

**Response to Call for Nurse-Led
Research to Investigate Nationally the
Impact of Annual Health Checks on
Individuals with a Learning Disability
Easy - Read**

21st February 2025

Section A: Application Details

A1. Details of the organisation and project team



Liverpool John Moores University has received awards for the Nursing courses.

We offer many Nursing programmes and have a strong research portfolio.

We want to improve health care delivery and make sure patients receive excellent, safe and equitable care.

Our team has lots of experience with research and caring for vulnerable patients.

The Team:

Julie



Julie is an Adult nurse.
She has worked as a lecturer for 20 years.
She leads on teaching nurses to get higher qualifications, called Doctorates.

She has a specialist interest in case-study research, using focus groups and documentary analysis.

Julie has lots of experience in legal and ethical issues in Nursing.
This includes talking about difficult decisions with frail and learning disability patients.

Hannah



Hannah has been doing research for more than 20 years.
She has managed more than 60 large scale research projects

She has a specialist interest in improving the design of health care services delivery for vulnerable people.

Hannah has lots of experience with tackling health inequalities.

Hannah uses her research to show how care can be better for vulnerable patients.

Alison



Alison is a Children's Nurse.
She has worked in the hospital with Children and Adults with Learning Disabilities.

Alison made resources to support patients to receive reasonable adjustments when coming to hospital.

She would make easy-read tools for children and was also a LeDeR reviewer.

Alison teaches Learning Disability Awareness at the University. She uses very famous case studies and findings from LeDeR reports for the students to learn from.

Matthew



Matthew is a Nurse.

He has lots of experience with research and technology changing in Nursing practice.

He has done surveys which cover all of the UK to look at how nurses use technology.

His research looks at new technology and any Nursing challenges that come from this.

Ellie



Ellie has 20 years of research experience.

Ellie has lots of experience in looking at how well something is being done for service-users.

Ellie has lots of experience of doing research with vulnerable groups.

Chloe



Chloe has experience in lots of research topics.

She has a specialist interest in how easy it is to access healthcare, and making this better for vulnerable people.

A2. Evidence of experience of carrying out evidence-based research around learning disability and related issues in nursing, including how people with learning disabilities have been engaged in this research



We have lots of experience working with vulnerable people, including people with learning disabilities.

The lived-experience of people with learning disabilities is very important to us, and will be at the centre of our research.

We have connections through the University with local services to speak with people with learning disabilities, and their families or carers.

We want to ask local people what they think of the Annual Health Checks.

What we find in the research we do leads to big changes on service design and delivery.

We want to make healthcare better for people with learning disabilities.

We believe this must be done by asking people with learning disabilities if it good or bad and what they want from the service.



A3. Evidence of producing influential reports at a policy or programme design level



Using research, our team has made lots of reports which have changed how services deliver care.

An example is showing evidence as to why more training is needed around self-harm.

The team also have lots of experience working with people and professionals from different backgrounds to talk about change ideas.

They will find out if the change idea will work for the different people involved, including the service-users or patients.

The team have lots of experience with different types of research.

Some research will look at thoughts and opinions of people. This is called Qualitative research.

Some research will look at numbers. This is called Quantitative research.

They collect different types of information to make good decisions about what needs to happen to make the service better,

They can then say how we will know if the service has improved.

A4. Evidence of our understanding the equality, diversity and inclusion issues relating to individuals with a learning disability across the four countries of the UK



We teach Learning Disability Awareness to our Student Nurses.

We use examples of poor care in our teaching, and this includes Mencap, Oliver McGowan and LeDeR findings.

We also talk about the unfair barriers to healthcare and what this can mean to a person with a learning disability.

We know there will difficulties that need to be looked at for Annual Health Checks.

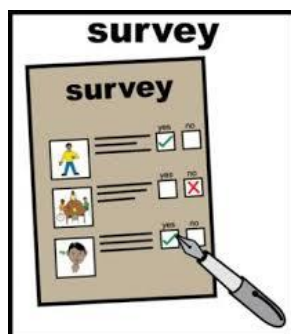
We raise awareness that people with a learning disability have poorer health outcomes than the rest of the population, and this means they might die 23-27 years younger.

Our training also includes local people. They tell their stories about when they received healthcare and what they want the nurses to know.

