

Resource 1

Demonstrating care skills to Carers **TRAINING PACK**



INTRODUCTION AND BACKGROUND

In 2010 the Care Council for Wales published the results of an 18 month study into the care at home workforce.¹ This report found that 96% of annual care hours in Wales are provided by unpaid carers. Unsurprisingly therefore, one of the recommendations in the report was more active support for the role of carers. The Care Council for Wales responded to this recommendation by commissioning further investigation and early in 2012 published a report on carers' access to training.²

This report included the recommendations, which arose directly from discussions with carers themselves: "Social care and other paid service providers giving training and 'demonstrating' to unpaid carers in their homes. Demonstrating may be a more acceptable model of delivery to avoid concerns about risks and liability" and "Social care and other paid service providers training and demonstrating to unpaid carers in care homes, day centres or similar appropriate resources". The report states that support for social care and other workers in this demonstrating role could be achieved by a unit/s developed for the Quality Assured Lifelong Learning (QALL) pillar of the Credit Qualification Framework Wales (CQFW).

The development of a training programme and QALL unit for paid carer demonstrators was seen as having the following potential benefits:

- Enhancing the potential wide range of services and support for carers
- Contributing to a safe service for carers
- Provide vital information through 'signposting' of resources and benefits that could be used by carers and the individual they support
- Facilitation of a national approach to supporting carers
- Contribute to the cultural shift towards person- centred and citizen-directed services and outcomes in Wales
- Support prevention and care at home imperatives in line with the agenda from *Sustainable Social Services*³ and the *Social Services and Well-being (Wales) Bill*
- Contributing to the range of learning and qualifications available to social care and health staff particularly for continuous professional development
- Enhancing the options available to those commissioning carers' services

¹ Care at Home: Challenges, Possibilities and Implications for the Workforce in Wales, Care Council for Wales, 2010

² Supporting Unpaid Carers Access to Training in Wales, Care Council for Wales, 2012

³ Sustainable Social Services for Wales: A Framework for Action, 2013

The project commenced in September 2012 with the establishment of a steering group whose members guided the development of a learning unit titled: Support Carers through the Demonstration of Practical Care Techniques. A two-day training programme was developed to deliver this unit and advertised to care providers in the pilot region. The training programme delivery in January 2013 coincided with work by Agored Cymru and the Care Council for Wales to place the unit on the QALL pillar of the CQFW. Evaluation⁴ of this pilot has led to the development of this resource pack to support a 'roll out' of this learning and development opportunity across Wales.

Course Aims

The course has been designed to convey a number of values and principles embedded in the care demonstration process. The most important of these is the practice of person-centred working. In this context the focus should particularly be on the needs of the unpaid carer. The application of listening skills, relationship building and collaborative working are intended to produce a broad and innovative range of responses to unpaid carers' needs. Learners may need to be encouraged to think beyond their existing repertoire of care techniques and embrace the perspective of the unpaid carer to identify interventions that could have a broader impact on the unpaid carer's quality of life.

Positive risk taking is another aspect of the training that underlines an innovative approach. Tutors may wish to encourage learners to think about how needs can be met when risk is apparent. Working in this way requires collaboration and respecting individual's rights to limit as much as possible evident risks yet maintain a sense of proportionality in risk assessment.

The experience of the pilot course and feedback from carers has pointed to the value of signposting to available resources for unpaid carers. Tutors may wish to consider group composition when planning courses; mixed groups are likely to broaden individual learner's knowledge of available resources within specific localities. The 'Demonstrator Checklist' contains reference to resources and tutors may wish to draw learners' attention to the value of developing their own resource packs.

Target Group

The target audience for the training should be 'qualified and experienced practitioners, where it has been agreed that demonstration is part of their role'. Prerequisites that will help could include:

- a role involving demonstration to carers (with a clear definition of who this means)
- a willingness to undertake assessment; an understanding of the benefits of being assessed and gaining the QALL unit
- Line manager awareness and involvement in potential worker's role extension to embrace innovative ways of working in line with the *Carers Strategies (Wales) Measure 2010*

The Training Pack

This pack has been designed to provide a full set of delivery materials as well as background information for tutors. The course can be delivered in conjunction with the related Agored Cymru unit assessment materials for those wishing to achieve formal recognition and credit or as a two-day Continuing Professional Development programme. Training materials are centred around two one-day PowerPoint presentations, their associated lesson plans and tutor/trainer notes. These are mapped to the learning outcomes and assessment criteria for the QALL unit. The knowledge requirements are addressed in the first day of delivery and opportunities for simulated care demonstrations are present on the second day.

⁴ Support Carers through the Demonstration of Practical Care Techniques Evaluation Report, Care Council for Wales, 2013

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The training pack contains the following:

- Lesson plans
- Training content overview
- Training presentation in PowerPoint with trainer notes
- Supporting activity sheets (feedback exercise, feedback form for demonstrator, carer, observer/service user, simulation instructions)
- Demonstrator checklist for preparation and planning
- Trainer reading list and reference materials
- Workbook for knowledge assessment and learner recording/reflection
- Evaluation form
- Research feedback questionnaire
- Expert witness testimony recording document

Assessment Materials

Learners wishing to achieve the Agored Cymru unit will need to complete some additional assessed activities to generate evidence of competence and knowledge. These have been included in the pack and comprise:

A knowledge workbook

Care demonstration planning and evaluation documents

An assessor/expert witness testimony recording document for observed practice

The QALL Unit

Delivery of the QALL unit (currently offered through Agored Cymru) will require learners to be registered with an Agored Cymru-approved centre and assessors will have to hold assessment qualifications in line with Agored Cymru requirements. The process of teaching delivery, assessment and quality assurance will also need to be conducted in line with Agored Cymru requirements. The unit is an added bonus to the training giving recognition and value to the learning undertaken and providing the ability to standardise practice throughout Wales through assessed competence but is not a requirement.

Prospective providers of the unit have a number of options:

1. Access learner registration and assessment through an existing Agored Cymru approved centre. Most colleges in Wales and many voluntary organisations are approved Agored Cymru centres and Agored Cymru can provide details of centres in your locality www.agored.org.uk
2. Become an approved Agored Cymru centre to deliver the qualification. Information on gaining approval is available on the website above.
3. Form a partnership with an existing Agored Cymru centre. This could involve your organisation delivering the training and/or assessment with the Agored Cymru centre providing the required quality assurance, registration and certification.

TRAINING PACK RESOURCES

Introduction Resource 1	Overview of the course, who it is aimed at and the potential use. Information about the assessment and participants will help to ensure clear targeting and explain the assessment component of the programme
The QALL unit	The full unit Support carers through the demonstration of practical care techniques which appears on the Quality Assured Lifelong Learning (QALL) pillar of the Credit and Qualification Framework (CQFW) for Wales and can be accessed on Agored Cymru's website: https://www.agored.org.uk/default.aspx?id=236&opusid=CDB592&natcode=PT13CY080
Lesson plans Resource 2-7	These provide overviews of the six key areas to be covered and how they relate to the knowledge and skills of the unit (Support carers through the demonstration of practical care techniques)
Training content overview Resource 8	Summaries of the content of the two days training to give guidance on areas to be covered. This works with the lesson plans
Presentations Resource 9 -10	These were developed to be used in the two days of training and have facilitator notes for guidance
Activity sheets Resource 11-14	These were used during the training days in activities. Feedback activity instructions are on the PowerPoint and the preparation for the simulated demonstration is also on the PowerPoint but can be given as a handout
Demonstrator checklist Resource 15	The Carer Demonstrator Checklist (derived from suggestions of the Carmarthenshire Carers Forum, Steering Group and course participants) could be used in the training as a tool to plan and prepare demonstrations and more widely to enhance practice in support for carers
VAKs learning styles test	An example can be accessed on 'businessballs' website: http://www.businessballs.com/vaklearningstylestest.htm
Trainer reading list and reference materials Resource 16	Useful supporting references for trainers/facilitators and can be used for learners who wish to learn more
Workbook Resource 17	Used in the assessment of the knowledge and understanding areas of the unit. Can be given out in advance of the training starting and can be printed or electronic. Note: the pages may need lining up as there are a large number of boxes and templates which can vary on different systems
Evaluation form Resource 18-19	One is for course participants and one for the carer who is involved in the demonstration which is observed by a manager/expert witness or assessor
Expert witness testimony recording document Resource 20	This is for use during observation of the participant being assessed for the QALL unit. It must be real work activity and match the competence requirements of the unit assessment. This will need to be given to the assessor when completed
Research questionnaire Resource 21	This questionnaire will provide an opportunity for you to give information about your course and feedback on the delivery pack materials.

