Guide to the Care Act 2014
Learning and development programme

Revised June 2016
Guide to the Care Act 2014 learning and development programme

This guide will help you navigate your way around the suite of materials. It is intended as an explanation of what materials are included in the suite, how to use them and how to select the ones which suit your purpose.

Contents

Section 1  Foreword
Section 2  Introduction
Section 3  Overview of the topic area materials and how to use them
Section 4  List of materials in the suite
Section 5  Specialist Briefings
Section 6  Identifying learning needs
Section 7  Choosing a learning provider
Section 8  Links to adult social care qualifications
Section 9  Complementary resources
Section 10  Acknowledgements
Section 1  Foreword

The Care Act represents the most significant reform of care and support in more than 60 years, putting people and their carers in control of their care and support. The core purpose of adult care and support is to help people to achieve the outcomes that matter to them in their life. The successful implementation of the Act has major implications for the skills, knowledge and values of the workforce in England.

The Department of Health asked Skills for Care, the National Skills Academy for Social Care and The College of Social Work to help prepare the workforce for the changes the Act will bring about and to identify and plan to meet the learning and development needs of the adult social care workforce in England. This suite of materials is the result of that work.

An updated edition was published on 10 March 2016 and supersedes the version issued in October 2014. It takes account of regulatory changes, feedback from stakeholders and the care sector, and developments following the postponement of social care funding reforms to 2020.

The number, range and diversity of both social care employers and the workforce as a whole is vast and these materials are designed to be used, adopted and adapted by leaders and learning and development professionals to meet the needs of their particular organisation and part of the workforce.

Some organisations, particularly councils, will be impacted by the changes earlier than others. However, if we are to develop a sustainable adult social care system for the future, the changes need to be understood by all workers and organisations involved.

If you are an organisational leader, for example, elected member, director, board member or registered manager you need to know what changes the Care Act will bring about and how your organisation will respond to those changes and new opportunities. If you are a worker you need to understand how your role will change and what new skills you will need to develop.

These materials are designed to help inform and engage everyone working in adult social care to support the building of a workforce with the knowledge and skills to support well-being, meet the aspirations of those in need of services and ensure we can effectively safeguard everyone who is vulnerable.
These changes are a great opportunity to provide new and different services which put greater emphasis on choice, independence and wellbeing.

Sharon Allen
Skills for Care and the National Skills Academy for Social Care

Glen Mason
Department of Health
Section 2    Introduction

This suite of learning materials has been developed by Skills for Care (SfC) and the National Skills Academy for Social Care (NSA) in partnership with The College of Social Work (TCSW).

These materials are an introduction to the changes brought about by the Care Act 2014 (the Act) and have subsequently been updated in line with the changes published in March 2016. They are intended as a first step towards building a competent workforce in relation to the Act by providing information and learning about those changes.

The Act introduces wide reaching reforms to adult care and support in England. Implementation of the Act is a major reform programme and underpinning it is a need for cultural change. Successful implementation will therefore require good change management leadership. These training materials alone will not affect such change but they are one tool that can be used to support staff along the journey.

What is and is not included in the materials

These materials focus on key changes and duties introduced by the Act. They do not attempt to interpret the Act or define best practice. Neither do they focus on specific job roles.

They are designed to provide a range of tools for use by those responsible for introducing workers and others to the changes brought about by the Act and the impact it will have on their roles and services. To be most effective, use of these materials needs to follow on from systematic workforce planning.

Because individual organisations’ policy, procedures and workforce differ, these materials will need to be used in conjunction with that local knowledge.

In some areas of the Act resources have been or are being produced by other organisations (see section 9). Therefore to avoid duplication this suite does not cover those areas. One example of this being market development which is being taken forward by the Local Government Association (LGA).

They are intended for use by employers either directly or through a commissioned provider with their workforce and as such are not specifically designed for use with service users and carers; however some of the overview materials may be relevant for use with these groups.
There is a national awareness campaign planned and being delivered by Public Health England targeting people using care, people approaching the point of need and informal carers. Please see section 9 of this guide for more details.

**Levels and types of materials**
These are resources, rather than an ‘off the peg’ training pack; they can be adapted, altered and amended. They can be customised for use by a range of organisations across the adult social workforce in England.

These materials include presentations (with and without audio), specialist briefings, workbooks, factsheets and ‘talking head’ videos. Not all of which will be equally applicable to every organisation or worker. They are designed to be adapted and used by leaders, managers, self-directed learners and learning and development professionals in the sector using their professional judgement.

