

Carers Matter – Everybody's Business

a guide to supporting carers better through
staff learning and development



minister's foreword

Many of us will be a carer at some point in our lives; this may be for a short time while supporting someone through illness, or for longer period, perhaps for many years caring for a spouse, partner or disabled child. Most of us will face the challenge with little help or training in how to care for someone. It is therefore remarkable that, over six million of us take on this challenge in order to help and maintain the health and well being of those we care for.



minister's foreword

Once someone takes on a caring role, they may come into contact for the first time with a range of professionals whose primary focus is to provide support for the person they care for. It is critical that these staff are also aware of the needs and wishes of carers. Health and social care services in particular, have a vital role to play in ensuring that carers are at the heart of the social care system and are treated as expert partners in care. Of course, carers also deal with everyday services like everyone else, except that now they can have a direct impact, for good or ill, on how life is for them as a carer.

Many local authorities and health services have already begun the process, working in partnership with carers and carers' organisations. Because this is not just about health and social care; other organisations, such as Post Offices, Housing Associations and banks will also need to challenge themselves to ensure they are meeting the needs of their customers who are also carers.

This Coalition Government has demonstrated its commitment to improving carers lives by publishing 'Recognised, Valued and Supported: Next Steps for the Carers Strategy' (November 2010), building on the Carers Strategy (2008). We have heard from hundreds of individual carers and many organisations representing carers about what they saw as the priorities for carers. The Strategy focuses on the key activities upon which the Government – working in partnership with carers, local authorities, the NHS, employers, the voluntary sector and local communities – can focus on from April 2011.



Paul Burstow MP
Care Services Minister

To support many of these outcomes, all staff that come into contact with carers as part of their work need to be aware of the needs a carer may have. Those supporting carers need information, understanding and commitment to perform their role in a way that makes a real difference to carers. Organisations too need to challenge themselves to understand better the role that they have in offering their employees opportunities to learn and develop these skills, but also to be an employer who involves and supports carers at every level. In this way, carers do become 'everybody's business'.

With this in mind, I welcome 'Carers Matter – Everybody's Business', a learning and development framework with supporting resources for those that work with carers. This framework has been funded by the Department of Health and developed by Skills for Care and Skills for Health working in partnership with a wide range of stakeholders.

Based on a set of Common Core Principles for Working with Carers, Carers Matter – Everybody's Business provides employers with a clear framework and supporting resources that encourage the learning and development of staff who come into contact with carers. It provides guidance and practical assistance to employers to gain knowledge and improve the behaviours and attitudes of their workforce towards carers.

I urge employers to use this resource, so we can work together towards supporting and enabling carers to get the help and support they need and deserve.

Skills for Care is part of the Sector Skills Council for adult social care. The role of Skills for Care is to ensure that the adult social care workforce has the skills and qualifications to deliver high quality social care. We work closely with thousands of social care employers, people who use services, carers and other key stakeholders to develop tools and resources that meet the needs of the sector in terms of workforce development – building the skills of their employees and planning for the future.

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**Carers Matter – Everybody's Business part two:
A guide to support carers through staff learning and development.**

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1.0 an overview of carers matter – everybody’s business

Carers Matter – Everybody’s Business is guidance for employers and organisations to ensure that carers are at the heart of the health and social care system with the people they care for, and are recognised and supported by all sectors of society.

The complete guidance which comes in three parts provides information about:

- who carers are (as distinct from care workers)
- why carers are important
- how you can support the learning and development of your workforce to improve and enhance services for the people who use them, and their carers.

The guidance is based on the **Common Core Principles for Working with Carers**, see page 12.



Carers Matter – Everybody’s Business is divided into three parts:



part one

This introduction is aimed at chief executives and senior managers who are responsible for the strategic direction of their business and its priorities. It is also relevant for those involved in commissioning services and workforce development. It covers who carers are, why your organisation needs to be aware of their needs and the Common Core Principles for Working with Carers.

part two

This part you are reading is aimed at people who are directly responsible for commissioning or delivering learning and development. It provides guidance on how to identify learning and development needs within an organisation and offers a framework that will enable you to select learning at the right level to enable any given workforce to provide effective services and support to carers.

part three

Contains a wealth of additional supporting resources relevant to people across a wide range of settings and roles that support learning and development. The supporting materials give more detail on areas within this guide and also include practical materials that support the three levels of development described in part two. These materials can be used flexibly, whether to plan learning, to deliver learning and development yourself, or to commission learning and development.