INTRODUCTION LESSON PLAN

Lesson Title:	Introduction to supporting carers through demonstrations of practical care techniques and skills		
No. of Students:	20	Duration of Session:	0.5 hour
Lesson Aim:	To identify why demonstrations may be beneficial or necessary and what is a 'demonstration'		
Objectives: By the end of the session learners will be able to:			
<ol style="list-style-type: none"> 1. describe the context and background to the training and 'demonstrating' initiative 2. identify the purpose and benefits of a demonstration and what a demonstration can be 			
Assessment: Learners will be assessed throughout the lesson by:			
<ul style="list-style-type: none"> ■ Group discussion and activity ■ Individual activity in workbooks ■ Tutor questioning and monitoring 			
Links to Demonstrator Unit Learning Outcomes and Assessment Criteria			
1.1, 2.3			

POSITIVE RELATIONSHIPS LESSON PLAN

Lesson Title:	Developing positive relationships		
No. of Students:	20	Duration of Session:	2 hours input 1 hour skills practice
Lesson Aim:	To identify why positive relationships impact on the delivery of demonstrations		
Objectives: By the end of the session learners will be able to:			
<ol style="list-style-type: none"> 1. Describe the values and attitudes that support effective partnerships with carers 2. Understand the principles of the person-centred approach to care 3. Identify the qualities of effective relationships 4. Use communication skills to reach agreements with carers 5. Identify barriers that can hinder effective demonstrations and ways to overcome them 6. Identify ways to provide information and support for carers that meet their individual requirements 			
Assessment: Learners will be assessed throughout the lesson by:			
<ul style="list-style-type: none"> ■ Group discussion and activity ■ Individual activity in workbooks ■ Tutor questioning and monitoring ■ Communication skills practice 			
Links to Demonstrator Unit Learning Outcomes and Assessment Criteria			
2.1, 2.2, 2.5			

PROFESSIONAL PRACTICE AND RISKS LESSON PLAN

Lesson Title:	Maintaining professional practice and managing risks		
No. of Students:	20	Duration of Session:	1.5 hours input and groupwork
Lesson Aim:	To clarify professional boundaries and risk management		
Objectives: By the end of the session learners will be able to:			
<ol style="list-style-type: none"> 1. Identify relevant codes of practice 2. Describe practice boundaries in relation to providing demonstrations 3. Describe the process, procedure and content of agreements with carers to carry out demonstrations 4. Explain the use of positive risk management in relation to the demonstration of care skills and techniques 			
Assessment: Learners will be assessed throughout the lesson by:			
<ul style="list-style-type: none"> ■ Group discussion and activity ■ Individual activity in workbooks ■ Tutor questioning and monitoring 			
Links to Demonstrator Unit Learning Outcomes and Assessment Criteria			
1.2, 1.3, 1.4, 1.5, 3.1, 3.2			

PLANNING AND STRUCTURE LESSON PLAN

Lesson Title:	Planning and structuring demonstrations		
No. of Students:	20	Duration of Session:	2 hours input and planning practice
Lesson Aim:	To examine the planning and structure of an effective demonstration taking account of environmental, social and psychological factors		
Objectives: By the end of the session learners will be able to:			
<ol style="list-style-type: none"> 1. Describe the factors to be considered in planning a demonstration with carers 2. Identify ways to provide information and support for carers that meet their individual requirements 3. Identify the range of delivery styles available to demonstrators and account for their use 4. Identify methods that can be used to reach agreements on outcomes with carers 5. Produce demonstration plans that include the use of equipment /props, take account of potential risk and includes flexibility in delivery against a range of given scenarios 6. Describe how to develop and record outcomes from demonstrations 			
Assessment: Learners will be assessed throughout the lesson by:			
<ul style="list-style-type: none"> ■ Group discussion and activity ■ Individual activity in workbooks ■ Tutor questioning and monitoring 			
Links to Demonstrator Unit Learning Outcomes and Assessment Criteria			
1.4, 2.3, 2.4, 3.1, 3.3, 4.1, 4.2, 4.3			

FEEDBACK AND EVALUATION LESSON PLAN

Lesson Title:	Feedback and evaluation		
No. of Students:	20	Duration of Session:	1 hour for input and group activity plus demonstrations and review
Lesson Aim:	To raise awareness of how to give and receive effective feedback and evaluation of performance		
Objectives: By the end of the session learners will be able to:			
<ol style="list-style-type: none"> 1. Identify the benefits and characteristics of effective feedback 2. Describe how poor feedback can have a negative impact on the confidence and performance of others 3. Describe and use at least two feedback methods to include how to make written records 4. Explain good practice guidelines to be followed when giving and receiving feedback including how to use feedback to overcome barriers to learning 5. Make use of Personal Development Plans (PDPs) to review own performance and learning 			
Assessment: Learners will be assessed throughout the lesson by:			
<ul style="list-style-type: none"> ■ Group discussion and activity ■ Giving and receiving feedback on performance of a 'demonstration' ■ Written records of feedback ■ Individual activity in workbook including PDPs ■ Trainer monitoring and questioning 			
Links to Demonstrator Unit Learning Outcomes and Assessment Criteria			
2.5, 4.2, 4.3, 5.1, 5.2, 5.3, 5.5			

DELIVERING EFFECTIVE DEMONSTRATIONS LESSON PLAN

Lesson Title:	Delivering effective demonstrations		
No. of Students:	20	Duration of Session:	1.5 hours
Lesson Aim:	This session will allow learners to have a practical opportunity to deliver a pre planned demonstration to peers, record outcomes, give and receive feedback		
Objectives: By the end of the session learners will be able to:			
<ol style="list-style-type: none"> 1. Use a plan to undertake a demonstration to peers 2. Show flexibility to adapt own practice and style in their delivery of a demonstration 3. Clarify with others what is being demonstrated and how well it is undertaken by others 4. Record the outcomes of a demonstration 5. Provide feedback using a feedback model to the recipient of the demonstration on their use of the care techniques or skills demonstrated and any further support needed 6. Receive feedback from peers and recipients and use this to reflect on their own learning from the demonstration activity 			
Assessment: Learners will be assessed throughout the lesson by:			
<ul style="list-style-type: none"> ■ Group discussion and activity ■ Providing a demonstration and review of performance (including tutor, recipient and peer review) ■ Individual activity in workbooks ■ Tutor questioning and monitoring 			
Links to Demonstrator Unit Learning Outcomes and Assessment Criteria			
2.3, 2.5, 3.1, 3.3, 4.1, 4.2 ,4.3, 5.1, 5.2, 5.3, 5.5			

TRAINING CONTENT FOR DEMONSTRATING CARE SKILLS TO CARERS

Session 1:

Introduction to supporting carers through demonstrations of practical care techniques and skills

Aim: To identify why demonstrations may be beneficial or necessary and what is a demonstration

By the end of the session learners will be able to:

1. Identify the purpose and benefits of a demonstration
2. Describe the context and background to the training and 'demonstrating' initiative

Session 2:

Developing positive relationships

Aim: To identify why positive relationships impact on the delivery of demonstrations

By the end of the session learners will be able to:

1. Understand the principles of the person-centred approach to care
2. Describe the values and attitudes that support effective working with carers
3. Identify the qualities of effective relationships
4. Use communication skills to reach agreements with carers
5. Identify factors that can hinder effective demonstrations and ways to overcome them
6. Identify ways to provide information and support for carers that meet their individual requirements

Session 3:

Maintaining professional practice and managing risks

Aim: To clarify professional boundaries and risk management

By the end of the session learners will be able to:

1. Identify relevant codes of practice
2. Describe practice boundaries in relation to providing demonstrations
3. Describe the process, procedure and content of agreements required to carry out demonstrations
4. Explain the use of positive risk management in relation to the demonstration of care skills and techniques

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Session 4:

Planning and structuring demonstrations

Aim: To examine the planning and structure of an effective demonstration taking account of environmental, social and psychological factors

By the end of the session learners will be able to:

1. Describe the factors to be considered in planning a demonstration with carers
2. Identify the range of delivery styles available to demonstrators and account for their use
3. Identify methods that can be used to reach agreements on outcomes with carers
4. Produce demonstration plans that include the use of equipment/props, take account of potential risk, and include flexibility in delivery against a range of given scenarios
5. Describe how to record outcomes from demonstrations

Session 5:

Delivering effective demonstrations

Aim: This session will allow learners to have a practical opportunity to deliver a pre-planned demonstration to peers, record outcomes, and give and receive feedback

By the end of the session learners will be able to:

1. Use a plan to undertake a demonstration to peers
2. Show flexibility to adapt own practice and style in their delivery of a demonstration
3. Clarify with others what is being demonstrated and how well it is undertaken by others
4. Record the outcomes of a demonstration
5. Provide feedback to the recipient of the demonstration on their use of the care techniques or skills demonstrated and any further support needed
6. Receive feedback from peers and recipients and use this to reflect on their own learning from the demonstration activity

Session 6:

Feedback and evaluation

Aim: To raise awareness of how to give and receive effective feedback and evaluation of performance

By the end of the session learners will be able to:

1. Identify the benefits and characteristics of effective feedback
2. Describe how poor feedback can have a negative impact on others confidence and performance
3. Describe and use at least two feedback methods to include how to make written records
4. Explain good practice guidelines to be followed when giving and receiving feedback, including how to use feedback to overcome barriers to learning
5. Make use of Personal Development Plans (PDPs) to review own performance and learning



DEMONSTRATING CARE SKILLS TO CARERS DAY 1



Demonstrating care skills to Carers TRAINING PACK

Welcome

- Housekeeping
- Timings (approximate)
- Introductions

Groups are likely to broaden individual learners' knowledge of available resources within specific localities. The 'Demonstrator Checklist' contains reference to resources and tutors may wish to draw learners' attention to the value of developing their own resource packs.