Alison's last role was to help people be included in their care.

She would prepare them for tests, help them move from child to adult services, and help with Mental Capacity Assessments.

A5. How our research design will aim to include hard-to-reach groups and those who do not easily engage and become involved with research but who remain key stakeholders to this piece of work



We know how important it is for people with Learning Disabilities to have an Annual Health Check.

We have experience in working with hard-to-reach groups and people who are not always included in research.

We want to make sure their voices are heard.

We have a lot of experience working with people who have a disability, and people who have received unfair treatment or judgements.

We use different methods to help find the answers. This includes interviews on their own, or talking as a group.

We have lots of experience in using surveys to collect numbers and tools to measuring how good or bad the outcome is.

The team also use photos, drawings or toys to help with understanding or answering questions.

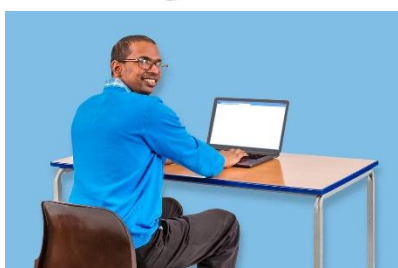
Section B. Project Details

B1. Research design methods



Our Aim is to explore the differences in how well Annual Health Checks are completed across all of the UK.

We want to know if people with learning disabilities have had good or bad experiences with this.



What we want to do:

- Use people with learning disabilities to help design our research methods, collect information, and what we need to do with what we find out.
- We will use desk-based articles to look at the differences in how the Annual Health Checks are carried out
- We will ask Healthcare Professionals about their experiences in doing Annual Health checks
- We will ask people with Learning Disabilities about their experience of booking and having an Annual Health check appointment.
- We will use the opinions of people involved in the research to suggest improvements for future care.



People with a learning disability will be at the centre of our research, and their values and thoughts about what they need from their healthcare.

We will work with local day-centres to invite people with learning disabilities to take part.

We will adhere to the National Guidance regarding payment for any involvement in this research.



Questions we want to ask:

- How accessible is an Annual Health check across the United Kingdom?
- Which healthcare professionals are doing them? What training have they had?
- How effective are the tools provided across the UK?
- How can technology help the assessment, the recording of the checks and telling the patient?
- How are the findings of the Annual Health check used to help people across the UK?
- Does the Annual Health check tackle the unfair treatment people with learning disabilities receive?
- Does the Annual Health check make care more person-centred?



Some questions we will ask Healthcare professionals questions using an online survey -

- what has gone well, and what could be better.
- What stops it being better? How could this be changed?
- What difficulties have they had in their experience?
- How can we use technology to help?



Some questions we will ask people with Learning Disabilities in a face to face interview -

- How was their appointment booked?
- Did they know why they had one?
- Did the healthcare professional do everything they thought they should?
- Were they told if the checks were OK or not?
- What should healthcare professionals do to make it better?

B2. Ethical approvals and safeguarding



We have a member on our research team who is part of the Liverpool John Moores University Ethics Committee.

We all work within the limits of the law.

All personal information will be kept safe and will not be shared.

Anyone who lacks capacity to say yes or no to the research will be protected during this research

Timescales and Key Performance Indicators



The time-scale is how long we expect the research will take.

This includes milestones and deadlines.

This table has used Project GANTT to plan.

This is in the table in the Appendix 1 on pages 15 and 16

B4. Dissemination, outcomes and evaluating impact



We will develop a range of findings that will be accessible to different people. This will include an easy-read version of the report

We want to present key findings at the Learning Disability and/or Autism National Conference in Manchester

We will ask in the future if there have been any changes from the findings.



B5. Equality, diversity and inclusion



We have lots of experience working with people from different backgrounds, and we understand how important it is that people are heard and not judged in a safe space.

B6. Environmental sustainability



Our project will protect the environment by:

- using online meetings to avoid travelling (where possible)
- not printing and using electronic documents (where possible)

B7. Risks



We have lots of experience in doing research on a big scale across large areas.

We know of some possible risks, and we are able to put safety measures in place to prevent these.

These are in Appendix 2 on page 17

Project Costs and Resources



Our spending is broken down by the activities of the research.

