**Adult Social Care and Inclusion**

**Workforce Development Team**

**Learning and Development Plan in support of Care Act**

***Growing a World-class Workforce***



November, 2014/updated March, 2015

**Learning and Development plan in support of Care Act Implementation**

In putting together this Plan Workforce Development have considered a balance between what might be delivered internally by the Workforce Development Team with support from the Programme Office leads/operational leads and that which might need to be commissioned externally and that which could be delivered via e-learning. The Plan has been split into the following categories, that which is Information, Awareness, Overview, Specific and Specialist. The first, **Information** is essentially high level communications with elected members, CMT and key partners. Such information is likely to be delivered by EDMT. The second **Overview** could/should be internally driven by Workforce Development, Programme office leads/operational managers – this will include promotion of relevant articles/websites, briefings at team meetings/managers forums and via e-learning. The third **Awareness** could and should be internally driven. The awareness could be of one topic area or a range of topics covered within the Care Act. This awareness level can be delivered via e-learning, face to face briefings or by completion of workbooks. The fourth **Specific** this could be delivered in-house but equally might need to be procured or made available regionally through the work of the ADASS Care regional workforce leads collaboration. By specific we mean specific to certain groups for instance social workers, conducting assessments/applying eligibility criteria or those dealing with deferred payment agreements. The fifth, **Specialist** almost certainly needs to be externally commissioned and would include practice development training.

The Learning and Development Plan is therefore based on a five stage approach.

**Stage 1 - Information**

Commenced in Spring/Summer of 2014 and included high level communications about Care Act new/revised duties with Elected Members, CMT and key partners. We would respectfully enquire whether EDMT need to remind key stakeholders of the requirements and implications leading up to implementation including Health and Wellbeing Board. During March 2015 weekly ‘count down to care act’ communications.

**Stage 2 – Overview**

Commenced in Spring/Summer of 2014 and included promotion of relevant articles/websites, briefings at Managers’ Forums/cascade through team meeting structure. Staff were asked to sign up to the Skills for Care website. Resources have also been posted on the Workforce Development website <http://www.walsallsocialcareworkforce.co.uk/c/202-care-act/> and the ASCI website as guided reading. The resources on the WD website have also been promoted to partners. This phase also included the half day Legal Literacy Training delivered by our in-house legal team to over 150 of the workforce. The next phase, commencing February, 2015 is to roll out Introduction and Overview e-learning modules which includes the Wellbeing Principle and Advice and Information module to as many of the workforce as possible, directly employed, those in the PVI sector, statutory partners, health, mental health, housing and those in universal services. We feel this should be mandatory for the directly employed workforce. Ideally all should have done it by end of March, 2015. WD will request a compliance report from the learning provider to ascertain any non compliant areas. For those without sufficient access to ICT, largely those in Provider Services or those with communication needs we are proposing 8 x 1 hour face to face briefings, workbook approach/printable version of the e-learning. We would also positively encourage discussions on what has been learned at team meetings. Operational Managers, Service Managers and Heads of Service have a pivotal role to play in embedding and supporting learning. During April an event will be facilitated by the Workforce Development Team in Adults and Skills for Care focussing on availability of the Skills for Care learning resources and forthcoming ME Care Act e-learning.

**Stage 3 – Awareness**

Stage 3 will commence with a Staff Conference on 21st January whereby a cross section of the workforce will engage in an 80 minute ‘speed dating’ session comprising 6 interactive presentations on the following aspects of the Care Act: Information and Advice including demonstration of Walsall Community Living Directory, The Wellbeing Principle, Prevention and the role of assistive technology, Carer’s new duties, Making Safeguarding Personal, Transition to Adulthood. This will be accompanied by webinars, guided reading, sharing resources etc. In June and October sessions will be developed for managers (current Managers’ Forum cohort). These sessions will enable managers to discuss how Care Act has been implemented within their part of the business, lessons learned/challenges etc. Workforce Development and the Programme Office will support these. Equally managers will be supported to access any learning opportunities available through the ADASS West Midlands Care Act workforce leads collaboration, SCIE events etc.