Introducing yourself and hopes and fears

Use an icebreaker/warm up exercise to start people thinking and talking about their expectations of the training so facilitator can gain understanding of their needs and to bring the group together. Also get individuals to introduce themselves.

Learning outcomes

- Understand the role and responsibilities of a carer demonstrator
- Understand the factors that contribute to positive relationships with carers
- Understand how to plan safe demonstrations of care techniques
- Understand how to review the effectiveness of a care demonstration

Key learning outcomes for the course which will underpin their learning to complete the unit. Introduce the workbooks and how they contribute to their assessment. The unit can be seen in the workbook it is on the QALL. Registration can be discussed here and the assessment process. Check all participants work with carers. All slides will be available after the training.

Overview of the day

- Background to the training
- What is a demonstration
- Values in partnership working with carers
- Person-centred approaches and positive relationships
- Communication, listening skills & overcoming barriers
- *Codes of Practice* and practice boundaries
- Positive risk management
- Providing information and signposting
- What next – planning for assessment and day 2

Background

- Care Council for Wales-commissioned report *Care at Home* (University of Glamorgan 2010)
- 96% of care hours at home provided by unpaid carers
- 340,745 unpaid carers in Wales = 11% of the Welsh population
- 288.5 million hours of care at home provided by unpaid carers in 2001
- 11.7 million annual hours of paid care at home (local authorities, health, commissioned services etc).

Background to training and 'demonstrator' initiative (summary thanks to Ken Jones and the Carmarthenshire Carer Forum)

- Carers measure Jan 2012 - support for unpaid carers needed
- Unpaid carers suffer physical, emotional and psychological ill health and many are in the bottom 2/5 of income distribution
- Most unpaid carers receive little or no support, training or qualifications for their caring role
- Carer support and training often delivered in training centers and only an estimated 20% benefit
- Strong backing for carers to access a 'short but practical support programme delivered in their own homes or a nearby location by as informal a manner as possible'
- Can be delivered by experienced paid staff whose experience and understanding will be of great benefit
- Can include information and 'signposting'
- May combat isolation and loss of confidence as well as the practical skills aspects

ACTIVITY 1

Three fundamentals

- Who is a carer?
- What might a demonstration be?
- Is there anything it can't be?

What is a demonstration and what isn't it?

In pairs or small groups ask them to discuss these questions and agree. Feedback to draw out a range of applications e.g emotional support, calming or reassuring behaviours. What it is not might include instructions by telephone etc How could this be used in your work? Dictionary definition: a presentation to others of the way in which something works or is done.

ACTIVITY 2

Identify your top five values and attitudes in partnership working with carers

On your own at first, then in pairs, agree top five and then across the table or in a larger group. Feedback five most important and why they decided this. Can record ideas in 2.1 of workbook.

Values and Attitudes

- Choice
- Dignity
- Respect
- Self-determination
- Purposeful living

Flipchart recording of outcomes from small group discussions on What are the values and attitudes that support effective working with carers?

Take a break – see you in 15 mins

SESSION 2: DEVELOPING POSITIVE RELATIONSHIPS

Person-centred care

- **Compassion, dignity and respect** – these are the essential foundation for the greater involvement of people in their own care.
- **Shared decision making** – this requires the involvement of patients as equal partners in their healthcare. Tools to support shared decision making can include self-management support, access to personal health records, personal health budgets, care planning and shared treatment decisions.
- **Collective patient and public involvement** – this is about involving people in decisions about the design and delivery of services.

Gauge previous knowledge in this area

Why person-centred planning?

- Help people to work out what they want in their lives
- Clarify the supports needed for people to pursue their aspirations
- Help to shape the contributions made from a range of service agencies to ensure these are effective in helping people meet their goals
- Bring together people who have a part to play in supporting people for joint problem solving
- Energise and motivate people based upon better understanding of and commitment to a person
- Show service agencies how they can adjust their activities at both operational and strategic levels in order to better support people to achieve their goals

Qualities of effective relationships

- How many relationships do you have ?
- Prioritise the most important
- What qualities are present in these relationships?

Ask group to draw a circle placing themselves at the centre, tell the group this represents a 24 hour period in their lives. Group to list all relationships they have in a day, ask them to think about the definition of a relationship, from life partners through to acquaintance at bus stop. Discuss in small groups then think about most important and why? What qualities are present. Looking for confidentiality, trust, empathy, honesty, listening, congruence etc. These are needed to bring about change and build positive relationships.

Communication skills

- How do you establish the qualities of an effective relationship?
- Active listening including non-verbal communication
- Empathic responding to convey acceptance and a non-judgemental attitude

Demonstrate listening skills with co-trainer or a volunteer. Ask them to tell you about a holiday or other non-sensitive topic. Illustrate reflection, encouraging, non-verbal-communication, avoidance of closed or directional questions, attentional focus on other. Ask group to observe, record and feedback what they see taking place. Record on flipchart (links to 2.2).

Barriers to effective demonstrating

- Environmental
- Social
- Psychological

Introduction to subject with examples in each category i.e. lack of space, too many people present, lack of confidence in carer. Ask group to identify others based on their experience. Feedback recorded on flipchart, link to workbook activity 2.2.

Lunch – back in 45 minutes

Maintaining professional practice and managing risks

- Care Council for Wales, *Code of Practice for Social Care Workers*
- Health and Care Professions Council Standards
- Which aspects of these Codes and Standards will inform good practice in care demonstrations?
- What practice boundaries will need to be respected in relation to care demonstrating?

Small group discussion:

“What ethical dilemmas may be generated by care demonstrations?” Flipchart to capture examples. Link to 1.3 in Workbook.

Code of Practice for Care Workers

- Protect the rights and promote the interests of service users and carers.
- Strive to establish and maintain the trust and confidence of service users and carers.

This is what is said about carers and the specific responsibilities

Health and care professions standards

- You must act in the best interests of service users
- You must get informed consent to provide care or services (so far as possible)

These two statements are relevant but there is no specific reference to carers

Agreements to demonstrate

- How will I agree outcomes for a demonstration?
- Who will be involved?
- How will I record the outcome?
- How will I review its success
- Anything else?

What are the different scenarios they may be in and what will work? In small groups or across the whole group identify the process to be used to answer the above questions and what recording documentation would be needed? Feedback on flipchart link to accountability and person-centred care. (links to 1.4 and 1.6)

What is the definition and purpose of positive risk management?

Group may not be familiar with the term so this will help gauge their knowledge in this area

Positive risk management

This approach contrasts with traditional risk management in that it seeks to balance the needs and wishes of the service user with that of the care provider.

Criteria for positive risk management :

- Involvement of service users and carers in risk assessment
- Positive and informed risk taking
- Proportionality
- Contextualising behaviour
- Defensible decision making
- A learning culture
- Tolerable risks

(Bates and Silberman 2007)

Support each criteria with a short explanation and example followed by a small group exercise to produce their own examples of potential risks in demonstrating. Links to 1.5 and 3.2. More can be found out in Bates and Silberman

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Positive risk management

- **Involvement of service users and relatives in risk assessment** – Ask what service users and carers want, how they view their own risks and what responsibilities each person has in managing risk.
- **Positive and informed risk taking** - Using creativity to identify solutions that keep the individual safe whilst taking the risk
- **Proportionality** - balancing the risk against the consequences of NOT taking the risk
- **Contextualising the risk** - what historical information exists i.e. past behaviour, what is known about best support for the individual.

Following feedback expand with this slide. Links to 1.5 and 3.2

Positive risk management

- **Defensible decision making** - there is an explicit and justifiable rationale for the risk management decision
- **A learning culture** – the practice of positive risk taking contributes to the growing body of knowledge about “what works” for individuals
- **Tolerable Risks** - finding ways to mitigate risk and improve quality of life, adopting a more balanced and rational approach to risk

Link to 1.5 and 3.2 in Workbook. Draw out how this makes them feel, is it how they work now? What difference could it make?

Activity

Identify ways to provide accessible information to carers about resources for ongoing support that meet their individual requirements

Supports 2.4 and 5.4 and notes can be made in their workbooks. Use triads, calling out or individual work in workbooks and collect ideas to compare with the next slide which comes from Ken Jones and the Carmarthenshire Carer Forum. Keep going until they run out prompt if needed to get coverage. Some participants may have brought resource packs with them and share ideas and sources.