A list of the materials available and links to them are included in section 4. Because the potential range of organisations and learners using these materials is very varied they are not tied to levels of qualification or job role. The materials are however targeted at different audiences in the following ways.

**The guide** is for anyone who needs to navigate around these materials for example learning and development planners, learning facilitators and self-directed learners.

**Brief or overview information** is for those with a strategic brief or a need to know about all or a particular part of the Act but without need for the more detailed knowledge required for operational implementation. For example, elected or board members, front line care staff, colleagues from Health or Housing who want to understand more.

**Detailed information referenced to the legislation** is for those with leadership, professional, or financial responsibilities for implementation that need to know detail referenced to the legislation. For example, those commissioning services to meet the new requirements; those undertaking assessments; or those providing information and advice services.

**Learning or reference materials** are designed to stimulate discussion and learning and be used by learning facilitators, self-directed learners and frontline workers. They can be used to build specific Care Act learning and development programmes or as part of other learning or briefing activities. For example, team meetings or as underpinning knowledge in a qualification.
Section 3  Overview of the topic area materials and how to use them

Topic area materials
The topic area materials are grouped around the following seven topic areas:

1. Introduction and overview
2. Information and advice
3. First contact, including assessment, eligibility, and independent advocacy
4. Charging and financial assessment
5. Person-centred support planning, including personal budgets, direct payments and review
6. Transition to adulthood
7. Partnerships, cooperation and integration, including links with health and housing

Each topic area includes a range of materials relating to it. Some of the factsheets and hand-outs may be relevant in more than one area and can be used flexibly.

The materials in each topic area are colour coded in the title slide of presentations and as a band along the bottom on workbooks and other related materials to help identify which materials are intended to be used together. This is intended to make them more easily identifiable when using paper versions. Some of the fact-sheets may be useful in sessions for topic areas other than the one in which they are located. Materials that are resources for use across the entire suite, e.g. the glossary, and specialist briefings are in the same colour as this guide. Click on any of the topic areas above to go to the materials for that topic area.
The open learning workbooks are the starting point in any topic area and refer to the other materials. The specialist briefings, glossary, animation, videos and materials from other organisations including the one using the materials can be used by trainers, self-directed learners and within sessions as appropriate.

Materials have been developed to provide:
1. An overview summarising the relevant section of the Act
2. More detailed learning materials for those most affected to help them implement the change i.e. those whose role will be to deliver the changes
3. A summary for other care and other non-care providing roles across the sector so that they can be informed of the changes
4. A section on strategic Implications for managers and leaders
5. Hints and tips for those using the materials

Not all topic areas include all of these. For example topic area 1, Introduction and overview materials do not include a summary set of PowerPoint slides as the topic area is a summary of the Act.

**How to use the materials**
- The presentations, hand-outs and summary sheets are designed to increase a learner’s knowledge of the Act.
- The questions in the workbook are designed to stimulate thinking and discussions that encourage learners to reflect on their own attitudes and the attitudes of others. The questions also aim to provide a safe way of challenging attitudes that go against good practice.
- The case studies and exercises in the workbook provide an opportunity for learners to analyse and practice their knowledge skills.

To successfully facilitate a session using these materials the facilitator will need to:
- have read and understood the relevant sections of the Act, the Statutory Guidance and the Regulations. It is also essential to take into account the updates published in March 2016.
- have a good understanding of best practice in this topic area (drawing on materials from SCIE and Think Local Act Personal (TLAP))
- be familiar with the employing organisations policies and procedures relevant to the session content
- choose the most suitable version of the slide packs for the learning event, noting that there are various slide packs available
- ‘pick and mix’ questions, exercises and case studies from the workbook and other materials choosing the most suitable ones for the learning event.
- design the learning event in a way that provides a range of activities and takes account of the learning pyramid to maximize the experience and learning outcomes for your learners.
Some examples of how the materials could be used are to:

1. Provide information and briefings to elected members, business owners or trustees of the changes to support strategic and financial decision making or inform revisions to quality assurance work.