Running alongside the above staff will continue to undertake e-learning packages depending on job role/profile. These include:

* **First Contact and Identifying Needs – includes Assessment and Eligibility, principles and practice, Assessment and Eligibility, carer’s assessments and Independent Advocacy**
* **Charging and Financial Assessment – includes Deferred Payments Agreements**
* **Person Centred Care and Support Planning – including personal budgets, direct payments and review of care and support plans**
* **Transition to Adulthood**
* **Partnerships, Co-operation and Integration**

**Stage 4 – Specific**

It is suggested that stage three will involve specific briefings/face to face training sessions to staff based on job role and ‘need to know’. This would be a mixture of in-house delivery and possibly commissioned training. A detailed training matrix would have to be drawn up with support from the operational business. As a starting point the below definitions have been drawn from key documents. Whilst majority of stages 1-3 are concerned with the ‘what we must now do’ when we get to stage 4 – specific we are suggesting we also need to cover the ‘how’. So where we have refreshed policies, procedures, paperwork in order to become Care Act compliant, we would train against these. The e-learning having already provided a firm foundation of under-pinning knowledge. The operational business will be **key** to this stage. It is proposed that this stage commence in April 2015. This specific training would also include the offer in our ‘business as usual’ learning and development programme, examples being, Making Every Contact Count, knowledge and understanding of various disabilities and conditions, pathways etc <http://www.walsallsocialcareworkforce.co.uk/news/168-learning-and-development-programme-2014-15>

**Stage 5 – Specialist**

This phase is largely concerned with the development of practice. This phase runs alongside all other stages and has commenced with the Attachment Based Practice with Adults training and the already scheduled Outcome Focused Adult Safeguarding in a Statutory Setting Training. A development day for the Safeguarding Adults Board will also be facilitated by Workforce Development. Support will also be drawn from ADASS regional Care Act support officers for learning and development sessions for specific groups including mental health workers where we will examine specific topics such as relationship between Care Act and CPA process.

**Signposting to other learning resources**

In support of the above Workforce Development will source and share a range of complimentary learning resources such as the SCIE resources, ensuring all appear on the WD website.

**Co-production**

In complying with the spirit as well as the letter of the law our aspiration should always be to engage expert service users/experts by experience in the design and delivery of training.

**Timeline**

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| **When** | **What** | RAG |
| November 2014 | Review Skills for Care Learning Resources |  |
|  | Review training options and suggest approach |  |
|  | Draft outline training matrix to determine which parts of the workforce need which training |  |
|  | Review e-learning providers – Embrace/Carers UK and ME Learning |  |
| December 2014 | Internal communication to share and gain agreement to the approach (Care Act Board on 17th December) |  |
| January 2015 | Operational business to further populate the training matrix based on the learning needs of specific job roles |  |
|  | Procure rolling programme of e-learning to guarantee the workforce are training in relevant changes by 1st April |  |
|  | Face to face and other appropriate training delivered including the already scheduled specialist and specific training |  |
| February/March 2015 | Workforce commence the training programme of identified e-learning courses required for their job role commencing with the mandatory Overview and Wellbeing Principle module |  |
|  | Face to face and other appropriate training delivered |  |
| March/April 2015 | Workforce continue with the training programme of identified e-learning courses required for their role |  |
|  | Face to face and other appropriate training delivered which is specific to individual roles – where we have refreshed policies and procedures we will train against these |  |
| April 2015 | Care Act 2014 part 1 provisions come into force |  |
|  | All staff should have completed the mandatory e-learning Care Act overview and modules relevant to their job role |  |
|  | Workforce Development run compliance report and issue certification, those areas non-compliant are instructed to complete the e-learning |  |
|  | Facilitate an event for PIV sector to expose them to Skills for Care learning resources |  |
| May 2015 | Staff refresh their knowledge and revisit e-learning modules as needed |  |
| June 2015 | Manager sessions to focus on what’s happened post implementation, what needs still to be done |  |
|  | Commence funding reform (part 2) provisions training |  |