Resources for support

Signposting could include:

- Carers needs assessments
- Direct payments
- Short breaks/respite
- Housing support
- Independent advocacy
- Counselling
- Guardianship
- Age appropriate support groups
- Financial advice including benefits and tax credits systems
- Managing financial and other affairs of the person being supported

This slide can be accompanied by a short presentation on accessible materials.

What next?

- Assessment opportunities and workbooks
- Expert witness?

Thank you and see you for day 2

Prompt participants to begin work on their workbooks which will be sent electronically as well. They should also identify who they will target for the demonstration which will be observed and who will do the observation i.e. an expert witness/manager or supervisor. This only needs to be planned. Practice/simulation will take place next session, then they will undertake the demonstration/observation. Any demos done now could be written up and reflected on. Ask them to bring any materials/resources needed for the practicals in day 2.



DEMONSTRATING CARE SKILLS TO CARERS DAY 2



Demonstrating care skills to Carers TRAINING PACK

Welcome

- Housekeeping
- Timings (approximate)
- Introductions

Day Two: Programme for day...

- Recap of day 1
- Learning and communication styles
- Planning demonstrations
- Effective demonstrations and feedback
- Reflecting and review

Check participants are happy with this and if there are any key areas they want to cover following on from Day 1. As a warm up could ask them to give one thing they really thought about after Day 1 and one thing they wanted to get from today. Quick reminder of what day 1 covered.

Communication activity

Whisper circle

May be use this as morning icebreaker?
Group in a circle facilitator whispers to first person "The meeting at 4.30 pm next Tuesday has been postponed to 3.30 next Wednesday. It will be in room G13 and all staff are required to attend. It will last approximately 45 minutes." Ask the group to identify what they learn from this? How can any problems be minimised in communication?

Learning styles questionnaire

10 minutes to complete

Have a go with the short version of VAKs for each individual. Ask what this made them think. Did they know their preferences? How can they identify other peoples? What if there is a clash?

Learning styles: Flemming (1987)

- **Visual**
prefer written information & writing notes, think in pictures & diagrams
- **Auditory**
a good talker, listening and repeating information are important, reading written information out loud will help you remember, prefer discussions, debates and spoken reports
- **Kinaesthetic**
learn by doing, rather than by visualising or talking things through, enjoy making things or experimenting with different approaches

Get participants to give examples of how they would demonstrate to each type of 'learner' or carer who they are going to demonstrate to e.g. play a DVD or show diagrams to a visual learner. Encourage questions and discussion for an auditory learner. Have a go for kinaesthetic perhaps simulation. An awareness of learning styles also let us improve our ability to communicate and gain other peoples perspectives and understand their needs and their situation. These are two common ways of describing different styles: VAK and Honey and Mumford.

Honey and Mumford (1986)

- **Activist**
enjoy challenges and problems, are enthusiastic, like new experiences and activities
- **Pragmatist**
like to have logical reasons for things and apply learning to practical situations
- **Theorist**
take information in slowly and like to read and think about something before having a go
- **Reflector**
think deeply about learning and activities before acting, like to know what has been tried and tested

Honey and Mumford helps us to engage with people in the way that is best for their learning and can help each of us know our strengths and why we may avoid some ways of communicating or doing things. Ask how they might find out the carers preferred style?

Planning Demonstrations

In small groups produce a checklist of factors that need to be considered in your planning.

Gather factors on flipchart and discuss how information will be gathered. Don't forget to think about learning styles and communication

- What is the organisational process?
- Do I know what the carer wants/is asking for?
- Why do I need an agreement?
- Do I know the circumstances in which I will be demonstrating?
- Do I feel prepared?
- Who else do I need to speak to?
- Is this a new or established carer?
- Has there been a change or deterioration for the carer or the individual being supported?
- Is moving and handling involved?
- Do I know about the communication needs of the carer and the individual being supported (including language preference)?
- What information may be useful to take or be able to signpost to?

These are some examples and this links to LO3. The demonstrator checklist can be used as a handout here. It is a guide and can be added to.

Agreements with Carers

In what circumstances might you use:

- Verbal Agreements
- Written Agreements

Discuss in small groups for five mins. Gather responses on flipchart how would they record these agreements?

Take a break – see you in 15 mins

Demonstrating care skills to Carers TRAINING PACK

STEPS TO AN ACHIEVABLE OUTCOME – Well-formed outcomes

- **Always state things in the positive** - What specifically do you want to achieve?
- **Specify present situation**-Where are you now?
- **Specify the outcome** - What will you see, hear, and feel etc when you have it? Build a living picture of it. Be objective with measures of success.
- **For what purpose?** - What will this outcome get for you or allow you to do?
- **Is it self-initiated?** - Are you in control of it?
- **What resources are needed?** - What do you have now and what do you need to get your outcome?
- **For what purpose do you want this?** - What will you gain or lose if you have it - need to consider both issues here?

These ideas have come from coaching concepts. Well formed outcomes should show all of these qualities. Being positive about what a person wants to achieve rather than doesn't want is an important starting point. Looking at how they know when they have it is also essential to measure progress and any further needs. These steps can be applied to agreeing outcomes with other people/carers

Outcomes

3.1 Agree outcomes for the demonstration of care techniques with the carer and the individual they support

In your threes agree and record the outcomes of your planned demonstration

This is the requirement of the unit. In the threes which will later be used for the simulation/practicals, design a record and agree outcomes for your demonstration. Having a go should allow areas of difficulty to be identified and a way of recording which can be shared in feedback

“Praise should be given in public; criticism should always be given in private.” (J.Paul Getty)

Providing Feedback

- To be effective feedback needs to be positive and constructive and given frequently throughout the performance
- Feedback can be given verbally or through a gesture such as a thumbs up
- Frequent feedback allows the demonstrator to monitor progress and adapt delivery to ensure successful learning
- Feedback increases motivation and confidence and creates a positive learning environment
- Feedback maintains the learners self-esteem and keeps the focus on the learning

Any more the group can offer get them to think about feedback that has been good they have experienced and not so good what made the difference?

Summative feedback

- Start with positives
- Discuss specific improvements
- Conclude with an overall positive

This is the 'feedback sandwich' a model often used when there is a negative to be included. Can they see why?

NIP

Ask: What were you trying to achieve?

N-Negative

State objectively what was negative about the performance in light of what they were trying to achieve

I-Interesting

Ask for comments on an interesting observation of the performance from the carer

P-Positive

state what was positive about the performance after observing

NIP is a different model which you could try. This is taken from Peter Hill's *Concepts of Coaching* (2004). Use only one negative, one interesting and one positive point. This is a balanced model and often people will not hear more than one negative point. By asking what they found interesting you move away from the negative and giving a genuine positive point at the end of the session will build confidence and encourage the carer to develop. Do they think it would work better for some people or situations?

Feedback Activity

- Using the handout provided identify which feedback responses are positive and constructive
- Using the column on the right hand side rephrase those you think are not positive or constructive

Handout contains seven responses; only the seventh is correct.

Lunch – back in 45 minutes

Preparation and practice of a demonstration

- Plan your demonstration using your 'checklist'
- Clarify and agree with the recipient what the outcomes are and what is being demonstrated
- Undertake the demonstration
- Observe the recipients actions
- Provide feedback to the recipient on their use of the care techniques demonstrated
- Review the effectiveness of the demonstration against the agreed outcomes with the recipient
- Record the outcomes of the demonstration
- Identify any further issues or support needed
- Review your own practice on the sheet provided
- Receive feedback from peers and recipients

Demonstrations to take place in threes; one is an observer and/or the service user (patient) and can give feedback. Use the three forms: observer, demonstrator and recipient (carer) perspectives on separate forms. Course tutors can use observation checklists/records to capture any performance seen. All participants should have a go at each role. May need 20 mins per 'set' then move on to allow each to have a turn in every role. After a demonstration the 'set' should record on the sheets and feedback to the demonstrator handing over their written feedback. This is to encourage a reflective way of working and the gathering of feedback. Whole activity likely to take 1-1.5 hours, longer if carried out one at a time in front of the whole group

