

SOCIAL SERVICES AND WELL-BEING (WALES) ACT 2014

What Does the Act Mean for Me?

A learning and development resource for direct care and support workers on the Social Services and Well-being (Wales) Act 2014



Getting in on the Act

MAY 2016

#GetTheAct

www.ccwales.org.uk/getting-in-on-the-act-hub/

How to use this resource

This learning and development resource consists of:

- A short **animated film**, which introduces key information about the Social Services and Well-being (Wales) Act 2014 (the Act) and the principles that underpin it
- A reflective interactive **workbook** that looks at how the principles of the Act can be applied in practice

This resource has been designed so that it can be used on an individual or group basis. It can also be completed incrementally as each principle is considered in turn.

The workbook is divided into four main sections:

1. Introduction
2. About the Social Services and Well-being (Wales) Act
3. Principles of the Act
4. Conclusion

The first two sections provide an introduction to the resource and a brief overview of the Act. In section three, each of the principles are explored in turn through a range of different learning activities and these include case studies, examples of good practice, audio clips and videos. To access the full range of learning materials you will need to have access to the internet. The final section then provides guidance on what you need to do once you have completed the workbook and directs you to further information and learning resources on the Act.

Using this resource in group-based learning situations

While this resource directly addresses individual frontline workers; managers, learning and development officers or learning providers may want to use the learning materials to facilitate group-based learning around the principles of the Act.

Group facilitators will need to take time to familiarise themselves with the learning materials and decide how best to use them to meet the needs of learners and/or their service setting. Approaches might include:

- Consideration of one principle at a time as part of a team meeting or group supervision session
- Facilitation of a workshop for a larger group of staff where a selection of activities from each section are utilised as part of a single programme of learning on the principles of the Act
- Incorporating elements of the resource into induction programmes for new staff members
- Incorporating elements of the resource into existing training programmes

The learning activities included in the workbook can support group discussion, as well as individual reflection. As learners will be drawing on knowledge and practice experience from a wide range of settings and different sectors there will be no one correct answer to the questions posed. Group facilitators will therefore need to ensure they have an understanding of the Act and its principles, and be able to direct learning through facilitated, structured discussion.

A range of resources are available to develop your understanding about the Act and its principles. These can be found on the Social Services and Well-being (Wales) Act [Information and Learning Hub](#). A [Principles Resource Guide](#) has been developed, which will be an additional useful tool in preparing group-based learning activity.

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Introduction

The Social Services and Well-Being (Wales) Act 2014 has major implications for the way in which social services are delivered in Wales.

There are a range of learning materials being developed to support the implementation of the Social Services and Well-Being (Wales) Act, and the Care Council and Welsh Government are working together to make approved materials available through the [Information and Learning Hub](#).

This resource is specifically targeted at those who are involved in delivering care and support, and focuses on the five key principles that underpin the Act. It aims to provide practical examples that will help you understand how the changes can be implemented in practice.

To help you get started, [watch this film that introduces the Act and its principles](#).

LEARNING ACTIVITY – FILM

Having watched the film, what do you think will be the main changes the Act will have for your job?

To help you think about applying the Act in practice, using the key principles, we have compiled a range of examples through case studies, film clips and sound bites. The principles cannot stand alone. You will find as you explore the learning materials that there is an overlap between them and that they dovetail together. We hope these resources will help you reflect on how you can build on what you already know and do, to enhance the care and support you provide.

Social care and support is varied and far reaching, so not all the examples and learning activities will be applicable to your work setting and role, but all are likely to be of interest and have transferrable learning. We suggest you complete the learning activities you feel are most appropriate to you and your work.

The key principles of the Act are embedded in the Code of Professional Practice for Social Care (the Code). The Code is a list of statements that describe the standards of professional conduct and practice required by those employed in the social care sector in Wales. We have included links and some exercises on the Code at the end of most sections of this resource to help you understand the relationship between the Code, the principles and your day-to-day practice.