This provides information on how much time is spent on an activity.

These are in Appendix 3 on page 18

Appendix 1 - Timescales and Key Performance Indicators

Project GANTT

[illegible]

Key Performance Indicators

Key Performance Indicators	Date
<ul style="list-style-type: none"> NHS and LJMU Ethical Approval obtained <ul style="list-style-type: none"> LJMU meeting date submission deadline NHS Ethics response within 60 days of submission 	<ul style="list-style-type: none"> 23rd April 2025 Approvals obtained by August 2025
<ul style="list-style-type: none"> Lived Experience Researchers recruited (may change throughout the project) 	<ul style="list-style-type: none"> Initial meeting to be held May 2025
<ul style="list-style-type: none"> Research steering group to be established 	<ul style="list-style-type: none"> April 2025
<ul style="list-style-type: none"> Survey to be distributed to key gatekeepers, for online snowballing 	<ul style="list-style-type: none"> August-September 2025
<ul style="list-style-type: none"> 10 x Healthcare Professionals to be recruited to interviews/focus groups 	<ul style="list-style-type: none"> December 2025
<ul style="list-style-type: none"> 10 x people with learning disabilities to be recruited to interviews/focus groups 	<ul style="list-style-type: none"> December 2025
<ul style="list-style-type: none"> Invitations to be distributed for online participatory workshop 	<ul style="list-style-type: none"> December 2025
<ul style="list-style-type: none"> Lived experience analysis meetings to be held to interpret findings (preliminary and final) 	<ul style="list-style-type: none"> November 2025 February 2026
<ul style="list-style-type: none"> Participatory workshop to be held and recommendations developed 	<ul style="list-style-type: none"> February 2026

Appendix 2 - Risks

Risk	Risk level	Example actions to mitigate risk
Unable to recruit Healthcare Professionals to participate in surveys/insight work.	Medium	<ol style="list-style-type: none"> 1. All relevant partners provided with a summary of the research, using existing contacts with organisations to support us in our recruitment. 2. Steering group informed of research progress and barriers to research delivery – providing support as required.
Unable to recruit people to take part in our Lived Experience Research Group	Medium	<ol style="list-style-type: none"> 1. Engage with all organisations with whom we have existing relationships to support with our recruitment. 2. Ensure we provide appropriate remuneration for the research members.
Unable to recruit people with learning disabilities to our research	Medium	<ol style="list-style-type: none"> 1. All relevant partners provided with a summary of the research, using existing contacts with organisations to support us in our recruitment. 2. Steering group informed of research progress and barriers to research delivery – providing support as required.
Change in research team due to sickness, unexpected leave or change in employment	Low	<ol style="list-style-type: none"> 1. NAP/LJMU have robust internal project management processes to identify potential risks to externally funded projects. 2. NAP have a wide research and evaluation team, and collaborate with wider LJMU staff who work on similar subjects, provide a pool of resources as when required.

Appendix 3 – Project Costs and Resources

Item	Cost £	Explanatory Note	Funded By
Project inception/management activities	£2244.53	Total of 8 days costed across the research team.	RCN Foundation
Desk Based Activities	£3086.229	Total of 11 days costed across the research team.	RCN Foundation
Survey: Nurse and other Healthcare Professional experiences	£3927.928	Total of 14 days costed across the research team.	RCN Foundation
Qualitative Insight Research with Healthcare Professionals	£4068.211	Total of 14.5 days costed across the research team.	RCN Foundation
Qualitative Insight Research with people with learning disabilities	£4068.211	Total of 14.5 days costed across the research team.	RCN Foundation
Participatory workshop	£2945.946	Total of 10.5 days costed across the research team.	RCN Foundation
Analysis and Reporting	£7014.156	Total of 25 days costed across the research team.	RCN Foundation
Lived Experience Research Group Payment	£1500	£75 per half day x 4 meetings per year = £300 4 lived experience researchers per meeting = £1200	RCN Foundation
Voucher payment for participation in interviews (people with learning disabilities)	£200	£20 voucher as thank you for time (total x 10 participants = £200)	RCN Foundation
Travel to face-to-face interviews	£300		RCN Foundation
	Total cost: 29,355.21	Total researcher days on the project: 97.5	