**Training Matrix**

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| --- | --- | --- | --- | --- | --- |
| **Target Audience** | **Introduction and Overview** | **Information and Advice** | **First Contact –**  **Assessment/Eligibility** | **First Contact – Independent Advocacy** | **Charging and Financial Assessment** |
| Adult Social Care including wider elements of local authorities such as Childrens Services, Housing and Public Health | **√** |  |  |  |  |
| Health and other local authority partner organisations such as learning and education providers | **√** |  |  |  |  |
| Social Care provider and support organisations in all sectors | **√** |  |  |  |  |
| Those involved in the governance of these organisations and people who work, care, support and volunteer in them | **√** |  |  |  |  |
| Professionals and practitioners | **√** |  |  |  |  |
| People employed in one stop shops or other contact points, or who have a role as part of their work, giving information and advice |  | **√** |  |  |  |
| Specialist information and advice workers |  | **√** |  |  |  |
| Managers in local authorities with a responsibility for information and advice services and other responsible managers |  | **√** |  |  |  |
| People employed in assessment roles or who are responsible for determining eligibility |  |  | **√** |  |  |
| Anyone in a provider organisation who makes admission or service acceptance decisions |  |  | **√** |  |  |
| Managers of all above 2 roles |  |  | **√** |  |  |
| People who have a responsibility for identifying the need for, and arranging for an Independent Advocate to facilitate the involvement of a person |  |  |  | **√** |  |
| People employed as Independent Advocates (including Independent Mental Capacity Advocates) |  |  |  | **√** |  |
| Managers of all the above two types of role |  |  |  | **√** |  |
| People who have a role in giving information and advice about charging and financial assessment (including deferred payment agreements) |  |  |  |  | **√** |
| Staff employed by local authorities who are responsible for undertaking financial assessments and administering the charging process or deferred payment agreements |  |  |  |  | **√** |
| Managers of people undertaking the above two roles |  |  |  |  | **√** |
| **Target Audience** | **Person Centred Care and Support Planning** | **Person Centred Care and Support**  **Direct Payments** | **Person Centred Care and Support**  **Personal Budgets** | **Person Centred Care and Support**  **Reviews** | **Transition to Adulthood** |
| People who have a role in care and support planning | **√** |  |  |  |  |
| Staff employed by local authorities and other organisations who are responsible for care and support planning | **√** |  |  |  |  |
| Managers of people undertaking care and support planning | **√** |  |  |  |  |
| People who have a role in care and support planning and the administering and monitoring of direct payments |  | **√** |  |  |  |
| Staff employed by local authorities who are responsible for care and support planning and the administration and monitoring of direct payments |  | **√** |  |  |  |
| Managers of people undertaking care and support planning and the deployment of personal budgets |  | **√** |  |  |  |
| People who have a role in care and support planning and the deployment of personal budgets |  |  | **√** |  |  |
| Staff employed by local authorities and other organisations who are responsible for care and support planning and the administration and monitoring of personal budgets |  |  | **√** |  |  |
| Managers of people undertaking care and support planning and the deployment of personal budgets |  |  | **√** |  |  |
| People who have a role in care and support planning |  |  |  | **√** |  |
| Staff employed by local authorities who are responsible for care and support planning |  |  |  | **√** |  |
| Managers of people undertaking care and support planning |  |  |  | **√** |  |
| Practitioners directly involved in the planning and support of young people, including those with special educational needs (SEN) and complex needs who will transition to adult social care and support and their carers |  |  |  |  | **√** |
| Specialist information and advice workers |  |  |  |  | **√** |
| Managers of both the above two types of roles |  |  |  |  | **√** |
| Managers and commissioners in local authorities with a responsibility for the provision and market development of services for young people who will transition to adult care and support and their carers |  |  |  |  | **√** |

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| **Target Audience** | **Integration, Co-operation and Partnerships** |
| Those responsible for planning and delivering integrated care and support – including lead commissioning staff in adult social care, the CCG and in other elements of the local authority such as planning and housing | **√** |
| Managers in adult social care and in other parts of the local authority, health services (including the acute trusts, private hospitals, ophthalmic and pharmaceutical services) and housing providers. This would include managers of local authority, private and voluntary sector services providers | **√** |
| Those involved in the governance of these organisations, in particular elected members and others who may sit on Health and Wellbeing Boards | **√** |
| Staff who are impacted by, or likely to be impacted by, greater integration, co-operation and partnership working and who wish to understand some of the legislative and strategic implications of the Act | **√** |