   This could be achieved in a briefing situation by:
   - asking them to undertake the wellbeing exercise in the introduction and overview workbook and discussing it
   - working through the narrated version of the introduction and overview slides and answering questions
   - providing further information by compiling a pack of the briefings and hand-outs from each topic for learners to take away
   - making them aware of the materials that are available on the website, recommending that they work through the workbooks if they wish to develop a deeper understanding of any of the topics

2. Inform local authority first contact staff or those working in independent information or advocacy organisations on the new requirements around information and advice giving. This could be achieved in a learning session or a series of sessions or asking them to undertake self-directed learning.
A first session could include:

- delivering an introductory session based on the narrated introduction and overview slides, and the videoscribe
- asking learners to undertake the wellbeing exercise in the [introduction and overview workbook](#) and discussing it
- working through some of the question from the [information and advice workbook](#) e.g. the ones relating to slides 4 and 5
- facilitating a discussion about how the changes may impact on the work they do
- providing further information by compiling a pack of the briefings and hand-outs from each topic for learners to take away
- asking learners to undertake self-directed learning around specified parts of the [Information and advice](#) and [first contact workbooks](#) to discuss at further sessions.

3. Inform care managers and others who may be involved in care and support planning what the changes require and allow.

This could be achieved in learning programme by:

- delivering an introductory session based on the [introduction and overview slides](#). The session could involve group discussions and exercises taken from the [introduction and overview workbook](#) and discussion on the information contained in the safeguarding briefing
- facilitating access to the narrated versions of the slides for [information and advice](#), [first contact and identifying needs](#) and [person centred support planning](#) topics plus the [safeguarding](#) and [role of the police](#) briefings. Ask learners to watch these, read the briefing and think about some of the reflective questions in the workbooks
- running a series of ongoing themed workshops where learners have the opportunity to discuss the case studies in the materials to discuss how the changes would apply, problem solve and action plan. This could include asking them to bring along real case studies from their work and looking at what would be different. (This enables the facilitator to reference to local policy).

The Social Care Institute for Excellence (SCIE) have other case study and best practice materials available that could be incorporated.
## Section 4  List of materials in the suite

<table>
<thead>
<tr>
<th>Topic area</th>
<th>Slide packs</th>
<th>Workbooks</th>
<th>Handouts, exercises, case studies and factsheets</th>
<th>Other materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning and development modules</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction and overview</td>
<td>Full slide pack</td>
<td>Introduction and overview workbook</td>
<td>• Wellbeing handout</td>
<td>Guide to the materials</td>
</tr>
<tr>
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<td></td>
<td>• Adult safeguarding handout</td>
<td>Glossary of key words used in the statutory guidance</td>
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<td></td>
<td>• Wellbeing exercise</td>
<td>Series of short videos</td>
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<td>• Preventive services exercise</td>
<td>Videoscribe animation</td>
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<td>• Care Act overview factsheet</td>
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<td>Full slide pack</td>
<td>Information and advice workbook</td>
<td>• Financial information and advice handout</td>
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<td></td>
<td>Full slide pack</td>
<td></td>
<td>• Information and advice audit tool exercise</td>
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<td></td>
<td>Overview slide pack</td>
<td></td>
<td>• Florence and Mary Brown case study</td>
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<td></td>
<td>Overview slide pack with audio</td>
<td></td>
<td>• Gundeep case study</td>
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<td>• Mr O’Hanlon case study</td>
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<td>Slide packs</td>
<td>Workbooks</td>
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| **First contact and identifying needs** | **Assessment and eligibility:**  
  - full slide pack  
  - overview slide pack  
  - overview slide pack with audio  
  **Independent advocacy:**  
  - full slide pack  
  - overview slide pack  
  - overview slide pack with audio | **Assessment and eligibility workbook**  
  **Independent advocacy workbook** | - **Assessment and safeguarding handout**  
  - Eligibility handout  
  - Carers’ eligibility handout  
  - Substantial difficulty handout  
  - People who are deafblind handout  
  - Proportionate assessment exercise  
  - A carers’ experience exercise  
  - Florence and Mary Brown case study (assessment and eligibility)  
  - Adam case study  
  - Mishal case study | **Guide to the materials**  
  **Glossary of key words used in the statutory guidance**  
  **Series of short videos**  
  **Videoscribe animation** |
<table>
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<tr>
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<tr>
<td>Charging and financial assessment</td>
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<td>Charging and financial assessment workbook</td>
<td>Deprivation of assets handout</td>
<td>Guide to the materials</td>
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<td>Making the DPA handout</td>
<td>Glossary of key words used in the statutory guidance</td>
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<td>- overview slide pack</td>
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<td>How much can be deferred handout</td>
<td>Series of short videos</td>
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<td>- overview slide pack with audio</td>
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<td>Videoscribe animation</td>
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<td>Deferred payments agreement:</td>
<td>full slide pack</td>
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| **Person-centred care and support** | Care and support planning:  
  - full slide pack  
  - overview slide pack  
  - overview slide pack with audio | Care and support planning workbook  
  Personal budgets workbook  
  Direct payments workbook  
  Review workbook |  
  - Sufficiency of the personal budget handout  
  - Nominated and authorised persons handout  
  - Review options exercise  
  - Personal budgets myth buster tool exercise  
  - Care and support planning self-assessment tool exercise  
  - Florence and Mary Brown case study (person-centred care and support planning) | Guide to the materials  
  Glossary of key words used in the statutory guidance  
  Series of short videos  
  Videoscribe animation |
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<td>Full slide pack</td>
<td>Transition to adulthood workbook</td>
<td>▪ Isabelle case study</td>
<td>Guide to the materials</td>
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<td>Overview slide pack</td>
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<td>▪ Transition to adulthood tool exercise</td>
<td>Glossary of key words used in the statutory guidance</td>
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<td>Overview slide pack with audio</td>
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<tr>
<td>Integration, cooperation and partnerships</td>
<td>Full slide pack</td>
<td>Integration, cooperation and partnerships workbook</td>
<td></td>
<td>Series of short videos</td>
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<td></td>
<td>Overview slide pack</td>
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<td>Videoscribe animation</td>
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<td><strong>Workforce readiness tool</strong></td>
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<td>Local and regional implementation support and resources sharing</td>
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Section 5   Specialist briefings