About the Social Services and Well-Being (Wales) Act

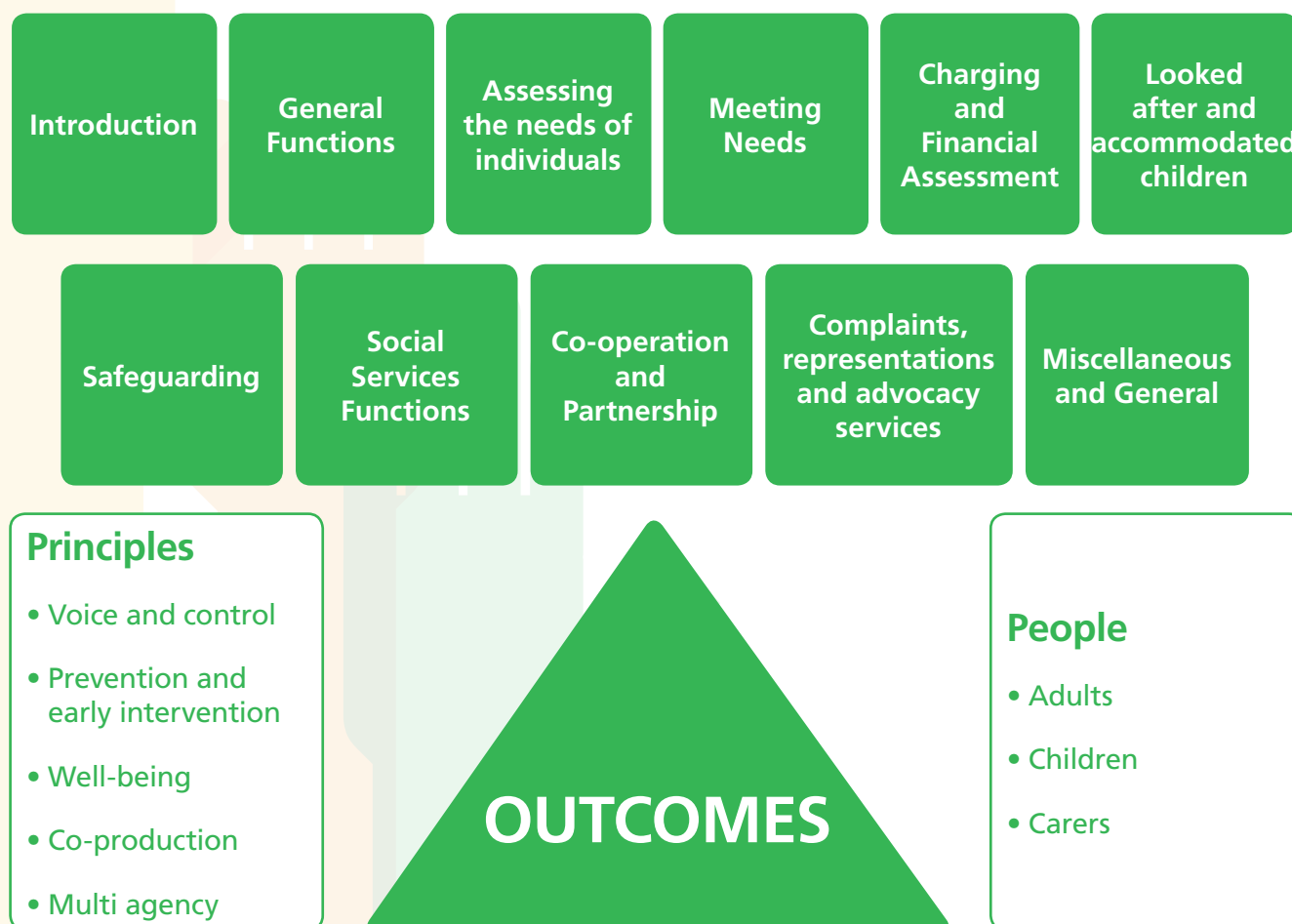
The Social Services and Well-Being (Wales) Act is a landmark piece of legislation for social care in Wales that will have implications for your work as a social care worker, health professional, support worker or voluntary sector worker. It became law in 2014 and came into force in April 2016. It modernises and brings together different pieces of social care law.

This new legal framework consists of three elements – the **Act** itself, which is already in place; the **Regulations**, which provide greater detail about the requirements of the Act; and the **Codes of Practice**, which give practical guidance about how it should be implemented. The Act covers **adults** (people aged 18 or over), **children** (people under the age of 18) and **carers** (adults or children who provide or intend to provide care and support).

The Act consists of 11 parts, is built on five principles and defines the people it affects. It is useful to think of these as the '3 Ps':