**ME Learning Care Act e-learning programme which aligns to**

**The Skills for Care Resources**

**Introduction to/overview of Care Act**

Content (60 minutes)

* Introduction and background
* What is the Act trying to achieve?
* The framework of the Act
* The wellbeing principle
* General responsibilities
* New duties
* Changes to assessment, eligibility and care and support planning processes
* What might this mean for people needing care and support?
* What might this mean for local authorities and partner organisations?

**Information and Advice**

Content (60 minutes)

* What the Act says: a duty on local authorities
* What information and advice needs to be provided?
* Who needs information and advice and when do they need it?
* Proportionality and accessibility
* How effective is information and advice?
* A strategic approach

**First contact and Identifying Needs**

Content (120 minutes split into 3 separate learning modules)

* Module 1 – Assessment and Eligibility – principles and practice
* Module 2 – Assessment and Eligibility – carer’s assessments
* Module 3 – Independent Advocacy
* Module 1
* Appropriate and proportionate assessment
* Preventing needs
* Taking an holistic strengths- based approach
* Supporting a person’s involvement
* Roles, responsibilities and expertise
* National eligibility framework
* Next steps and informing individuals
* Module 2
* How the Act sets out carer’s legal rights to support
* Who is entitled to a carer’s assessment
* What a carers assessment should focus on and include
* The national eligibility threshold and
* How and when to determine a carers eligibility for support
* Module 3
* What is meant by substantial difficulty
* The 4 areas where substantial difficulty might be found
* How to determine if someone has a substantial difficulty
* Who can be an appropriate individual
* What an appropriate individual is expected to do
* Understand what independent advocacy is
* Know the role and responsibilities of the independent advocate
* Learn what knowledge an independent advocate is required to know
* Know how independent advocates can be supported and
* Learn about the interface with the Mental Capacity Act

**Charging and Financial Assessment**

Content (60 minutes split into 2 separate learning modules)

* Module 1 – Charging and financial assessment
* Module 2 – Deferred Payment Agreements
* Module 1
* Conducting the financial assessment
* What charges can be made
* Choice of accommodation and top up fees
* Charging to support carers
* Recovery of debts
* Module 2
* Eligibility for a deferred payment agreement
* Information and advice
* How much can be deferred
* Making the agreement
* Interest charges
* Termination of the agreement

**Person Centred Care and Support Planning**

Content (120 minutes split into 4 separate learning modules)

* Module 1 – Care and support planning
* Module 2 – Personal budgets
* Module 3 – Direct Payments
* Module 4 – Review of care and support plans
* Module 1
* Production of the plan
* Planning for people who are at risk of harm
* Planning for people who lack capacity
* Combining plans
* Sign off and assurance
* Module 2
* Elements of the personal budget
* Calculating the personal budget
* Agreeing the final budget
* Use of a personal budget
* Use of a carer’s personal budget
* Appeals and disputes
* Module 3
* Making direct payments available
* Adults with and without capacity
* Administering and monitoring direct payments
* Payments and additional costs
* Use of a direct payment
* Monitoring usage of direct payments
* Reviewing direct payments
* Safeguarding through direct payments
* Direct payments and hospital stays
* Discontinuing direct payments
* Module 4
* Keeping plans under review generally
* Planned review
* Unplanned review
* Requested review
* Revision of the plan
* Timeliness and regularity of reviews

**Transition to Adulthood**

Content (60 minutes)

* Children and Families Act 2014 and SEN reform
* Care Act: transition assessment
* Identifying young people and young carers
* Issues of capacity and consent
* Co-operating with professionals and organisations

**Partnerships and Integration**

Content (30 minutes)

* What the Act says and the duties that fall to local authorities
* The duty to promote greater integration
* The duty to co-operate
* Integration, co-operation and partnerships in practice
* Working together: examples

Lisa Koc

November, 2014 (refreshed March 2015)