Take a break – see you in 15 mins

Reflection and review

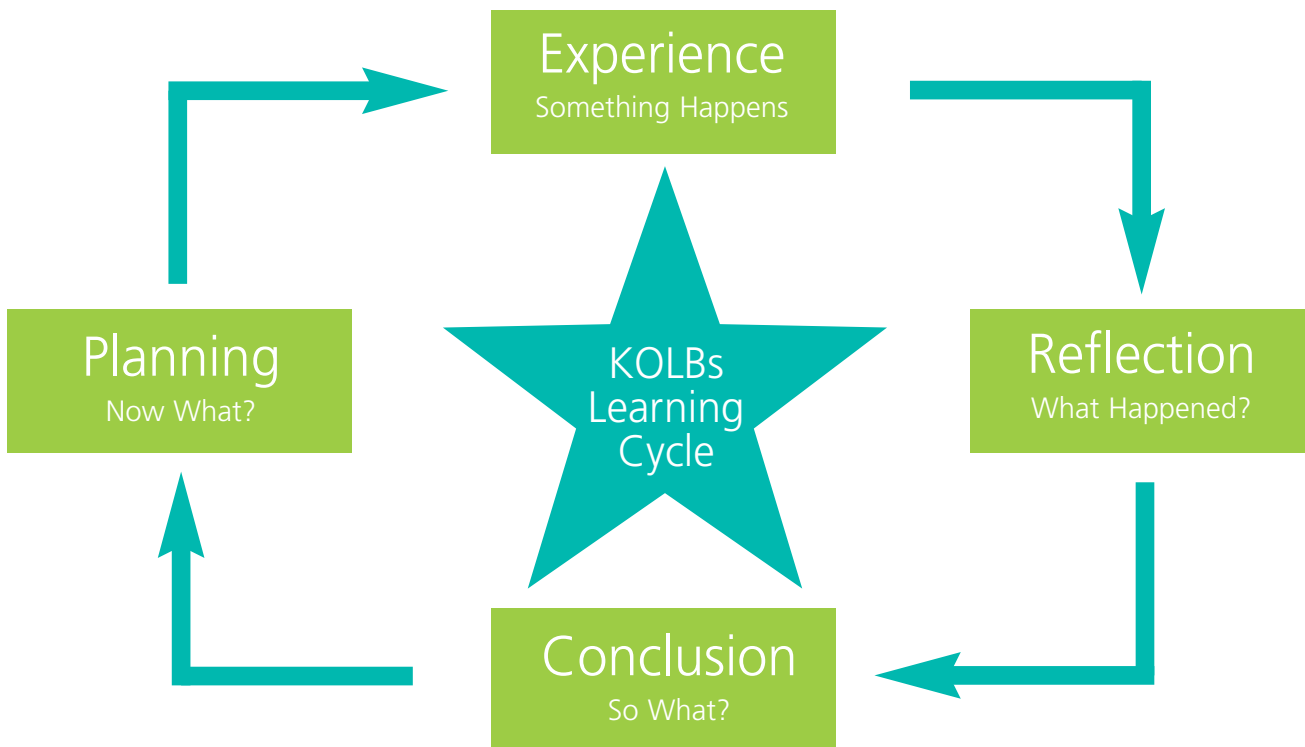
The learning question...

- What worked?
- What would you do differently?

Initially ask how they found the activity and what they have learned. What was good about the feedback and what was most helpful. What might they do differently?

Demonstrating care skills to Carers TRAINING PACK

Reflective practice



Use Kolb to explain why reflective learning is important.
More information on Kolb can be found on the website for 'businessballs'

Look at the PDP in your workbooks

In your threes discuss what you have identified as your strengths and weaknesses in relation to preparing and delivering demonstrations

Individuals may want to start making notes in their workbooks and this can be used to bring participants back to planning for their assessments.

Next steps

- Identify a line manager or supervisor who can either observe you delivering a demonstration or can corroborate your own account of this.
- Identify carers who might benefit from a care demonstration
- Plan and deliver a demonstration, completing the required proforma.
- Add documents to completed workbook and email or post to your named assessor

Outline of the process they will need to follow to complete their unit assessment. Check who plans to submit assessment and that these have or will complete a registration form for the unit. Give email contact details for assessor.

Thank you and keep in touch

Add assessor/IQA details

FEEDBACK ACTIVITY

Look at the following sentences and tick which is constructive, then complete the blank column to re-phrase those you think are not.

1. That's not right, do it again!		
2. I feel you did a good job there.		
3. Not again, you've made the same mistake as before!		
4. That's hopeless; surely you know you've put the items in the wrong order?		
5. No, no, no, we've got a deadline to meet, get it done again and be quick!		
6. Yep, well done!		
7. Yes, the layout of the table is fine, knives and forks in the correct position, however the napkins are a bit creased. What could we do to put that right?		

PREPARATION AND PRACTICE OF A DEMONSTRATION ACTIVITY SHEET

- Plan your demonstration using your 'checklist'
- Clarify and agree with the recipient what the outcomes are and what is being demonstrated
- Undertake the demonstration
- Observe the recipients actions
- Provide feedback to the recipient on their use of the care techniques demonstrated
- Review the effectiveness of the demonstration against the agreed outcomes with the recipient
- Record the outcomes of the demonstration
- Identify any further issues or support needed
- Review your own practice on the sheet provided
- Receive feedback from peers and recipients

DEMONSTRATOR'S FORM

Name of demonstrator:	
-----------------------	--

Pre-session

What are the goals of the session and when will you review these goals?	How have you prepared? (including considering the carer's needs and learning styles)

Post-session

What do you think you did well?	
On a scale of 1–10 (where 10 is excellent) how do you feel you performed?	
What would have made the score higher?	
What do you feel you've learnt from this session and how will you now action plan for future sessions?	

OBSERVER'S FORM

Name of demonstrator:	
Name of observer:	
Name of carer:	

In this session we are asking you to observe a demonstrator in action.
This form is designed to assist you in giving feedback to the demonstrator.

Pre-session

Did the demonstrator clearly discuss the goals of the session?	Did the demonstrator prepare for the session? (including considering the client's needs and learning style)

Post-session

On a scale of 1–10 (where 10 is excellent) how did they perform?	
What in your opinion was the most useful part of the demonstration?	
Feedback for the demonstrator:	

DEMONSTRATOR CHECKLIST:

Do I have full contact details?	
What is the organisational process?	
What does the carer want/is asking for?	
Do I feel prepared?	
Do I know about the communication needs of the carer and the individual being supported (including language preference and sensory impairment)?	
Who do I need to speak to?	
Are other professionals involved and do I need to contact them?	
Is consent or capability an issue?	
Do I need a written agreement or plan?	
Is this a new or established carer?	
Has there been a change or deterioration for the carer or the individual being supported?	
What is the medical history?	
Is moving and handling involved?	
Any environmental issues e.g. access, pets, hazards?	
What resources do I need/may be useful or needed?	
Are my resources working? Do I need to test them?	
What information may be useful to take or to signpost?	

CARE DEMONSTRATORS TUTOR'S REFERENCE LIST

Person-Centred Care

<http://www.health.org.uk/blog/how-will-this-affect-esther-a-person-centred-approach-for-wales>

<http://www.helensandersonassociates.co.uk/reading-room.aspx>

<http://www.scie.org.uk/topic/careservices/carerssupport>

Communication Skills and Relationship Building

<http://www.scie.org.uk/topic/developingskillsservices/educatorstrainers/communicationskills>

http://www.scie.org.uk/assets/elearning/communicationskills/cs02/resource/html/object2/object2_2.htm

Codes of Practice

<http://www.ccwales.org.uk/code-of-practice-for-workers/>

<http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>

Positive Risk Management

http://www.thinklocalactpersonal.org.uk/_library/Resources/Personalisation/Personalisation_advice/A_Person_Centred_Approach_to_Risk.pdf

<http://www.rcpsych.ac.uk/pdf/Greenhill%20-%20Human%20Rights%20Approach%20to%20Risk%20Assessmnt.pdf>

Providing Feedback

<http://www.nottingham.ac.uk/hr/guidesandsupport/performanceatwork/pdpr/documents/pdprprinciplesofconstructivefeedback.pdf>

Learning Styles

<http://www.businessballs.com/kolblearningstyles.htm>

'Concepts for Coaching', Hills, Peter, 2012 webmaster

WORKBOOK: DEMONSTRATING CARE SKILLS TO CARERS

This project has been developed by the Care Council for Wales,
working with:

Agored Cymru

Carers Trust

Carmarthenshire Carers Forum

Carmarthenshire County Council

Ceredigion County Council

Crossroads Mid and West Wales

Crossroads Sir Gâr

Hywel Dda Health Board

Hywel Dda Regional Partnership for Carers Measure

Mid Wales and West Wales Social Care in Partnerships

Pembrokeshire College

Pembrokeshire County Council

Rhys Hughes and Sue Gwynn (Associates for the Care Council for Wales)

INTRODUCTION

Welcome to the programme.

These introductory pages provide you with information in relation to appeals and complaints, equal opportunities and assessment.

This programme requires you to evidence knowledge, understanding and competence against set learning outcomes and assessment criteria. The training will have given you opportunities to develop your knowledge and understanding in the key areas in which you will be assessed.

This workbook contains space for you to record entries against the specific knowledge assessment criteria put as short tasks, and there is space for you to make notes during the training or in work settings afterwards.

The completed workbook together with testimony from an expert witness and assessor should contain the evidence required for this unit and will be used by your assessor to make an assessment judgment. You will be required to submit work within an agreed timescale which will be given to you on the course you attend.

