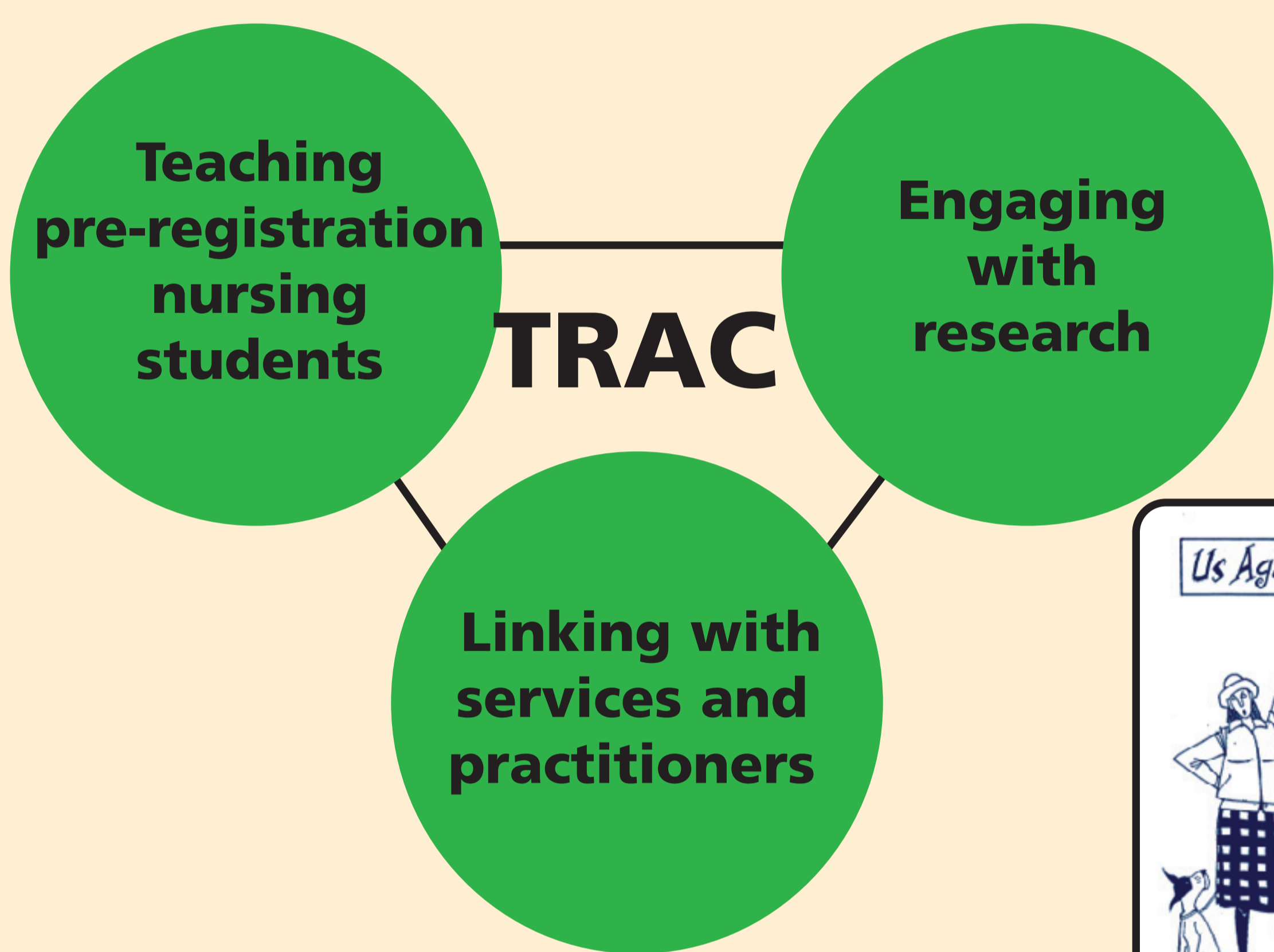


Teaching and Research Advisory Committee (TRAC)

- Developed through links with local self advocacy groups of people who have a learning disability
- Expenses are paid
- Facilitated by University staff
- Advises through a variety of roles and functions
- Mutually beneficial arrangement eg. membership confers official status as Advisor to research unit



What Knowledge is Transferred?

- Relational Knowledge**
'is the foundation of community life'. It unites the 'knower and the known'. In a union and is 'an end in itself' (Park, 1999)
- Cultural knowledge:**
The experience of having a learning disability and being Welsh; female; male; black; white; gay; straight; physically able or not; from a Valleys community or a city etc. Lyotard (1979)
- Ethical; empirical; aesthetical; and personal knowledge**
Interdependent factors (Carper, 1978)



From this...