Carers Matter – Everybody’s Business

part two

This part is intended for those who are responsible for commissioning, developing or delivering workforce or skills development opportunities for staff. It will support you in selecting the right learning and development solutions for your staff so that they can support carers effectively. Learning and development will be most effective when it is firmly aligned with an organisation’s priorities and business objectives. Part one of Carers Matter – Everybody’s Business should assist you in building a business case for developing your workforce to support carers and can inform discussions with strategic management teams.

After reading this guide, there is a wealth of additional supporting resources that will support and enable you to develop, commission or deliver learning and development in Carers Matter – Everybody’s Business part three.

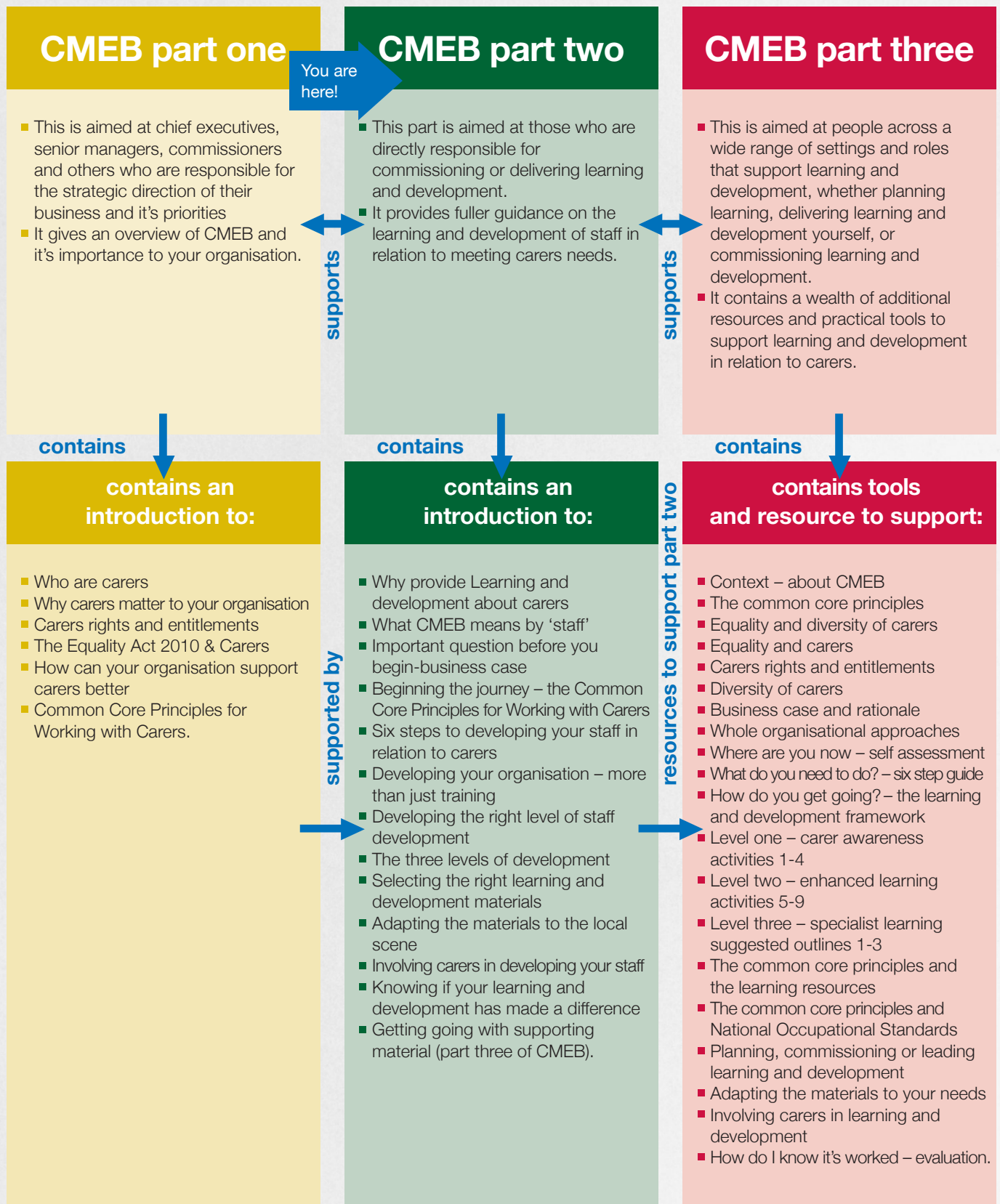
[On the next page is a diagram that explains the contents and structure of Carers Matter – Everybody’s Business.](#)

[Link to part one.](#)

[Link to part three.](#)

Carers Matter – Everybody’s Business (CMEB)

is also explained by the following diagram:



2.0 why provide learning and development about carers?