IMPORTANT INFORMATION

Your assessor is:	
Contact details:	
Your internal quality assurance link is:	
Contact details:	

Learners on this programme will be registered with _____
and as registered learners you will be subject to the following policies:

- Fair Access to Assessment Policy provides a right to fair treatment for any individual with particular learning needs.
- Welsh Language Policy guarantees access to Welsh language assessment if required.
- Appeals Policy provides an automatic right of appeal against any assessor judgement of evidence.

To see the full detail and procedures for these policies, please access _____
or request written copies from a tutor.

I have read the above document. I confirm that the work submitted in this workbook is my own.

Name of learner:	
Signature of learner:	
Date of signature:	

Demonstrating care skills to Carers TRAINING PACK

ASSESSMENT

This unit is a competence and knowledge unit to show achievement of skills and understanding. As such, there is a requirement for demonstrated competence. The unit is at Level 3 and is 4 credits. This unit is part of the Quality Assured Lifelong Learning framework (QALL) and has been supported by the Care Council for Wales. The learning and evidence of knowledge, understanding and skills can be mapped against other similar units to show full or partial achievement. This is known as recognition of prior learning (RPL).

Learning will be achieved through participation on the **Supporting carers through the demonstration of practical care techniques** training days and **assessment** completed after you have undertaken the training. Some evidence may be gathered during the course as you are working and learning. This includes: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 5.5

The Level 3 unit contains five learning outcomes (LOs). Each has up to six assessment criteria (ACs). Each AC will need to be evidenced through completion of the workbook tasks or through real work demonstrations to carers. These will need to be seen by an expert witness such as your manager or the course tutor/assessor. This is summarised below:

Assessment Criteria	Assessment Methodology – tutor assessed	Assessment Methodology - workplace	Evidence Location/ Reference Number
1.1	Assignment/workbook		
1.2	Assignment/workbook		
1.3	Assignment/workbook		
1.4	Assignment/workbook		
1.5	Assignment/workbook		
1.6	Assignment/workbook		
2.1	Assignment/workbook		
2.2	Assignment/workbook		
2.3	Assignment/workbook		
2.4	Workbook/reflective account	Observation/EWT	
2.5		Observation/EWT	
3.1		Observation/EWT	
3.2	Assignment/workbook		
3.3	Assignment/work product	Work product/EWT	
4.1		Observation/EWT	
4.2		Observation/EWT	
4.3		Work product	
5.1		Observation/EWT	
5.2		Observation/EWT	
5.3		Observation/EWT	
5.4	Assignment/workbook		
5.5	Assignment/workbook	Work product	

Demonstrating care skills to Carers TRAINING PACK

Title	Support carers through the demonstration of practical care techniques
Level	3
Credit value	4
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role and responsibilities of a carer demonstrator	<p>1.1 Explain how demonstrations can be used to promote the well-being and quality of life of:</p> <ul style="list-style-type: none"> ■ carers ■ the individual they support <p>1.2 Outline the role of a carer demonstrator</p> <p>1.3 Explain what is meant by professional practice when carrying out demonstrations with carers</p> <p>1.4 Describe how to prepare for and carry out demonstrations</p> <p>1.5 Explain how a positive approach to risk management facilitates safe practice when demonstrating care techniques</p> <p>1.6 Explain how to access support and advice when carrying out demonstrations with carers</p>
2. Be able to establish positive relationships with carers	<p>2.1 Describe the values, attitudes and skills that underpin partnership working with carers</p> <p>2.2 Explain how to overcome barriers when carrying out demonstrations with carers</p> <p>2.3 Identify outcomes and benefits of demonstrations with carers and individuals they support</p> <p>2.4 Provide accessible information to carers about resources for support</p> <p>2.5 Interact with carers in ways that respect their expertise, experiences, language and culture</p>
3. Be able to plan safe demonstrations of care techniques	<p>3.1 Agree outcomes for the demonstration of care techniques with the carer and the individual they support</p> <p>3.2 Explain how to identify and positively manage risks when demonstrating for the carer</p> <p>3.3 Develop plans for demonstrating care techniques which comply with</p> <ul style="list-style-type: none"> ■ agreed ways of working ■ agreements with the carer and individual they support

Demonstrating care skills to Carers TRAINING PACK

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to carry out demonstrations of care techniques	4.1 Demonstrate care techniques for the carer based on plans where outcomes are agreed with the carer 4.2 Adapt demonstrations to support the needs of individuals 4.3 Record the outcome of the demonstration in line with agreed ways of working
5. Be able to review the effectiveness of the demonstration of care techniques	5.1 Observe the carer carrying out the demonstrated techniques 5.2 Provide feedback to the carer on their use of the care techniques demonstrated 5.3 Review the effectiveness of the demonstration against the outcomes agreed with the carer and individual requiring care or support 5.4 Describe how to support carers with ongoing issues and additional resources 5.5 Review own practice in demonstrating care techniques

Additional guidance

Carer demonstrator - qualified, experienced staff where it has been agreed demonstration is part of their role e.g. paid staff working in re-ablement, therapies, home care or community nursing. This could be within adult or children's services, third sector, statutory or independent organisations. Workers will normally be in regulated services registered with CSSIW, HIW or similar

Well being – can be physical, social, psychological

Quality of life – access to a range of activities, resources and opportunities which enables the individual to value themselves and feel valued by others

Carer – an individual who provides a substantial amount of care on a regular basis for a) a child who is disabled or b) an individual of 18 or over. This excludes anyone who provides care by virtue of a contract of employment or as a volunteer for an organisation

Individual – a child or adult requiring care or support who may also be referred to as a 'service user', 'patient', or 'client'

Professional practice – this should include professional roles and responsibilities, organisational processes, boundaries and accountability

Support and advice – may be formal or informal and will include supervision and appraisals, within own organisation or beyond own organisation

Barriers – could include sensory impairments, psychological barriers e.g. the resistance, confidence or reluctance of carers, privacy, working in a home environment

Resources – should include crisis intervention and may include materials and equipment, training, financial support, transport, support groups, therapeutic services, other professionals

Risks – may include environmental, social and psychological factors

Agreed ways of working will include the use of policies, procedures, supervision, safeguarding and ethical practice

Plans – may be paper, electronic or verbal

Unless specified, a plural statement within an assessment criteria means a minimum of 2

LEARNING OUTCOME 1: UNDERSTAND THE ROLE AND RESPONSIBILITIES OF A CARER DEMONSTRATOR

1.1 Explain how demonstrations can be used to promote **the well-being** and **quality of life** of:

- **carers**
- the **individual** they support

Remember: **well-being** can be physical, social, psychological and **quality of life** includes having access to a range of activities, resources and opportunities which enable the individual to value themselves and feel valued by others.

Carers	The individual being supported

1.2 Outline the role of a carer demonstrator.

You should include references to your own work setting and your role.



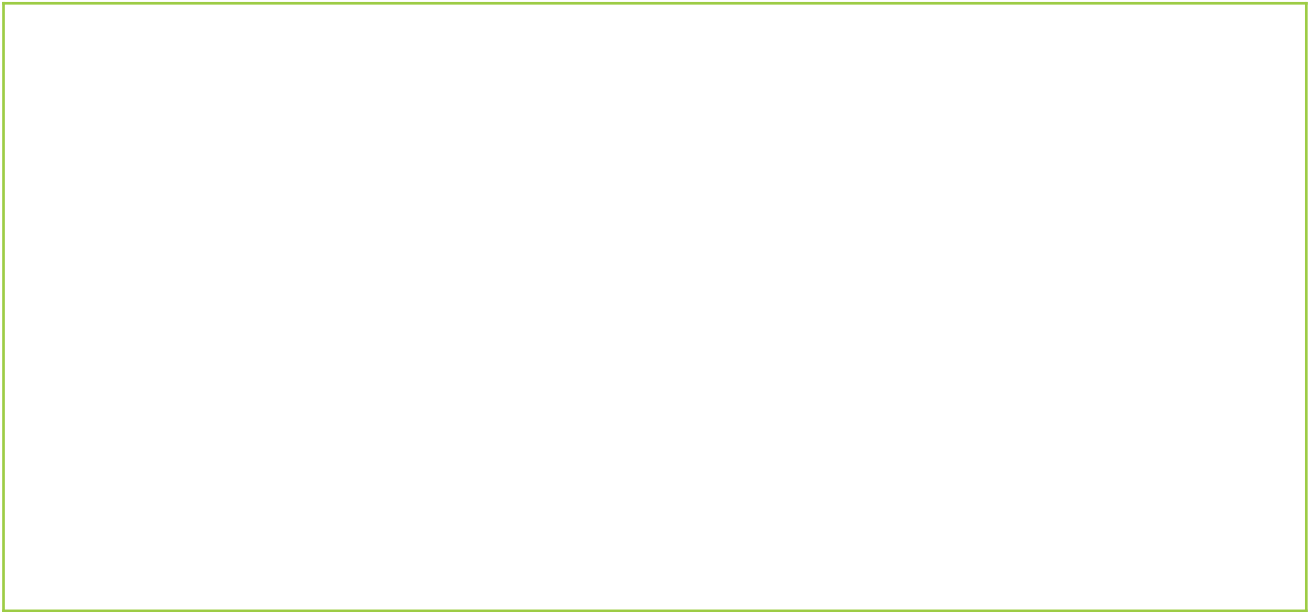
Demonstrating care skills to Carers TRAINING PACK

- 1.3** Explain what is meant by professional practice when carrying out demonstrations with **carers**. You should include professional roles and responsibilities, organisational processes, boundaries and accountability and link this to your own role and setting.