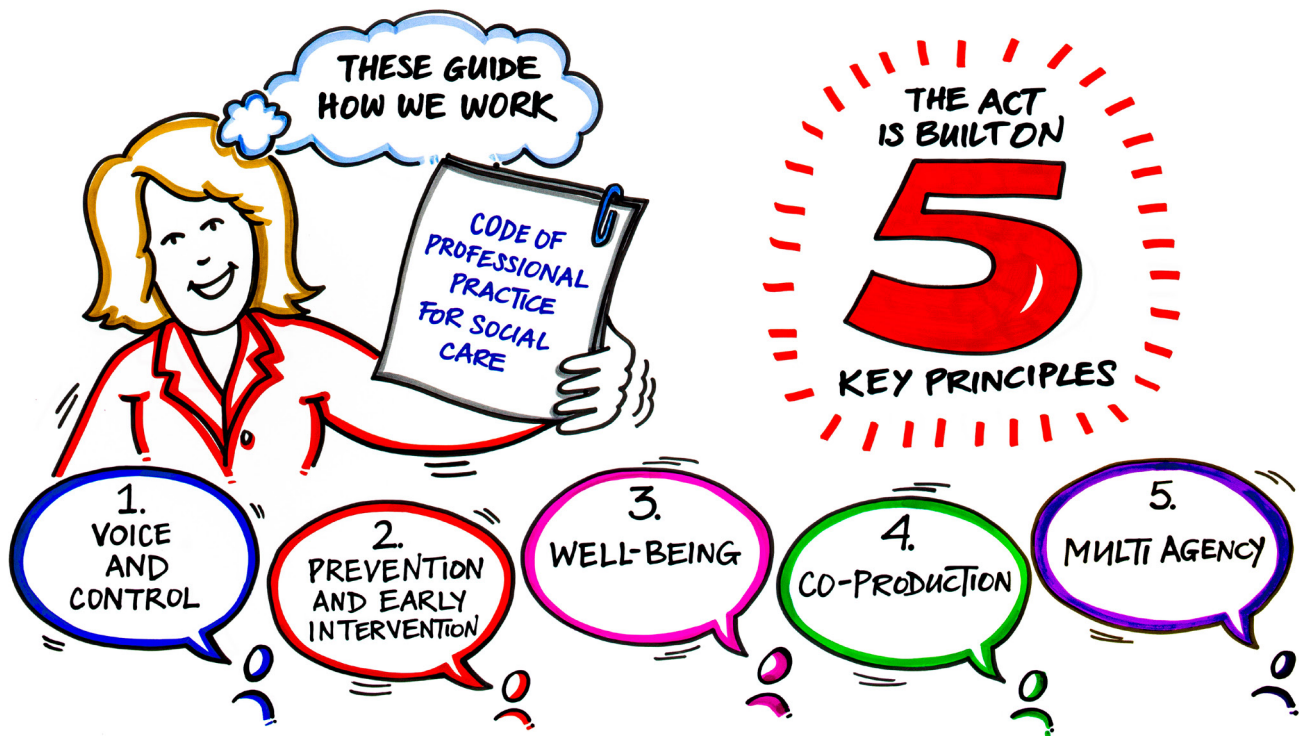
- People it affects
- Parts within the Act
- Principles throughout the Act

Parts



To develop your knowledge and understanding of the parts of the Act, we recommend you undertake the Information and Awareness e-learning module that's available on the [Learning Zone](#) once you've completed this learning resource.

Principles of the Act



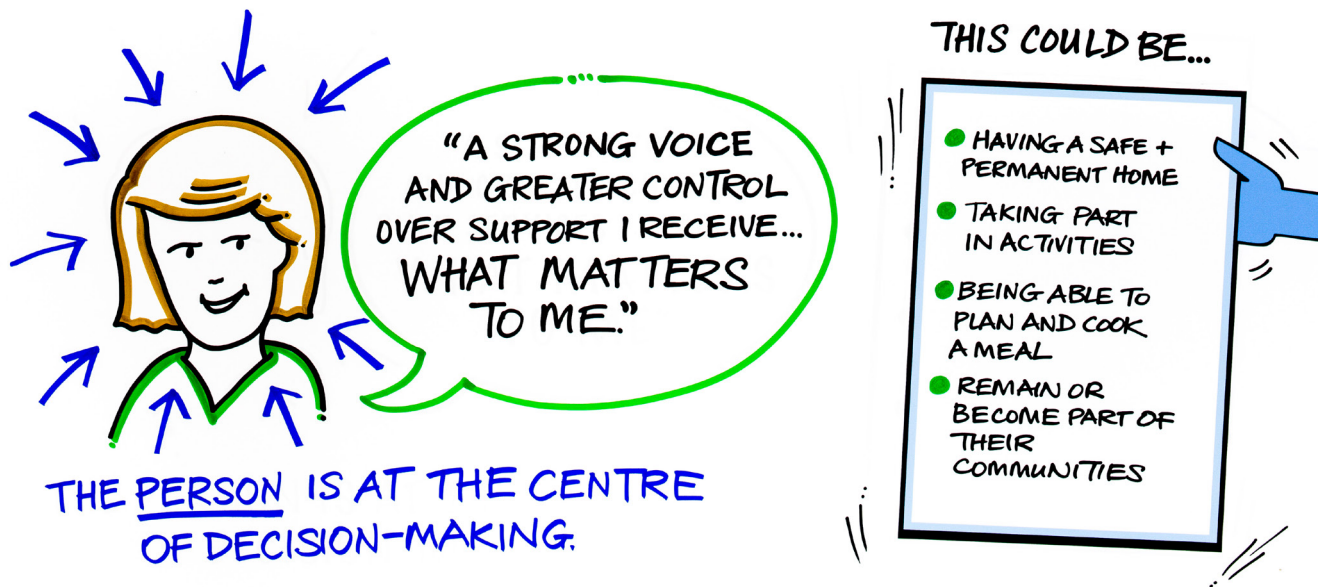
The principles or values of the Act are important as they underpin not only how services are delivered, but how we work with individuals on a day-to-day basis.

The Act is built on the following core principles:

- **Voice and control** – putting an individual and their needs at the centre of their care and support, with voice and control over the outcomes that will help them achieve well-being;
- **Prevention and early intervention** – being able to access advice and support at an early stage, to maintain a good quality of life, and reduce or delay the need for longer term care and support;
- **Well-being** – supporting individuals to achieve well-being in every part of their lives;
- **Co-production** – involving people in the design and delivery of support and services, and recognising the knowledge and expertise they can bring;
- **Multi agency** – strong partnership working between all agencies and organisations is essential to improve the well-being of individuals in need of care and support, and carers in need of support.