Staff in all organisations will have contact with carers, whether they know it or not. Some organisations, particularly those which provide health, social care and related services, such as housing, have specific responsibilities for providing services and support to carers. Staff working in other sectors, such as banking or retail, may not know that a customer has caring responsibilities until they ask for information or assistance.

For example, a carer may need to collect prescription medication for the person that they are caring for or to ask for information about their financial affairs.

Whatever the nature of the organisation, employers will want their staff to provide a good standard of service to all their customers, including those who may also be carers. This part of Carers Matter – Everybody's Business aims to help you to think about the nature and amount of contact staff have with carers and how you can provide the right learning and development activities to enable them to fulfil their responsibilities.

Some employers and organisations will have the resources and expertise to deliver learning solutions themselves, while others will need to put together a specification for development activities they intend to commission from an external supplier. Carers Matter – Everybody's Business parts two and three are intended to be of use in both situations and provide examples of best practice and refer employers to further sources of help where appropriate.

While Carers Matter – Everybody's Business focuses on helping employers in the health, social care and related services to address the learning needs of their staff, it has also been developed for use by employers in other sectors.



3.0 what carers matter – everybody’s business means by ‘staff’?

Within Carers Matter – Everybody’s Business, when we mention staff we commonly mean people who provide a service to others, which a carer may experience either directly or indirectly.

This may mean staff who are employed to perform a task that is largely for the carer (e.g. a hospital discharge nurse) or it may be someone who by doing their job, encounters carers as part of it (e.g. a librarian).

The voluntary sector plays a significant role in supporting carers, especially within black, asian and minority ethnic (BAME) communities. This guide is therefore also helpful for organisations whose work is delivered by volunteers, as well as those employing paid staff. Some organisations may prefer to substitute the term ‘volunteers’ for ‘staff’ where this better reflects the nature of their services.

4.0 important questions before you begin – business case

Learning and development can often involve significant amounts of time, energy and money being invested by organisations. All of these are precious resources and therefore it is vital to understand what the motivation and potential benefits are to an organisation and it’s employees of undertaking learning and development in a particular subject. As someone involved in learning and development, you will need to know:

- Why is learning and development about carers important to your staff?
- What are the aims of the organisation and how will the learning and development of staff who work with carers support their achievement?
- How will the organisation benefit from staff being equipped to recognise, respond to and support carers better – right now and into the future?
- Which staff roles or groups should be a priority for learning and development activities?
- How do we get started? What are the likely costs and the timescales?

This kind of planning is often called building a ‘business case’.

Considering these questions with senior managers will help you to build a business case for developing your workforce to support carers better.

In Carers Matter – Everybody’s Business part one, you will find information to share with a leader or manager that may help you to consider some of these questions.



Further resources are available to support this planning in Carers Matter – Everybody’s Business part three.



5.0 beginning the journey

– the common core principles for working with carers

Carers Matter – Everybody’s Business is underpinned by a set of National (England) Common Core Principles for Working with Carers. These have been developed by Skills for Care and Skills for Health with key stakeholders including carers, and are intended to be the foundation upon which good practice is built. The principles are intended to reinforce, challenge and help to change practice when working with carers. Their purpose is to challenge organisations and individuals who work with carers to reflect on their behaviours, attitudes and actions. They are designed to encourage organisations to enable carers to be at the heart of the health and social care system, as well as to be recognised and supported by wider sectors of society.

The Common Core Principles for Working with Carers are integrated throughout all three parts of Carers Matter – Everybody’s Business. This is because they are the foundations of any learning and development planning and activity. The principles describe the attitudes and behaviours that you need to promote within your organisation in order to improve services and support for carers.



The next three sections will help you to decide about the kinds of development and learning that could help your staff to develop the attitudes, skills and behaviours that will enable them to support carers and fulfil the common core principles.

The Common Core Principles for Working with Carers:



Click on this link and you can see a full version of the common core principles. You can also click here to see what the common core principles can mean in practice.