'The results of the survey showed that, almost without exception, users' involvement in both curriculum development and delivery was absent'

(Fisher and Coyle, 1999)

Towards this...

Creating an 'ideal speech situation'. This is a situation where each party has an effective equality of chances to take part in dialogue; where dialogue is unconstrained and not distorted. What the idea of an ideal speech situation does is to provide us with some ways of identifying and exploring the distortions that exist.

(Habermas, 1979)

Research FOR people with learning disabilities BY people with learning disabilities

What is 'known'	Who said this	How TRAC responds to this aspect of knowledge
In the past research with people with learning disabilities was research on rather than research with people.	Kiernan (1999), Ward (1999)	<ul style="list-style-type: none"> ✓ People with learning disabilities have been researchers, research advisors and research participants ✓ We are trying to develop an Open College Network course in research for teams that include 'service users'
Part of the bad treatment of people with learning disabilities was that their knowledge was ignored. That people with learning disabilities cannot always communicate in the same way that others can (e.g. through writing) was used to support this idea	Finn (1994), Lynd (1992)	<ul style="list-style-type: none"> ✓ We have undertaken research about the views of people with learning disabilities. ✓ We have submitted funding bids to enable us to do this more effectively. ✓ People can choose different ways to join in with research. We try to help as many people to participate as possible. ✓ TRAC minutes have pictures and photographs; we have used photography and video to make information easier to understand. ✓ Through TRAC we have been consulted by Bro Morgannwg NHS Trust and a number of researchers and PhD students
Participatory research aims to assist disabled people to gain power and to bring about change in society and in the research community	Finn (1994), Zarb (1992)	<ul style="list-style-type: none"> ✓ People with learning disabilities have been part of the research team and advisory group (Researched to Researchers Project 2004). ✓ We have produced a review for a leading journal and refused to make it 'more academic' as requested ✓ At TRAC we have a chance to talk about what we as people with learning disabilities think needs to be researched
People with learning disabilities are the best people to comment on their own lives and experiences	Richardson (2000), Ward (1999)	<ul style="list-style-type: none"> ✓ Through TRAC the views of people with learning disabilities are encouraged; responded to and promoted in education, practice and research arenas that they have not typically had access to
People with learning disabilities can train themselves and others	Ward (1999)	<ul style="list-style-type: none"> ✓ We all contribute to telling people about the results of UDID research projects eg Ham, Jones, Mansell, Northway, Price, Walker (2004) 'I'm a researcher! Working together to gain ethical approval for a participatory research study. Journal of Learning Disabilities 8 (4) 397-407 ✓ We all will contribute something to the development and delivery of the 'Participatory Research' course
Participation has to be real – not just advising the researcher but actually having control and influence	Stoeker (1999)	<ul style="list-style-type: none"> ✓ People with learning disabilities will be involved in every part of the research process ✓ Half of the advisory group will have learning disabilities
Thinking about what works, what has not worked, why things happen and what needs to change is an important part of participatory research	Finn (1994), Northway (1998)	<ul style="list-style-type: none"> ✓ TRAC meets every month to talk about how things are going and to collectively reflect upon what has happened and the way it was done
Good ideas are key in participatory research –written, oral and visual communications can be used in the design, implementation and documentation of research	Finn (1994)	<ul style="list-style-type: none"> ✓ We use many communication methods to learn about research ✓ We use many communication methods to recruit people to the study ✓ We use multi-media to help us collect data ✓ We write accessible reports on what we have done and make presentations
Researchers without learning disabilities can learn a lot more about the lives of people with learning disabilities through taking a co-researcher position next to them	Lynd (1992), Northway (1998)	<ul style="list-style-type: none"> ✓ Researchers with and without learning disabilities work and learn together through this participatory research project

The Teaching and Research Advisory Committee: The Benefits...