Voice and control

PRINCIPLE 1. VOICE AND CONTROL



This section should take approximately one and a half hours to complete.

The Act gives people a stronger voice and greater control over the support and services they receive to help them achieve well-being and the things that matter most to them – whether that’s to attend a class at their local community centre or access services through the medium of Welsh or English.

As a result, care and support services will need to have an even greater focus on maximising people’s independence – helping people remain or become a bigger part of their communities with the support of their family and friends.

The following examples illustrate different ways of working that support the voice and control of individuals.

a. The Raglan Project

The Accolade award-winning Raglan Project has developed an innovative method of delivering home care to people living with dementia in a small rural community. The project moves away from traditional models of service delivery that focus on carrying out tasks at specific times. Instead staff are given autonomy to support the choices of the individuals they work with. The time spent and activities undertaken are discussed daily with the individual and their family, and are responsive to how they are feeling. In this way, the care plan is a framework for delivery of care and support rather than a prescriptive list of tasks to be undertaken.

You can view a short film about [the project here](#).

b. Valley and Vale Community Arts – Right Here, Right Now

The arts can help individuals regain a sense of control over their lives, feel listened to, express themselves creatively, have a sense of achievement and enhance their self-esteem.

Valley and Vale Community Arts project placed two arts facilitators at the Children's Hospital of Wales in Cardiff to work with young patients to create a safe and fun environment in which they could help others see them as people not patients. The 'Right Here, Right Now' initiative – which is linked to the UN Convention on the Rights of the Child – was created after a seven-year-old patient commented: "I want to be seen as a person not as an illness".

As a result, the young patients were invited to design a piece of paper that illustrated something about them and what was important to them in the form of a picture or a short piece of writing. This was then placed on their medical notes for hospital staff to help them understand their young patients and what they felt was important.

You can watch a film about [the project here](#).

You can see the leaflet developed as part of [the project here](#).

Advocacy

Advocacy underpins all the principles of the Act and is an important tool to support the voice and control and well-being of individuals. Advocacy services help vulnerable people access information and services, get involved in decisions about their lives, explore choices and options, and express their needs and wishes. The following definitions are helpful:

"Advocacy supports and enables people who have difficulty representing their interests to exercise their rights, express their views, explore and make informed choices. Independent advocacy supports the person regardless of the demands and concerns of others. It challenges the causes and effects of injustice, oppression and abuse, and upholds human rights."

(Older People's Advocacy Alliance (OPAAL)
National Forum, 2008)

"Advocacy is taking action to help people say what they want, secure their rights, represent their interests and obtain services they need. Advocates and advocacy schemes work in partnership with the people they support and take their side. Advocacy promotes social inclusion, equality and social justice."

(Action for Advocacy, 2002)

Minority Ethnic Elders Advocacy Project

Race Equality First has a Minority Ethnic Elders Advocacy Project. The purpose of this project is to help ethnic minority elders express what they want, secure their rights, represent their interests and obtain the services they need. The project advocates on behalf of minority ethnic elders (MEE) aged over 50 on a variety of issues including housing, social work, care homes, language barriers, and social and leisure activities.

The following example illustrates the work Race Equality First does as part of the Minority Ethnic Elders Advocacy Project in Cardiff:

Cardiff and Vale Advocafe

The Cardiff and Vale Advocafe runs every Monday for around 15 to 25 ethnic minority women, some of whom don't speak any English. It advocates on their behalf and is their first point of contact when any issues arise. The Advocafe regularly invites professionals to give talks to members on subjects that are relevant to them, such as screening tests, vaccinations and Alzheimer's disease. Socialising is another important aspect of the Advocafe as many of the women who attend won't otherwise leave the house during the week and some suffer from depression. It brings the women together, runs classes including yoga for them, and arranges trips to places, such as Stonehenge, Bath and the Sherman Cymru theatre in Cardiff, that in many cases they have never visited before.

[Listen to a sound bite of Roon Adam, Advocacy Officer at the Advocafe, discussing the project in more detail.](#)

LEARNING ACTIVITY – SUPPORTING VOICE AND CONTROL

Now you've considered some of the examples for this principle, reflect on your practice and:

- a. outline ways that you currently work with individuals so they have voice and control over their lives.
- b. identify how you could build on your practice to improve the way you do this.

LEARNING ACTIVITY – VOICE AND CONTROL, AND THE CODE

Code of Professional Practice for Social Care

The Code sets out the standards and conduct expected of the social care workforce and should be used to inform the day-to-day practice for all those employed in social care. To complete this section, you will need a copy of the Code. If you do not already have one, ask your manager for a copy or [download it from the Care Council website](#).

Sections 1-4 in the Code cover many aspects of voice and control. Select one of the statements and give an example of how you meet this in your work.