Across the topic areas there are hand-outs, factsheets and summaries which provide information on areas specific to that topic e.g. ‘substantial difficulty’ within the person centred care and support planning topic and on ‘independent financial advice’ in the charging and financial assessment topic area.

The materials described below aim to provide a broad base of knowledge about the Act and its implications for the delivery of adult social care in these two areas which cut across the topic areas.

Care and Support for people in Prisons and Approved Premises
From April 2015 local authorities are responsible for assessing and meeting the social care needs of adult prisoners (not just on discharge from prison but also while they are in custody).

Included within this suite of materials is a briefing about what is required as a result of these changes.

Adult Safeguarding
Adult safeguarding implications are flagged within each topic area.
Within the suite there is a briefing on the Act in relation to safeguarding and a second on Care Act changes to the police role in the safety and protection of adults at risk of harm and abuse.

The Social Care Institute for Excellence (SCIE) has been commissioned to produce a range of materials for the sector on this topic which are currently in development and will be available on the SCIE website.
Section 6  Identifying learning needs

Before an organisation begins to plan a Care Act related learning programme it is important to consider:

- why they want to train on the Care Act? That is, how it links to their organisational purpose; how it benefits their customers; how it helps manage risk
- have they undertaken a learning needs analysis to identify who in their workforce needs what learning? See section 5.1 of Choosing workforce learning or our Ongoing learning and development guide for further information on learning needs analysis.
- what they are seeking to achieve? Knowing this will make the commissioning of a learning provider more effective. It is important to spend time on this, asking questions like:
  - what will our organisation or the learners know, understand or do better?
  - who will be more skilled in what areas after the learning and development activity?

These questions define what an organisation is seeking from a learning provider.
Section 7     Choosing a learning provider

The quality of the learning and development materials has been assured by the use of virtual reference groups and through legal checking. However, it is also essential that commissioners of learning and development assure themselves that the materials are delivered by learning providers with the necessary skills and knowledge to deliver the learning and development activities to a high standard.

It is recommended that commissioners of learning provision use Skills for Care’s Choosing workforce learning guide and Ongoing learning and development guide to help ensure that they are commissioning for quality. They could also consider commissioning providers who have registered with either the Skills for Care.

Learning and development needs to focus on the knowledge and skills workers need to do the job but also instil in them the values they need to put at the heart of their practice at all times. People who need care and support have the right to support that is not only competent, but always puts wellbeing and dignity at the heart.

An essential part of making sure you get the right learning package for your organisation and individual workers is finding the right learning provider. There are numerous providers offering a whole range of services and qualifications so finding the right one can be a challenge.

In Skills for Care’s Choosing workforce learning and Ongoing learning and development guide you will find detailed advice on:

- identifying the learning needs of your workers
- the questions you need to ask to develop a learning package for your organisation
- finding the right learning provider for your organisation.

Before making contact with any potential learning and development providers, whether for internal or external delivery, you should research the market and get references or recommendations.