6.0 six steps to developing your staff in relation to carers

You will want to make sure that any learning or development activities that you deliver or commission for your staff are right for them and for your organisation, i.e. that they will help to equip your staff to support carers effectively and to fulfil their responsibilities.

Working through the following steps should help you to work out exactly what you are aiming to achieve and what you want from learning and development.

step 1.

Think about the **roles and responsibilities** your staff have for supporting carers.

Ask yourself:

- Do my staff know who carers are and whether they have contact with them?
- What kind of contact do my staff have with carers? Do my staff have frequent contact with known carers or are they unlikely to know if an individual has caring responsibilities?
- Are my staff in contact with or providing support to carers from black, asian, minority and ethnic (BAME) communities?
- Does the nature of this contact vary according to their job roles and the environment they work in, e.g. hospital reception, GP surgery, domiciliary care service, residential care, etc?
- Do their job descriptions include specific responsibilities for supporting carers?
- Are there National Occupational Standards (NOS)¹ that describe the behaviours and skills my staff should demonstrate in their dealings with carers?

step 2.

Consider how staff are **operating** now.

Ask yourself:

- How well do my staff support carers now?
- To what extent do my staff display the behaviours and attitudes described in the eight Common Core Principles for Working with Carers? How effectively are staff carrying out their specific responsibilities for identifying and supporting carers?
- How well are staff identifying and responding to the needs of carers from black, asian and minority ethnic (BAME) communities?
- Do we collect feedback from carers and is there information we can glean from complaints and commendations about how well we are supporting them?

Here you will find fuller guidance on these steps, with examples as well as National Occupational Standards (NOS) that may be relevant to supporting carers within your organisation in Carers Matter – Everybody’s Business part three.



¹ National Occupational Standards (NOS) are nationally agreed benchmarks of performance. They provide the means for assessing performance in a job: they are work-related statements of the ability, knowledge, understanding and experience that an individual should have to carry out key tasks effectively.

step 3.

Think about what you want your staff to do **differently or better**.

Ask yourself:

- Do staff need to be more aware of what it means to be a carer and the impact of having caring responsibilities?
- Can staff inform carers about services and sources of support, including carers from BAME and lesbian, gay, bisexual and transgender communities?
- Do they need to respond more sensitively to requests made by carers?
- Do some staff need to provide better information to carers?
- Do staff need to move more towards working with carers as equal partners in providing care?
- Do staff need to improve the way in which they undertake key activities and processes?
- Does your organisation have performance targets and policies for improving support to carers? How are these being implemented at a local level and are they incorporated into team performance improvement plans?
- Do you have contact with your local Carers' Centre and carer-led groups? Do you know about the services they provide?

step 4.

Identify the **gap** between how staff are operating **now** and the **standard they need to achieve**.

Ask yourself:

- What's the nature of the gap? Is it a gap in knowledge, skills, behaviours or attitudes or a combination of these? The gap may vary for different groups of staff.
- How big is the gap? Do you think that some staff have a long way to go before they are able to work to the standard you require or are they almost there? Do all staff in particular roles need to develop their knowledge, skills and behaviours, or just one or two individuals?

step 5.

Determine **priorities** for each group of staff.

Ask yourself:

- How soon do I want my staff to close these gaps?
- What resources do I have to invest in their development? This will include money, staff time and skills in facilitating and delivering learning if you are thinking of providing it in-house.
- Are there simple and straightforward learning solutions I could implement quickly that would make an immediate difference to the service carers receive from my staff?

step 6.

Consider the **practicalities** of providing development for your staff.

Ask yourself:

- What are their working patterns?
- When are the best times of the day for my staff to undertake learning?
- Are members of the staff group known to one another? Can I incorporate the learning into an existing meeting, e.g. a regular team meeting?

7.0 developing your organisation: more than just ‘training’

Any staff learning and development that you provide to equip your staff to recognise and support carers better does not stand in isolation from other activities within your organisation, whatever its size. For planned improvement to be effective, development in one area of your organisation, such as staff skills, needs to be complemented and reinforced by others e.g. policies and procedures.

Looking at how staff are operating now and what needs to change is likely to lead you to look at other areas of activity within your organisation that impact upon how effectively you are supporting carers. For example, are managers and leaders modelling the kinds of attitudes and behaviours that you expect of your staff? Are carers involved in planning and developing services and in evaluating their quality? Does the culture of your organisation ‘how things are done around here’ foster and support regular consultation with and the involvement of carers?