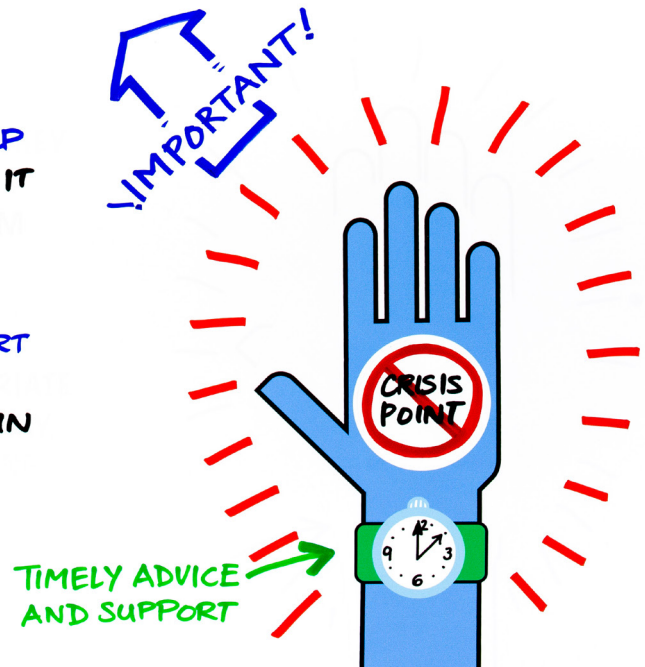
Prevention and early intervention

PRINCIPLE 2. PREVENTION AND EARLY INTERVENTION

THE ACT IS DESIGNED TO MAKE SURE THAT:

HELP PEOPLE CAN ASK FOR THE **HELP** THEY NEED WHEN THEY NEED IT TO PREVENT THEIR SITUATION FROM GETTING WORSE.

SUPPORT CARERS CAN ACCESS **SUPPORT** TO ASSIST THEM IN THEIR CARING ROLES AND MAINTAIN THEIR OWN WELL-BEING.



This section should take approximately two hours to complete.

It is important that timely advice and assistance is provided to individuals to prevent things reaching a crisis point for them. Stepping in early to help people is crucial as it can reduce or delay the need for longer term care and support.

The Act is designed to ensure that:

- people can ask for the help they need when they need it to prevent their situation getting worse
- carers can access support to assist them in their caring roles and maintain their own well-being

The following case studies will help you explore how early intervention, and advice and assistance, can help people.

CASE STUDY 1 – INFORMATION, ADVICE AND ASSISTANCE

Ceri is 28 years old and is at risk of losing her home due to rent arrears. She is pregnant and has three children aged seven, four and two. Her relationship with her partner recently broke down and he has moved out of the family home, contributing to her financial difficulties.

Ceri is struggling to cope, and has anxiety and depression. She is having difficulty looking after her children and her neighbours have been complaining about her children's behaviour while out playing. This is adding to her distress and anxiety, and she is feeling very isolated.

LEARNING ACTIVITY – INFORMATION, ADVICE AND ASSISTANCE

- a. What do you think might be important to Ceri?
- b. What do you think might be important for Ceri?
- c. How might you work with Ceri to prevent her situation getting any worse?
- d. The Welsh Government factsheet Information, Advice and Assistance provides information about these services. How could an Information, Advice and Assistance service help Ceri?
- e. Which other organisations or services might be able to help Ceri?
- f. How do you think these actions might have a positive effect on Ceri and her children, and improve their quality of life?

CASE STUDY 2 – TIMELY ADVICE AND ASSISTANCE

Gwen is 76 years old and lives alone in a privately rented ground floor flat in the centre of Carmarthen. Despite experiencing poor health for a number of years due to a chronic asthmatic condition, she manages well on the whole. Gwen has a wide circle of friends as she is a long-standing member of Merched y Wawr (Wl). She has a telecare support package of pendent alarm and mobile response, which was arranged after she was hospitalised following a fall some time ago. She thought it would be a good idea as she has no family nearby.

The mobile response team receive an alert from the telecare monitoring centre that Gwen has fallen again and needs help getting up from the floor. They arrive at Gwen's flat and after an initial assessment are satisfied she does not require attention from the ambulance service. Using specialist equipment, they safely lift Gwen up, and she tells them she tripped when she went to answer the door and feeling particularly weak, did not have the energy to get up.

One of the mobile response workers goes into the kitchen to make Gwen a drink and notices a half-eaten sandwich on the table and very little food in the fridge. He mentions this to Gwen who replies she hasn't much of an appetite at present and doesn't see the point in making much effort when you're only cooking for one.

LEARNING ACTIVITY – TIMELY ADVICE AND ASSISTANCE

- a. What do you think might be important to Gwen?
- b. What do you think might be important for Gwen?
- c. What options could be explored with Gwen to help her situation?
- d. What might be the consequences for Gwen if she doesn't receive any advice or assistance?

CASE STUDY 3 – IMPROVING OUTCOMES

June is 52 years old and has multiple sclerosis. Llinos, her 15-year-old daughter, is her carer. When June's symptoms are very bad, Llinos is unable to go to school as she has to stay home to look after her mother.