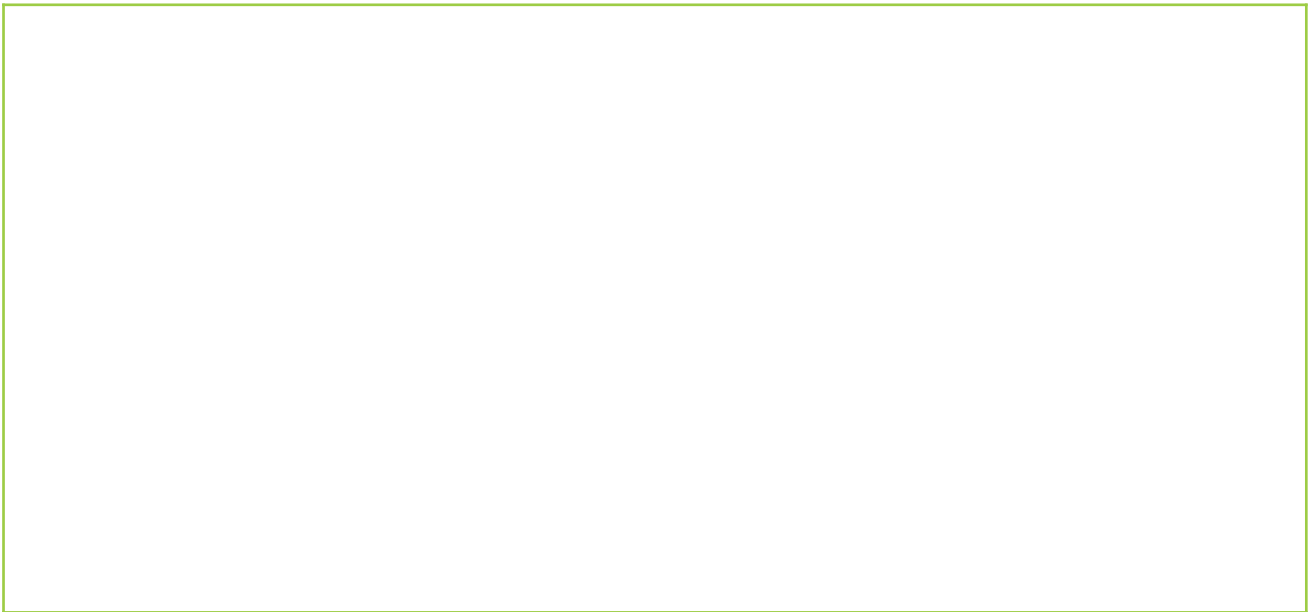
- 1.4** Describe how to prepare for and carry out demonstrations. This can take the form of a flow chart, spider diagram or written statement. If it helps, describe an example where you have undertaken a demonstration or are planning to do so. You may wish to use the additional sheets at the end of the workbook.



- 1.5** Explain how a positive approach to risk management facilitates safe practice when demonstrating care techniques. Risks may include environmental, social or psychological factors (this links to 3.2).



- 1.6** Explain how to access support and advice when carrying out demonstrations with **carers**. Think of a relevant example or experience to help your explanation. Remember support and advice may be formal or informal and will include supervision and appraisals, within your organisation or beyond your organisation.



Demonstrating care skills to Carers TRAINING PACK

LEARNING OUTCOME 2: BE ABLE TO ESTABLISH POSITIVE RELATIONSHIPS WITH CARERS

2.1. Values, attitudes and skills are used to create positive relationships with carers. Think of an example from your work setting where you have a good relationship with a carer. Describe the values, attitudes and skills which underpin partnership working with **carers**

2.2 Identify at least two **barriers** to effective demonstrating and explain ways to overcome **barriers** when carrying out demonstrations with **carers**. You could include examples from sensory impairments, psychological barriers e.g. resistance, confidence or reluctance of carers, privacy, working in a home environment.

Barriers	Solution

Demonstrating care skills to Carers **TRAINING PACK**

- 2.3** Identify outcomes and benefits of demonstrations with **carers** and individuals they support.
This may be from your experience or a relevant example in your work setting

Carers	Individual Supported

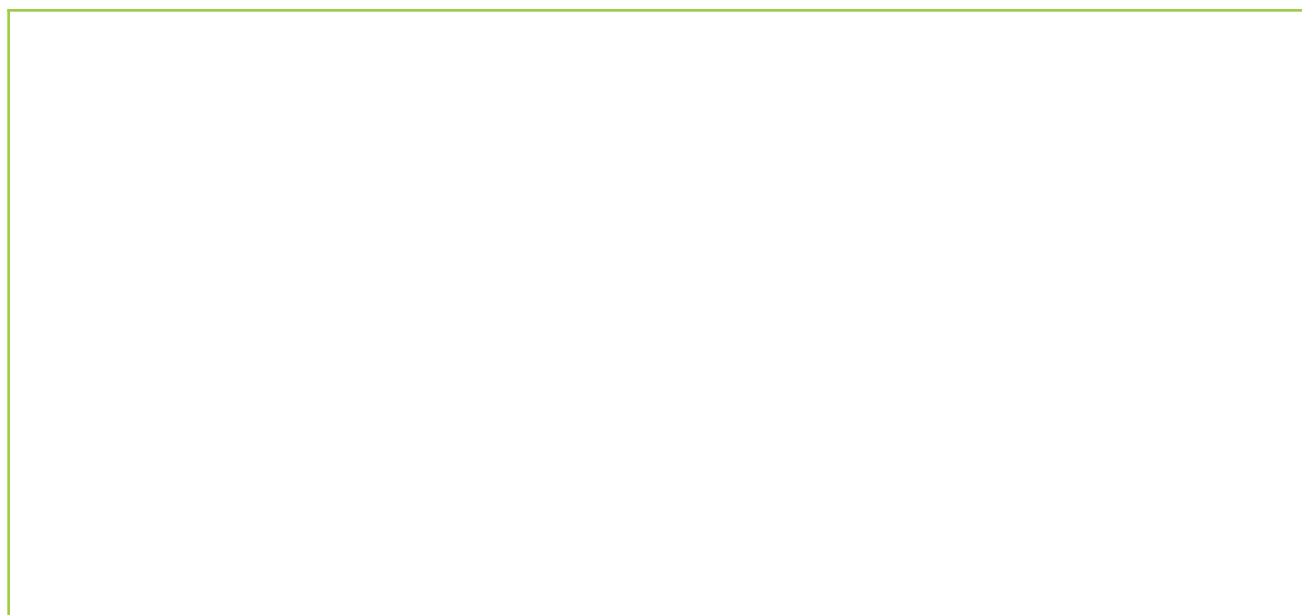
- 2.4** Through research in your local area provide a list of resources for support for **carers** and explain why they are accessible. You will need to share some of this information with the **carers** you support and reflect on how this met their needs. (This links to 5.4)

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- 2.5** Interact with **carers** in ways that respect their expertise, experiences, language and culture – this will be evidenced through observation and reflection of real work experiences

LEARNING OUTCOME 3: BE ABLE TO PLAN SAFE DEMONSTRATIONS OF CARE TECHNIQUES

- 3.1** Agree outcomes for the demonstration of care techniques with the **carer** and the **individual** they support - this will be evidenced through observation and reflection of real work experiences.
- 3.2** Explain how to identify and positively manage risks when demonstrating for the **carer**.
Risks may include environmental, social and psychological factors. It is important to explain how your contribution will enable the carer to make their own decisions and any risk assessment should support them. (This links to 1.5)