This link shows examples of how organisations can develop and address culture change to support carers in Carers Matter – Everybody’s Business part three.



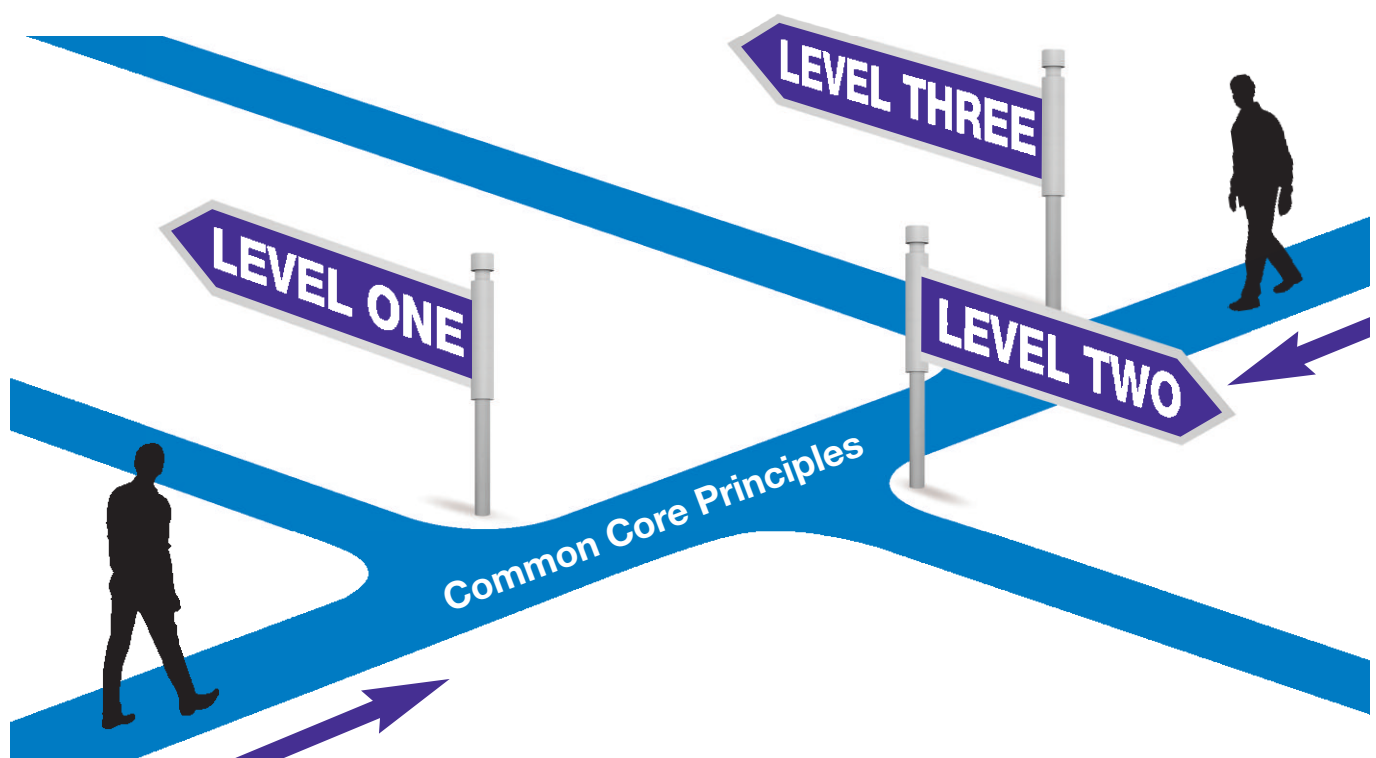
8.0 providing the right level of staff development

Providing the right level of development for your staff is crucial if they are going to benefit from the experience and feel motivated and confident to put their learning into practice. If they feel that the development activity is pitched too low for them, because it refers to things they already know a lot about, then they may switch off. Similarly, if the activity is pitched too high and assumes prior knowledge and skills that your staff do not have, they are likely to struggle and lose confidence.

The framework below sets out three main levels of development for staff to help them communicate with and support carers effectively. The framework provides a way of thinking about and organising potential learning opportunities that we hope you will find helpful, particularly where you are considering the development of different groups of staff.

All levels build on and endorse the Common Core Principles for Working with Carers.