After struggling for some months, June and Llinos decide they need help, so they contact their local authority's Information, Advice and Assistance (IAA) service. An initial assessment is carried out over the phone. This assessment takes into account June and Llinos's personal circumstances, what they want to achieve, what currently stands in the way of them achieving this and what the risks would be if their needs aren't met. As Llinos is under 18, the assessment must consider her welfare and developmental needs.

Both are very clear about what would make their lives better. June would like not to have to rely on Llinos so much. She would also like to be able to get out of the house more and feel she's doing something productive with her time. Above all, June is worried about Llinos missing school.

Llinos would like to be able to attend school without having to worry about how her mother is coping and have time to do her homework. She also wants to see more of her friends.

LEARNING ACTIVITY – IMPROVING OUTCOMES

- What do you think might be important to June and Llinos?
- What do you think might be important for June and Llinos?
- How could advice and assistance support positive outcomes for June and Llinos?
- What might be the consequences for June and Llinos if they don't receive any advice or assistance?

LEARNING ACTIVITY – EARLY INTERVENTION AND THE CODE

Code of Professional Practice for Social Care

Thinking about prevention and early intervention, select a statement from Section 1 of the Code and give an example of how you do this in your work.

Well-being

PRINCIPLE 3. WELL-BEING

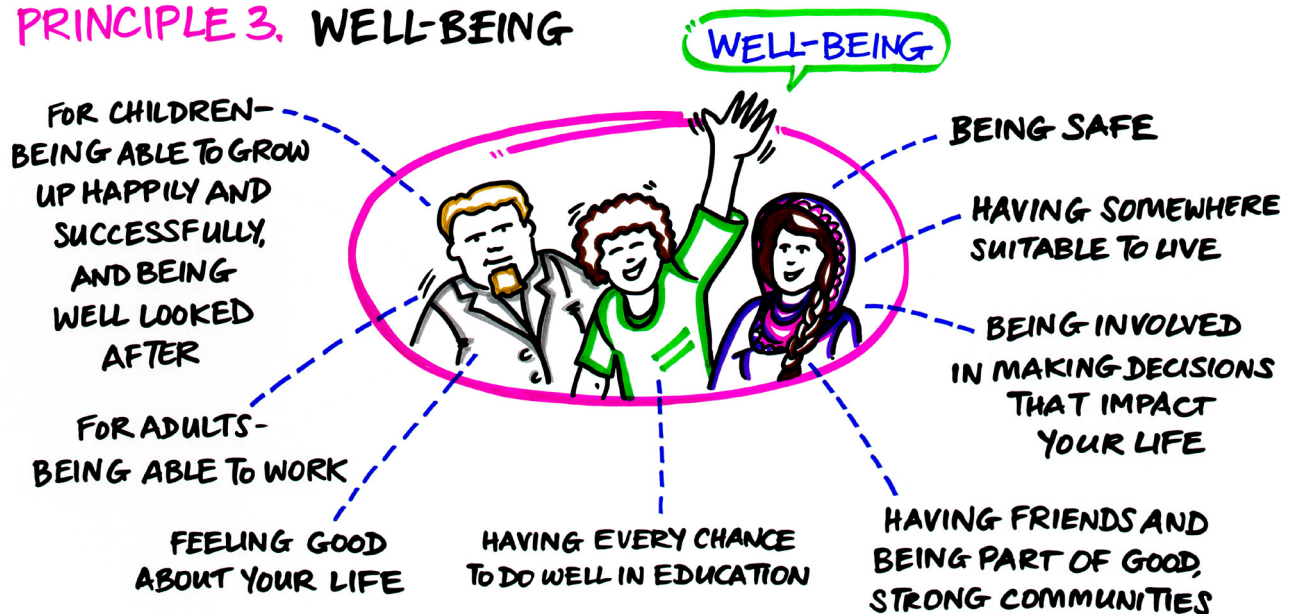


This section should take approximately two hours to complete.

At the heart of the Act is people's right to well-being. While people have a responsibility for their own well-being, it's recognised that some people will need help to achieve this. The Act will change the way social services and health, as well as other care services, voluntary and community groups, work together to help and support people. It places an emphasis on ensuring people who need care and support, and carers who need support, enjoy well-being in every area of their lives.

There are many interpretations of well-being. The Oxford English Dictionary defines well-being as "the state of being comfortable, healthy or happy." In supporting individuals with their well-being, it is essential to understand what this means to them.

PRINCIPLE 3. WELL-BEING



WELL-BEING - IT'S ESSENTIAL TO UNDERSTAND WHAT THIS MEANS TO THEM

Well-being is about more than just being healthy, it can also include:

- being safe
- having somewhere suitable to live
- being involved in decisions that impact your life
- having friends
- being part of good, strong communities
- having every chance to do well in education
- feeling good about your life
- for adults – being able to work
- for children – being able to grow up happily and successfully, and being well-looked after

LEARNING ACTIVITY – WELL-BEING

A helpful starting point is to think about well-being in relation to your own life and what this means to you. Reflect upon what is important to you and what helps you achieve a good life.

