

# specialist examples

## aim

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

## core learning outcomes

These will vary depending on the required focus of the specialist training. 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 outcome based care plans with carers.

### Carers UK

Carers UK is a registered charity formed from the merger of two carer organisations with roots going back to the 1960s. It was set up by carers themselves and remains a member led organisation that works towards the recognition of the value of carers' contributions to society and for the practical, financial and emotional support they need. It offers over 30 courses aimed at a range of health and social care professionals, advice workers, employers, lawyers and others who work with carers. Examples of courses at a specialist level which relate to particular aspects of a practitioner's work with carers include:

Understanding personalisation: good practice and the law: The aim of this course is give workers the opportunity to explore how personalisation fits into the legal framework of rights and obligations in community care law, the impact on assessment, eligibility and care planning. It also helps to clarify the relationship between individual/personal budgets, brokerage and direct payments and examines issues of self-determination, choice, safeguarding and risk.

Benefits for carers: This course aims to identify the potential entitlement of carers to benefits and tax credits for a range of carers, including Disability Living Allowance, Attendance Allowance and Carer's Allowance.

For further information on these courses or other courses on offer see [www.carersuk.org](http://www.carersuk.org) or contact Glenys Ruan, Training and Consultancy Manager ([Genys.Ruan@carersuk.org](mailto:Genys.Ruan@carersuk.org)).

## guidance to activities and options at level 3 - specialist learning

### 2. Carer or staff group specific e.g. Carers and Mental Health, Parent Carers.

#### training for nursing students

Surrey and Borders Partnership NHS Foundation Trust were asked by the University of Surrey to develop a service user and carer session for their new Mental Health Insight 'Simulated Practice' programme for first year Diploma/Degree students across the Adult, Child and Mental Health Nursing programmes.

The session was developed jointly with service users and carers to help participants explore their thinking around labelling and stigma. The sessions enabled participants to explore their perceptions of who used services and who carers were and to understand the importance of good communication. Each session was facilitated by service users, carers and a staff member.

The sessions used experiential tools, such as games, explored student's thoughts and feelings about what they experienced. Each session involved approximately 70 students and the sessions were repeated four times during the year. Janet Fevrier, Head of Carer Involvement at Surrey and Borders Partnership Trust, stated: "One of the key aspects was listening to the experiences of users and carers, which had a significant and positive effect on students. The feedback from all sessions was very positive with identified learning from all" For more information contact Janet Haynes, Head of Carer Involvement (Janet.Fevrier@sabp.nhs.uk).

### 3. A particular point in a carer's journey e.g. Life beyond Caring, Carers and Hospital Discharge.

#### supporting carers in primary care

The Princess Royal Trust for Carers and the Royal College of General Practitioners (RCGP) joined together in the aim to improve the relationship and communication between Primary Care staff, patients and their carers. Through the provision of information and training for GPs, it also aims to raise awareness of unidentified 'hidden' carers and lead to improvements in the health of carers.

The two organisations produced A Good Practice Guide, Supporting Carers: An action guide for general practitioners and their teams, which is a self assessment toolkit designed so that Primary Care Teams can measure themselves against agreed criteria for services they provide for patients and their carers, particularly focusing on teamwork and practice organisation. You can download this pack from the following link: <http://static.carers.org/files/prtc-final-3640.pdf>.

At this level of the learning and development framework, we have provided a number of sample outlines in various specialist areas that can help you plan or commission your specialist learning.

### sharpening up your ideas as to what you might want from specialist training

The following list of prompts has been drawn up to help you determine the focus of the learning and to develop or commission training which will meet the required learning outcomes:

- Which staff groups need specialist training in order to carry out their role with carers effectively?
- Which particular aspects of their job role involve working with carers and require specialist input?
- Which categories of specialist training (as listed above) apply? One or more?
- What are the specific learning and performance outcomes that I want to achieve through specialist training? How might specialist training help to change the culture of our organisation? i.e. how we view and behave towards carers.
- Is there specific legislation, national policy or guidance not already covered within the framework which needs to be incorporated into the specialist programme?
- Are there any additional local policies, procedures or protocols that also need to be incorporated?
- Who is best placed to deliver the specialist training? Can I provide in-house or do I need to commission to a specialist training provider?

You can find sources of specialist resources in the materials that accompany this guide in the sections below.

Please see the suggested outlines at this level as well as guidance to other sources of support. Please remember that the three levels of the framework are not intended to be rigid or flexibly, enabling you to 'pick and mix' learning activities set out in the supporting materials from more than one level as appropriate.