- Level 1** – the foundations of how to support carers effectively
- Level 2** – enhanced carer awareness incorporating more detailed policies and procedures
- Level 3** – specialist learning, opportunities to examine in-depth particular roles or specific areas of practice



9.0 the three levels of development

level 1: carer awareness

This level of development aims to provide staff from a range of different work settings, who have direct or indirect contact with carers, with an insight into who a carer is, common assumptions made about caring, and how to support carers effectively.

core learning outcomes at this level

Upon completing this level of the framework your staff will be able to:

- explain who is a carer
- recognise the impact of the caring role on carers of all ages and the wider family
- recognise the diverse needs of carers, depending on their own background, perspective and differing experiences of caring
- challenge common assumptions made about carers and their caring role
- identify what they and your organisation can do to support carers
- identify barriers which carers might experience in accessing services.

level 2: enhanced carer awareness

This level of development aims to provide staff, who have regular contact with carers, with an enhanced level of knowledge and understanding about the rights of carers and how those rights can be supported through best practice.

core learning outcomes at this level

Upon completing this level of the framework your staff will be able to:

- explain carers' legal rights
- recognise their own legal duties and responsibilities to carers and implications for service eligibility and assessment
- apply flexible personalised approaches to undertaking carers assessments and carer support planning, to encourage choice and control
- recognise the importance of supporting the whole family unit
- commit to best practice in relation to sharing of information
- identify local services, information and support available to carers.

There is information and resources about presentation styles and examples of activities that utilise different learning styles, adult learning styles and more in Carers Matter – Everybody's Business in part three.



level 3: specialist

This level of development provides specific groups of staff with the opportunity to examine in depth particular topic areas or aspects of their work with carers.

core learning outcomes at this level

These will vary depending on the required focus of the specialist learning.

Specialist training is likely to fall into one or more of the following categories:

1. A particular aspect of a practitioner's role in relation to carers, e.g. developing outcomes-based care plans with carers.
2. Carer or staff group specific, e.g. carers and mental health, parent carers.
3. A particular point in a carer's journey, e.g. life beyond caring, carers and hospital discharge.

There are examples of suggested activities that support learning at all three levels of the framework in Carers Matter – Everybody's Business in part three.



The three levels of the framework are not intended to be rigid but should flexibly enable you to 'pick and mix' learning activities set out in the supporting materials from more than one level as appropriate. Use the framework to help you identify the level of development required to meet your employees' learning needs. Place your own learning resources onto it to match where they would support learning at each level.

Ask yourself the following questions:

- Can staff learning needs be addressed by one level of learning?
- Do I need to develop a programme of development which cuts across all levels?

Making sure that you select the right level of development for your staff will help them to engage with and learn from the experience.

It is also important that you think about what:

- kinds of activities different staff are most likely to learn through
- methods of learning will best suit your staff
- learning styles and techniques different workers may prefer
- environments or situations that might be best for learning in.

By attending to these four important elements when you are planning and designing learning and development for your staff, you will help them to achieve the changes in knowledge, attitudes and behaviours you are looking for and to provide better support to carers.

10 selecting the right learning and development materials

Getting the content of your learning and development activities and programmes right is the final ingredient to providing an inspiring, interesting and lasting learning experience for your staff.

The supporting materials available in Carers Matter – Everybody’s Business part three have been developed with input from carers and carers organisations are based on the set of nationally agreed and Common Core Principles for Working with Carers They have been tested and refined by a number of employers across England and have been through a quality assurance process². They also link to National Occupational Standards (NOS).

The activities contained within part three of Carers Matter – Everybody’s Business illustrate the sort of content and approaches that you might wish to see incorporated at each level of the learning framework described on page 18.

The materials include samples of different learning activities across a range of methods and presentation styles. Facilitator notes are provided as well as prompts for accompanying slides.

However, it is expected that a facilitator will build on these through their own underpinning knowledge of carers’ issues. You may want to combine them with materials that you have already or that will be provided by an external training company. It is important to check that all materials are up to date and come from reliable sources. This is particularly the case with materials that cover legislation as these can soon become out of date.

You can find more information about the Common Core Principles and National Occupational Standards (NOS) and how they relate to carers in part three.



Carers Matter – Everybody’s Business, part three is a suite of supporting materials that you can access to support learning and development. These have been put together with the aim of helping you commission or deliver your own learning and development for workers who work either directly or indirectly with carers.