Supporting the well-being of individuals is an important aspect of your role. The following examples demonstrate different ways in which well-being can be promoted:

The Arts and Well-being

The arts can play a powerful and valuable role in contributing to our sense of well-being. Capable of enlivening and enriching our lives, the creative arts are universal and can touch us all, transcending culture or language barriers. They bring colour, comfort, imagination and meaning to life, and are fundamental to our sense of well-being. They can be especially beneficial in health and social care settings where their benefits can be wide-ranging.

Engaging with the arts can:

- improve emotional health by enabling relaxation and emotional release, they can also improve mood and mental health
- provide an important outlet for self-expression
- offer a means of enjoyable social contact
- increase self-esteem, confidence and capacity for personal growth
- develop our capacity for self-awareness

There are many examples of how the arts have been used successfully across Wales to enhance the well-being of individuals. Here are just two examples:

a. Conwy and Denbighshire Youth Offending Team – ‘The Unearthing Box’

Developed by Conwy and Denbighshire Youth Offending Team, this project was aimed at young people who were either offending or at risk of doing so. It was designed to help them unearth their positive qualities through interactive exercises. Sixty staff at the Youth Justice Service were trained to use an ‘unearthing box’, which contained a journal the young person could personalise. The completed journal featured a series of cartoons that explored: personal strengths; interests; empathy for others; identifying relationships they would like to improve and how to do so in a positive way; as well as their hopes and dreams.

One young person who took part in the project said: *“It’s put my head in a different perspective. I can see things from a different angle; it’s stopped me from punching someone in the face and things like that. Instead of coming out as the bad person all the time you might come out as the good person.”*

The Education Officer at the Youth Offending Team said: *“The young person I worked with had been getting into trouble since an early age. He had been told he was ‘a bad person’ and he believed it. As a teenager he was labelled as a young offender – and he could no longer see anything good in himself beneath that label. Working with him on the ‘Unearthing Box’ he was able to identify good qualities, the respectful and caring ways he would like to be treated, and see how much better things could be in his life by treating others with respect and care.”*

b. Re-Live: Holme Tower, Penarth – ‘Stories to Leave’

Professional arts company Re-Live worked with Marie Curie Hospice in Penarth to explore death and dying with terminally ill older people and how they feel approaching the end of their lives. To do this, it devised a programme of workshops that took into account the participants’ very specific needs, coming together two or three times a week over a three-month period. The creative process was powerful and humbling as people reflected on their lives and their approaching death with courage and honesty. The project culminated in a performance at the Chapter Arts Centre in Cardiff – a sell-out evening with the whole audience on their feet for a standing ovation.

Listen to a powerful account of what one participant had to say about the impact the project had, recorded by an actor.

Listen to a recording by another actor of what one social worker at the hospice had to say about the project.

Skills for Care film¹

Skills for Care has developed an animated film to illustrate how the arts can bring meaning and vibrancy to the lives of people who need care and support.

You can view the film here: <https://player.vimeo.com/video/77202509>

LEARNING ACTIVITY – THE ARTS AND WELL-BEING

How do you think the arts could be used with individuals that you work with to contribute to their well-being in your setting?

Mwy Na Geiriau / More than Just Words

Mwy Na Geiriau² has many excellent principles to ensure that individual Welsh language needs are met. The strategy puts a duty on care providers to ensure they have staff with the appropriate language skills to care for Welsh speaking individuals.

The principle of the ‘Active Offer’ is at the heart of Mwy Na Geiriau. Under the Active Offer, providers shouldn’t wait for individuals to ask for Welsh medium provision; instead they should actively identify their language needs. The strategy notes that:

“If you are a Welsh speaker, being able to use your own language has to be seen as a core component of care and not as an optional extra”.

¹ www.skillsforcare.org.uk/

² Mwy Na Geiriau / More than Just Words – Strategic Framework for Welsh Language Services in Health, Social Services and Social Care (2012)

CASE STUDY 4 – THE IMPORTANCE OF LANGUAGE

Ifan is 93 years old and lives on his own in a rural part of Wales. His wife passed away 10 years ago and his only son lives in Australia. Ifan has started to develop sight loss problems, so now needs help carrying out day-to-day tasks. More importantly, he wants company and somebody to talk to.

Ifan has spoken Welsh all his life. Before his retirement, he was a farmer and carried out all his business through the medium of Welsh. As a result, Ifan doesn't feel as confident speaking English.

Until recently Ifan was independent and an active member of the community. He attended church on a weekly basis and was a member of the local choir, but now he's no longer able to drive to the village. His friends from church and the choir visit occasionally, but like Ifan, they are becoming less mobile as they are getting older, too.

Ifan is visited three times a day by home carers to help him with his daily tasks. Initially, he looked forward to the visits as it meant he'd have somebody to talk to. But due to the busy nature of the work, the carers do not have time to get to know Ifan well or spend a lot of time talking to him. Additionally, only one of the carers speaks Welsh, so Ifan isn't able to have a meaningful conversation with the majority of his home carers as he finds it difficult to express himself fully in English.