Researching the market

- Look for learning providers from the private, public and voluntary/community sectors and see what they can offer.
- Talk with other social care providers, colleagues, workers and employer networks to see if they have any recommendations.
- Speak to your Skills for Care area officer. Contact details can be found at www.skillsforcare.org.uk/areas.
Look on the Skills for Care website to see who is listed on their registers of training providers.

Look at Ofsted inspection reports (www.ofsted.gov.uk) and for higher education Quality Assurance Agency (QAA) reports www.qaa.ac.uk.

If you are an individual who employs your own care and support staff, you may find Skills for Care’s Toolkit for employing personal assistants useful for ideas on developing them. For more information and links to other resources visit www.skillsforcare.org.uk/individualemployers.

Considerations specific to choosing learning providers for delivery of the Care Act materials

Before commissioning a learning provider to deliver learning and development programmes using the Care Act 2014 learning and development materials, there are some additional factors that should be considered, namely:

- course content clearly incorporates the Skills for Care learning materials
- there is evidence that any additional course material provided is mapped to the PCF and Care Certificate standards
- the Skills for Care learning materials have been thoroughly quality assured so commissioners will want to know that these materials will be used to meet their specification. The learning materials are designed to help learners to get a better understanding of what the Statutory Guidance and Regulations say. They do not add any interpretations of the Guidance; although there are exercises that help learners to reflect on and consider the implications of the changes in the law for their practice. In light of this commissioners of learning and development should be advised to assure themselves that learning providers demonstrate competency in managing learning if legal interpretation is a key to the commission.

The individual facilitator’s knowledge and skills are at least as important as the organisations.

In assessing a proposed facilitators’ ability to deliver learning and development sessions based on the Care Act materials it is important to consider the following.

- Do they demonstrate a good understanding of the relevant sections of the Care Act, the regulations and the statutory guidance?
- Do they have they a good understanding of where to find examples of good practice and complimentary materials to use in sessions? (Drawing on materials from SCIE, Think Local Act Personal (TLAP) and others.)
- Are they familiar with the employing organisations’ policies and procedures relevant to the content to be delivered?
- Do they have the skills and knowledge to help learners begin to understand the shift in culture and practice the Act seeks to achieve?
- How will they bring the perspectives of individuals and carers into the sessions?
- Do they demonstrate a good understanding of the work undertaken by proposed learners, the implications of the Act on those roles and how to make sessions relevant to them?
- Can they demonstrate a good grasp of the range of materials available (these and others) and how they will use them to deliver the required outcomes for the organisation and its workforce?
- Are learning and development activities going to be undertaken in a way that provides a range of activities so as to maximise the experience and learning outcomes for the learners?

Skills for Care Endorsement Framework

The Skills for Care Endorsement Framework was developed to meet a need from employers in the sector for assurance that they were using their resources to maximum effect and for a way of selecting and purchasing good quality learning and development.

Endorsement indicates that provision is exemplary and is the quality mark for learning and development providers in the adult social care sector. The award is a tool for self-evaluation, professional development and quality improvement and can be used as a mechanism for organisational and staff development that makes a difference. It is specifically designed for the needs of social care employers and learners.

Section 8 Links to qualifications

In April 2015 the Care Certificate was introduced. The Care Certificate is a set of standards that social care and health workers stick to in their daily working life. It is the minimum standards that should be covered as part of induction training of new care workers.

These Care Act materials can be used to provide underpinning knowledge across the Care Certificate and the whole range of social care qualifications.
Section 9  Complementary resources

There are a range of different materials being produced by other strategic bodies. To support implementation of the Care Act, the LGA, DH and ADASS are working together as a joint Programme Management Office to ensure that appropriate tools and support are available to meet needs identified by the social care sector. Support falls into three main categories:

1. **Direct support for local areas** – A Care Act Implementation Grant was allocated to each local authority, access to LGA improvement advisers, specialist support in areas of risk identified from the national readiness stocktake survey, national and regional events, bulletins and other communication.

2. **Strengthening of regional capacity and a regional training and implementation support fund** – funding to establish regional programme offices to help local councils' implementation. Resources allocated to each region to support the delivery of the Skills for Care learning and development materials, and to respond to local priorities identified through progress stocktakes or local intelligence about council(s) readiness.