² To develop Carers Matter – Everybody’s Business, over 300 contacts were made across England to ascertain the range of resources and support for learning available for staff working with carers. Materials and guidance subsequently developed for Carers Matter – Everybody’s Business were put through a quality assurance process, assessing them against the common core principles for carers and national standards. The material developed for Carers Matter – Everybody’s Business are intended to compliment existing resources, provide a national (England) framework and resource and ‘fill gaps’ where identified, using materials that were tested and refined across 15 sites in England during 2010.

The resources in Carers Matter – Everybody’s Business part three have **not** been designed with a **view to being lifted and used as an ‘off the shelf’ toolkit**, but rather to stimulate thinking and help you understand what you should deliver or commission.

When planning to use part three of Carers Matter – Everybody’s Business, it is important to recognise that each person will have different learning and development needs according to their role, previous experience or career ambitions.

A taster of what a workbook might look like as well as a practice example of e-learning is provided in Carers Matter – Everybody’s Business part three.



For this reason, the supporting materials in part three are designed to be flexible enough to suit the needs of different people, allowing you to ‘pick and mix’ activities that meet their learning needs. For example, you may decide to use an e-learning package or workbook as an alternative or to supplement a more formal training session.

In the same way, the Qualifications and Credit Framework (QCF) allows learners to undertake learning at various levels and recognises that job roles include tasks and responsibilities at different levels.

You can see how the sample resources given in Carers Matter – Everybody’s Business support both the common core principles in part three, the differing levels of development and National Occupational Standards (NOS) in part three.



It is possible to use most of the learning opportunities offered within the supporting materials towards credits at the award, certificate or diploma levels of the QCF³.

Whatever the level and type of development you are considering, the Common Core Principles for Working with Carers describe the attitudes, behaviours and outcomes that need to be achieved by staff, whatever their role. They can be incorporated into learning and development specifications e.g. training to help you design and commission appropriate learning solutions.

You can also build the principles into evaluation frameworks and methodologies so that you can assess the impact of development activities and programmes. More widely, the principles can be integrated into performance management processes and activities, including individual and team supervision and appraisal. Advice and tools to do this are available in part three of Carers Matter – Everybody’s Business.

The Common Core Principles for Working with Carers are integrated throughout the whole of Carers Matter – Everybody’s Business.

³ For more information on the Qualification and Credit Framework, please see www.skillsforcare.org.uk/qcf

11 adapting the materials to the local scene

Each of the learning activities in part three of Carers Matter – Everybody’s Business can be made ‘your own’ by adapting them to meet local needs. The facilitator notes include ideas for how you can develop or adapt the materials to reflect your local picture.

Knowing what services and support are available for carers within your area and incorporating this information into staff learning and development will be crucial to enabling staff to provide carers with accurate information and appropriate support.




If you do not know what is happening in your local area to involve and support carers you will need to find out. Click [this link](#) to find out more information about how to do this in part three of Carers Matter – Everybody’s Business.




12 involving carers in developing your staff

Involving carers in planning, designing or delivering learning for your staff can have a positive and lasting impact on learners. Involving carers in meaningful rather than tokenistic ways requires careful consideration and planning.

A carer talking about the impact of her involvement in educating student clinicians both for the students and for herself said:




I'm really proud of what we have achieved! The learning development of these students from the beginning to the end of each day is visible, and many personally thank us for sharing our experiences with them. Inevitably, one or more will want to discuss their own challenges and we find a space for these kinds of discussions to take place with full support from the training team. Our own development toward healthy living for ourselves and our loved ones has taken a big jump forward through this experience, and by witnessing the effect we have had on the thinking of future clinicians we know we have made a valuable contribution to the future of the services.




Hearing a carer tell their own story can be the most powerful part of any awareness-raising course. It gives life to the factual elements of the course, and helps participants to identify with the issues in a unique way.

There is increasing emphasis on the importance and benefits of involving carers in learning and development of staff who provide health and social care services.

It is widely recognised, by the Care Quality Commission and other regulators, that health and social care providers should invite people who use services, and carers, to participate in educating and training staff wherever possible. Universities and colleges offering social work degree programmes and post-qualifying awards must involve people who use services and their carers in designing and delivering these programmes.