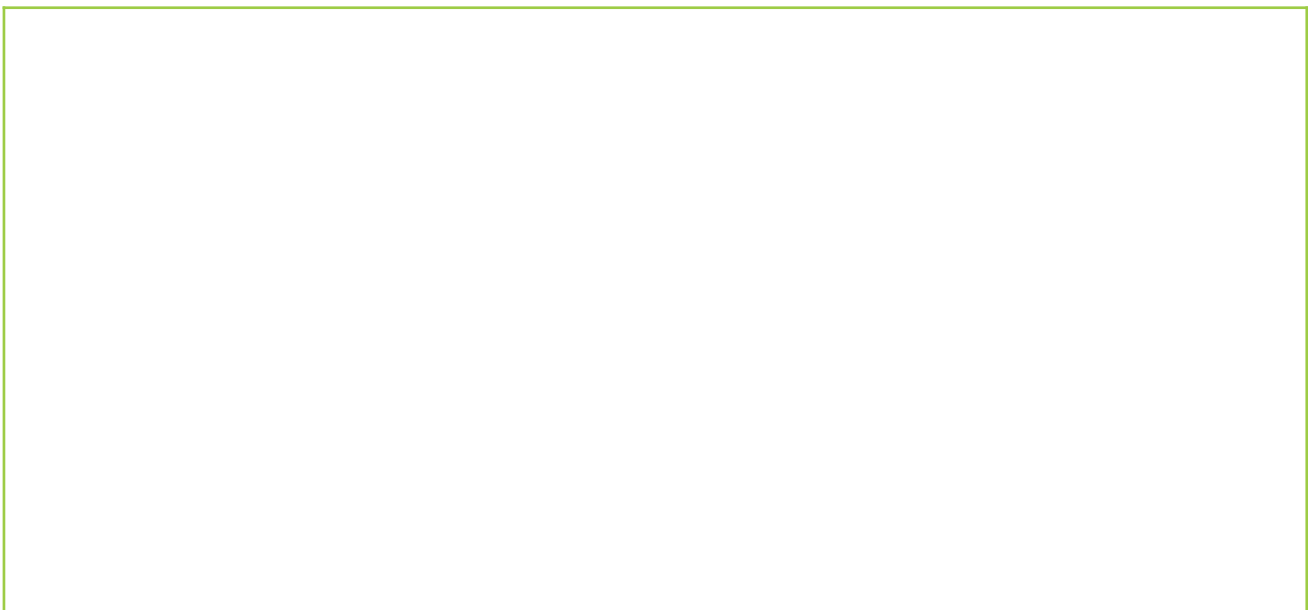
- 3.3** Develop plans for demonstrating care techniques which comply with:
- **Agreed ways of working**. This will include the use of policies, procedures, supervision, safeguarding and ethical practice
 - Agreements with the **carer** and **individual** they support
- This will be evidenced through activities in real work experiences using work products such as a plan or the record made.

LEARNING OUTCOME 4: BE ABLE TO CARRY OUT DEMONSTRATIONS OF CARE TECHNIQUES

- 4.1 Demonstrate care techniques for the **carer** based on plans whose outcomes are agreed with the **carer**. This will be evidenced through observation and reflection of real work experiences.
- 4.2 Adapt demonstrations to support the needs of individuals. This will be evidenced through observation and reflection of real work experiences.
- 4.3 Record the outcome of the demonstration in line with **agreed ways of working**. This will include the use of policies, procedures, supervision, safeguarding and ethical practice. This will be evidenced through activities in real work experiences using work products such as the record made.

LEARNING OUTCOME 5: BE ABLE TO REVIEW THE EFFECTIVENESS OF THE DEMONSTRATION OF CARE TECHNIQUES

- 5.1 Observe the **carer** carrying out the demonstrated techniques. This will be evidenced through observation and reflection of real work experiences and may use work products such as the record made.
- 5.2 Provide feedback to the **carer** on their use of the care techniques demonstrated. This will be evidenced through observation and reflection of real work experiences and may use work products such as the record made.
- 5.3 Review the effectiveness of the demonstration against the outcomes agreed with the **carer** and **individual** requiring care or support. This will be evidenced through observation and reflection of real work experiences and may use work products such as the record made.
- 5.4 Describe how to support **carers** with ongoing issues and additional resources. You may want to consider the carer you have involved in the demonstration that you used to gain evidence for this unit or you may wish to think of another carer where there is likely to be ongoing issues and the need for additional resources. (This links to 2.4)



Demonstrating care skills to Carers TRAINING PACK

5.5 Review own practice in demonstrating care techniques. You can use any methods/tools already in place for your role and setting or use a simple planning tool such as the one below. To 'review' make sure you consider how well your practice has worked and what needs to be done to improve or change.

Personal development plan for demonstrations of practical care techniques:

<p>List your three major strengths in relation to this:</p>	<p>Questions:</p> <ul style="list-style-type: none"> ■ How can I maximise the benefit of these? ■ What happens if I over-play these?
<p>List your three major weaknesses in relation to this:</p>	<p>Questions:</p> <ul style="list-style-type: none"> ■ How can these hinder my development? ■ What can I do to minimise or over-come these?
<p>List any threats you might face in the next year:</p>	<p>Questions:</p> <ul style="list-style-type: none"> ■ What is the likelihood and the impact on me? ■ Can any of these threats be turned into opportunities?
<p>List any opportunities that are likely to occur in the next year:</p>	<p>Questions:</p> <ul style="list-style-type: none"> ■ What is the likelihood and the impact on me? ■ How can I best develop myself to take best advantage of these opportunities?

Other important considerations:

- What else do you need to do to achieve your goals?
- Who can help you achieve your goals?
- How can they best help you achieve your goals?



TIME TO DOWNLOAD: USE THIS SECTION TO MAKE ANY NOTES YOU THINK WILL BE USEFUL IN COMPLETING THIS WORKBOOK AND REFER BACK TO THEM.





Demonstrating care skills to Carers TRAINING PACK

Name of assessor:	
Signature:	
Date:	

Feedback to learner, including any referral requirements:

Sampled by IQA (Yes/No)	Yes		No	
Name of IQA				
Signature:				
Date:				



TRAINING EVALUATION QUESTIONNAIRE

Course date	
Tutor	

1. Did you understand the purpose of this training before-hand?	Yes		No	
Comments				

2. Did you have the opportunity to discuss this with your line manager?	Yes		No	
Comments				

3. Was the course content as you expected?	Yes		No	
Comments				

4. Was the course content relevant to your learning needs?	Yes		No	
Comments				



Demonstrating care skills to Carers TRAINING PACK

5. Were the methods the trainer used (e.g. exercises, hand-outs, etc) effective for your learning needs?	Yes		No	
Comments				

6. Did you learn anything new from this training?	Yes		No	
Comments				

7. Were your questions dealt with adequately?	Yes		No	
Comments				

8. Do you have any comments on the domestic arrangements and the venue?	Yes		No	
Comments				

Thank you for completing this feedback



DEMONSTRATOR FORM – CARER/RECIPIENT

Name of carer/recipient:	
Name of demonstrator:	
Date of session:	

Pre-session

What issue do you want to have demonstrated? What are your hopes for the session?

Post-session

What worked best for you during the session?
What feedback do you have for the demonstrator?

Recipient contact details	
Name	
Phone	
e-mail	

CARE DEMONSTRATORS OBSERVATION REPORT

This form is to be completed by your chosen expert witness. They need to provide a written record under each of the headings below, confirming your competence against each of the numbered unit assessment criteria.

This record should provide an account of how you have met each task; a yes/no answer is not sufficient. The expert witness is required to record your performance.

Once completed, this form, your demonstrator's preparation form and the recipient's feedback form should all be sent to your assessor when ready. If you need to repeat any areas, please make this clear in the record.

Name of care demonstrator	
Date	
Length of session	
Aim of session (as on session plan)	

Did the candidate	Comments
<p>3.1 Agree outcomes for the demonstration of care techniques with the carer and the individual they support</p>	

Demonstrating care skills to Carers **TRAINING PACK**

Did the candidate	Comments
3.3 Develop plans for demonstrating care techniques which comply with: agreed ways of working, agreements with the carer, and individual they support	

Did the candidate	Comments
2.5 Interact with carers in ways that respect their expertise, experiences, language and culture	

Did the candidate	Comments
2.4 Provide accessible information to carers about resources for support	

Demonstrating care skills to Carers **TRAINING PACK**

Did the candidate	Comments
4.1 Demonstrate care techniques for a carer based on plans whose outcomes are agreed with the carer	

Did the candidate	Comments
4.2 Adapt demonstrations to support the needs of individuals	

Did the candidate	Comments
5.1 Observe the carer carrying out the demonstrated techniques	



Demonstrating care skills to Carers TRAINING PACK

Did the candidate	Comments
<p>5.2 Provide feedback to the carer on their use of the care techniques demonstrated</p>	

Did the candidate	Comments
<p>5.3 Review the effectiveness of the demonstration against the outcomes agreed with the carer and individual requiring care or support</p>	

Name of expert witness:	
Role of expert witness:	
Signature:	
Date:	



RESEARCH QUESTIONNAIRE

In order to gain some understanding of the way this training is being used in Wales, and to facilitate delivery pack updates, it would be helpful if tutors who have used these materials could complete and return the form below. The information provided will be valuable in understanding and meeting the developing needs of unpaid carers in Wales and will only be used for this purpose.

1. Date of your course	
2. Geographical area covered	
3. Number of delegates	
4. Number of delegates opting to complete the Agored Cymru qualification	
5. Types of agency represented (i.e. statutory, voluntary, independent)	
6. Range of activities being demonstrated.	
7. Comments on delivery pack materials.	
Name	
Contact details	

Please return to sheila.lyons@ccwales.org.uk