3. **National support products** include:
   - A national awareness campaign and accompanying local communications toolkit – both delivered by Public Health England (PHE). These target people using care, people approaching the point of need and informal carers. The campaign is accompanied by a local communications toolkit for use by local authorities and delivery partners, which includes research into how to effectively communicate with these consumer audiences about the reforms. These resources will be available on a password protected site. Please email careandsupport@phe.gov.uk if you are interested in joining the contact list for the campaign to access the materials.
   - Implementation support toolkits and practice guidance – under development across the breadth of the reforms by various providers, notably SCIE and TLAP (see below for detail).
   - Support for providers The Local Government Association (LGA), Association of Directors and Adult Social Services (ADASS) and the Department of Health (DH) are working in partnership to support local areas in implementation of the care and support reforms in the context of the other changes and challenges for local health and care systems, including the Better Care Fund.

These pages list forthcoming and available tools which are particularly for use by care and support providers (although they are available for use by anyone who wants to draw on them).
These resources/tools are being developed by Ian Turner, Chair of the Residential Nursing Homes Association (RNHA) on behalf of the Care Provider Alliance (CPA). [http://www.local.gov.uk/care-support-reform/-/journal_content/56/10180/6527499/ARTICLE](http://www.local.gov.uk/care-support-reform/-/journal_content/56/10180/6527499/ARTICLE)

The ‘Implementing your programme’ pages on the revised [www.local.gov.uk/care-support-reform](http://www.local.gov.uk/care-support-reform) website will act as a living prospectus for support resources and include links to products where they are already available, and detail on providers and expected dates where products are in development.

**Resources from SCIE**

SCIE provides knowledge-based resources and services to improve the knowledge, skills and practice of commissioners, social workers, team leaders, care managers, frontline staff, people who use services and carers. It has developed a range of products, as well as commercial offers, such as training and consultancy, to complement this work. The range of products includes:

- **Advocacy**: A commissioning advocacy guide for local government commissioners, including an at-a-glance summary, easy-read summary and commissioning self-assessment tool.
- **Transitions from childhood to adulthood**: A guide for practitioners and managers; and a guide for carers; young carers video diaries
- **Assessment and eligibility**: Tools and support covering: the process of assessment and eligibility; self-assessment; eligibility; proportionate assessment; fluctuating needs; and using an asset-based approach.
- **Safeguarding**: A range of guides and resources to support commissioners and practitioners including:
  - An online searchable guide, based on Q&A style
  - Gaining access to an adult suspected to be at risk of neglect or abuse: a guide for social workers and their managers in England
  - Advice on what a good review look like for boards / chairs in Serious Case Reviews
  - Guide for safeguarding boards including effectiveness, strategy and self-audit
  - Guide on the supply of information for safeguarding
- **Prevention library**: A searchable directory of services and recent research publications to support the commissioning of preventative services in adult social care.

Resources from Think Local Act Personal (TLAP)

Think Local Act Personal (TLAP) is a national partnership of more than 50 organisations committed to transforming health and care through personalisation and community-based support. Alongside existing work TLAP were commissioned to undertake work that supports care reform and the implementation of the Care Act, with respect to:

- **Information, advice and brokerage**: development of a step by step interactive resource for developing an information and advice strategy.
- **Minimum process framework for self-directed support / personal budgets**: updating previous work from 2011 and populating the framework with best practice examples for each stage of the “customer journey.”
- **Personal care and support planning**: exploring best practice of personal care and support planning, different delivery models and commissioning implications.
- **Individual Service Funds**: a stock take of different models with guidance for commissioners for the extended use of ISFs / to improve the choice and control people exercise through managed personal budgets.
- **Coproduction in commissioning**: supporting materials for ensuring citizen leadership in strategic commissioning linked to the commissioning standards we are producing with LGA and ADASS.
- **Commissioning for market diversity**: Guidance for commissioners on commissioning for choice and market diversity, linked to the commissioning standards we are producing with LGA and ADASS.

These commissions built on ongoing programmes of work, each with established steering and engagement mechanisms – e.g. the information and advice steering group was the same one used to oversee the production of the statutory guidance and includes broad representation from across the sector, including ADASS, DH, the LGA and people with care and support needs themselves.

Resources from The British Association of Social Workers

A CPD curriculum guide has been developed [https://www.basw.co.uk/resource/?id=4701](https://www.basw.co.uk/resource/?id=4701) on implementing the Care Act, for use by social workers, their managers, commissioners and providers of CPD.

Additional capability statements linked to the professional capabilities framework (PCF) also sets out how social workers will demonstrate capability at all career levels in implementing the Care Act.
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  - Care and Support Reform Programme Management Office
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  - SCIE Care Act programme team
  - TLAP
  - ADASS
  - NAFAO
  - Preparing for Adulthood

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