It has rebuilt my self esteem and confidence; I used to be a senior project manager, now I am a handyman, so getting involved in training has given me a sense of self worth again. I also like to think that what I share of my experiences might lead to a small change in attitude which could benefit another carer. I believe my experiences in training have helped me to develop as a person, particularly as I like to respond to a challenge.



Employers and organisations can involve carers in all the stages of the staff development process:

Developing training policy – carers can participate in developing learning and development strategies, agreeing training priorities and defining principles for learning delivery.

Programme design – carers can help to design a programme or course, research and develop training materials, and compile learning materials.

Delivering learning or development – carers can co-facilitate training activities, share their experiences and contribute to group work. Where delivery includes assessment of learners, carers can contribute to developing tests, assessing or marking student assignments and giving feedback to students.

Evaluation – carers can work with training providers and employers to evaluate learning activities and programmes.

Where carers get involved in planning, designing, delivering or evaluating staff training they should be recognised and rewarded for their contribution. As a **basic minimum**, organisations should reimburse carers for any out of pocket expenses including travel, parking or additional care costs.

However, paying carers for their involvement – even simply re-imbursing their expenses – is a complex area, particularly where they are in receipt of state benefits. Benefit arrangements are subject to rapid change and each individual's circumstances are unique, making it impossible to provide definitive advice here. Carers' support organisations often can provide information and guidance for both organisations seeking to pay carers, and for the carers themselves. Whilst this is a complicated area it is important not to be put off by any potential barriers.

Click this link to find more information and guidance on involving carers in learning and development in Carers Matter – Everybody's Business part three.



13 knowing if learning and development has made a difference

Designing, delivering or commissioning learning and development for your staff involves considerable investment of your time, energy and resources.

As discussed in ‘why provide learning and development about carers?’ (page 10 of this guide) you will want to know whether the development has made a difference in the ways that you intended and carrying out a proper process of evaluation can help you to find out.

In simple terms, an evaluation is an exercise to measure the effectiveness of an activity in order to determine success, by identifying the ‘added value’ of participating in that activity.

The cost of providing training can be significant for any organisation. Employers are prepared to incur these costs because they expect their organisation to benefit from employees’ development and progress.

When you design and plan learning or development you will set goals or aims that describe what you hope will be achieved by participants. You will then need to decide how you will measure success and the added value and impact for participants.

Click this link and you will find a simple Guide to Evaluation of learning and development in Carers Matter – Everybody’s Business part three.



14 conclusion

There are many reasons why carers matter, and it is everybody's business to ensure that carers are well supported. Key to achieving this is committing to the learning and development of staff, so that we are all working towards achieving the Common Core Principles for Working with Carers.

Learning and development of staff in this area makes sense because:

- we all have contact with carers directly or indirectly, whether we realise it or not; therefore we can all play a role in supporting them well
- there is now a national (England) agreed set of Common Core Principles for Working with Carers that we should all be working towards
- there are now both legal requirements and good practice examples that organisations need to follow when working with carers
- your organisation will benefit from both improved service delivery outcomes and enhanced confidence of those coming into direct and indirect contact with carers.



15 getting going with further supporting materials

To enable you to have practical tools to start the processes described here, this part of Carers Matter – Everybody’s Business is supported by part three, which contains a set of wide ranging supporting materials.

These are available at www.skillsforcare.org.uk/carers or www.skillsforhealth.org.uk/carers-matter

The supporting materials give more detail on areas within this guide and also include practical materials that support the three levels of development described. These materials can be used flexibly, to plan, to deliver, or to commission learning and development.

Here is a quick guide to what is contained in the supporting materials:

- Context – about Carers Matter – Everybody’s Business
- The common core principles
- Equality and diversity of carers
- Equality and carers
- Carers rights and entitlements
- Diversity of carers
- Business case and rationale
- Whole organisational approaches
- Where are you now – self assessment
- What do you need to do? – six step guide
- How do you get going? – the learning and development framework
- Level one – carer awareness – activities 1-4
- Level two – enhanced learning activities 5-9
- Level three – specialist learning suggested outlines 1-3
- The common core principles and the learning resources
- The common core principles and National Occupational Standards
- Planning, commissioning or leading learning and development
- Adapting the materials to your needs
- Involving carers in learning and development
- How do I know it’s worked – evaluation.

If you haven’t got access to the internet, please telephone:

0113 241 3000 for assistance.

Click this link to view ‘Carers Matters – Everybody’s Business Part three.



16 acknowledgements

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www.skillsforhealth.org.uk/carers-matter

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