Benefits to the Institution

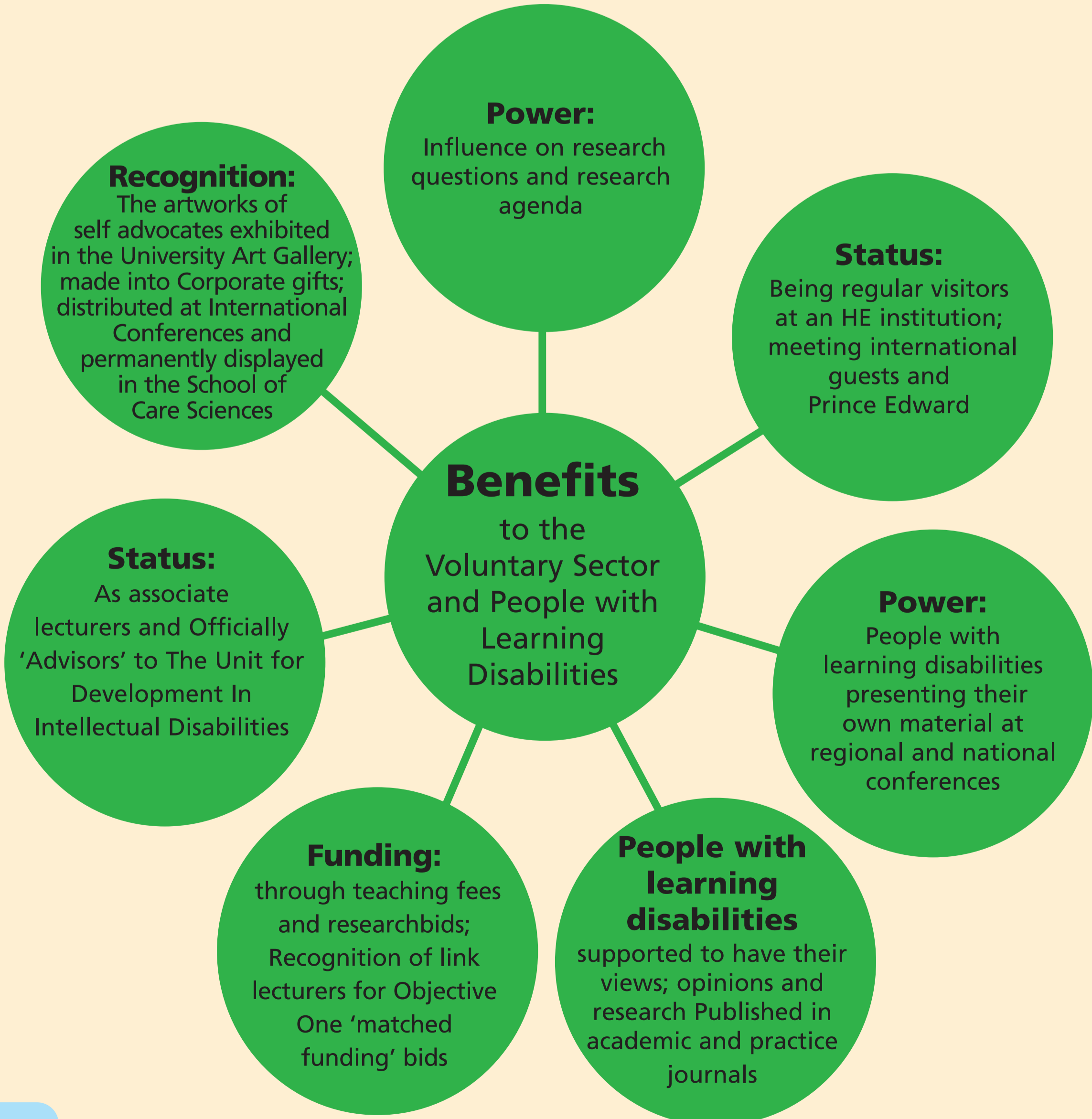
Positive evaluation in formal Subject Review:
"The Panel commended the Subject Group on the extremely effective relationships it fosters with service user partners and how these relationships feed into Subject Group strategic planning and provision evolution. The Panel highly commended the Subject Group's active involvement of service users in curricular development in particular in mental ill health and learning disability studies." (2006)

An 'enhanced role for the university as champions of local progress, promoting, supporting and evaluating informed change through a range of functions which go well beyond the traditional focus on research and teaching' (Towell and Hollins, 2000)

Opportunities 'to explore with people, families and public agencies the optimum form of their contribution to new partnerships' (Towell and Hollins, 2000)

Increased campus diversity

Demonstrably engaging with relevant policy direction.



Future Plans...

- To increase teaching contact to all modules in learning disability branch
- To increase teaching to cover all branches (currently only in adult and learning disability branches)
- To resubmit the bid for research funding
- To tell people more about what we do eg presenting at an RCN conference in November
- To continue to develop placements for students nurses in voluntary sector organisations run by and with people with learning disabilities
- To develop new teaching materials for common first year programme
- To get involved in the selection of applicants for pre-registration nursing
- To get involved in teaching and assessing clinical skills
- To maintain and increase membership

Benefits to students

'We would like to have more sessions like these and more visits to the school, because we don't have enough insight.'



'It was also nice to see people with learning disabilities involved with our learning process because we actually can learn from their experiences and are able to see from their point of view.'

'Very good to have first hand informers from learning disabilities. This workshop has highlighted many issues and really made me think, even though I thought my listening and communication skills were of a good standard.'

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