LEARNING ACTIVITY – THE IMPORTANCE OF LANGUAGE

- a. What do you think may be important to Ifan?
- b. What do you think may be important for Ifan?
- c. Why is receiving care through the medium of Welsh important for Ifan's:
 - voice and control?
 - well-being?
- d. What else could you consider to ensure that Ifan's well-being needs are met?
- e. What actions should you take if you become aware that an individual would prefer to communicate in Welsh?

Additional resources: You might like to access the Care Council webpage '[Working in Welsh](#)' if you want to use or improve your use of the Welsh language in your work.

CASE STUDY 5 – SUPPORTING DIVERSITY AND CHALLENGING DISCRIMINATION

Christina is transgender and has undergone procedures to reflect her gender identity. She has had a number of strokes and a series of falls, and is no longer able to remain living at home.

Christina has moved into a large care home that is split into different living areas, each housing 10 to 12 people. She is distressed as the people sharing her accommodation are continually making snide comments about her appearance and excluding her from conversations. One person in particular mutters “freak” when there are no staff around. She is also feeling vulnerable about having her personal care needs met as on a couple of occasions she has noticed two of the care workers ‘making eyes’ at each other while they support her with intimate personal care. They also refer to Christina as “he”. Christina is feeling isolated, anxious and depressed.

LEARNING ACTIVITY – SUPPORTING DIVERSITY AND CHALLENGING DISCRIMINATION

- In your opinion, what are the issues that need to be addressed here?
- What actions could you take?
- How might these actions impact upon Christina’s well-being?

LEARNING ACTIVITY – WELL-BEING AND THE CODE

Code of Professional Practice for Social Care

- Identify the statements in the Code that reflect your understanding of practice that supports the well-being of individuals.
- Select one of the statements you have identified and give an example of how you work to uphold this.

Co-production

PRINCIPLE 4. CO-PRODUCTION

PEOPLE WILL BE MORE INVOLVED IN THE DESIGN AND DELIVERY OF THEIR SUPPORT, WORKING WITH THEM AND THEIR FAMILY, FRIENDS AND CARERS.

RECOGNISING
STRENGTHS AND
EXPERTISE

CO-PRODUCING THEIR

WORKING WITH
PEOPLE IN A MORE EQUAL
WAY



This section should take approximately two and a half hours to complete.

Under the Act, individuals will be more involved in the design and delivery of their support. It means working WITH them and their family, friends and carers so their care and support is the best it can be. Involving individuals more will also help to change their relationship with services so they will no longer simply be using the services but also helping to design and deliver them. It recognises their strengths and the expertise they can bring, too. This will ensure our care and support services are designed around what matters most to individuals.

The following learning activities will help you explore what co-production means in everyday practice:

CASE STUDY 6 – THE IMPORTANCE OF WORKING WITH INDIVIDUALS TO ACHIEVE POSITIVE OUTCOMES

John is 21 years old and lives at home with his parents.

He has a happy family life. He particularly enjoys cooking and likes to help his mother prepare the evening meal. He also helps his mother with the weekly shopping and likes to choose some of the ingredients for cooking.

John has a learning disability and accesses support from day services two days a week. He usually goes out with his brother – who lives close by but works away during the week – on a Saturday. He has a very close relationship with all his family.

John's parents are getting older and they are struggling to look after him on their own. John's dad has had a stroke and his mum is having difficulties with her sight. They are reluctant to think about the future and what might happen to John when they are no longer able to support him.

When John's mum has a fall that results in hospital admission, his dad cannot look after himself and John. John therefore has to move into emergency supported living accommodation.

The move makes John unhappy in many ways. It isn't close to his home, he doesn't get along with the people he lives with and he no longer does any cooking as the staff prepare all the meals. As a result, John has become withdrawn and uncommunicative.

LEARNING ACTIVITY – THE IMPORTANCE OF WORKING WITH INDIVIDUALS TO ACHIEVE POSITIVE OUTCOMES

- a. What do you think is important to John?
- b. What do you think would be important for John?
- c. What could change to help John achieve the outcomes that are important to him?
- d. What may have helped earlier?
- e. How could you work with John and his family to ensure they are equal partners and have real voice and control over his care and support?

Conwy County Borough Council – ‘Planning for the Future’

Accolades’ runners-up Conwy County Borough Council – ‘Planning for the Future’, has been working with older parents of people with learning disabilities to think about how they plan for the future.

This project is an excellent example of how people come together to make planning for the future easier, while putting the family and the individual at the centre of its work.

You can watch a film about [the project here](#).

LEARNING ACTIVITY – PLANNING FOR THE FUTURE

How do you think the methods of co-production used by Conwy County Borough Council have enhanced the well-being of adults with learning disabilities and their parents?

What Matters to You, Matters to Us

The Social Services Improvement Agency (SSIA) and partners have produced a short animated film that looks at how working with people on the design and delivery of their care and support can help them achieve well-being.

You can watch [the film here](#).

Vision 21

Vision 21 is a sustainable social enterprise founded in 1987 that provides high quality training opportunities in a supportive environment for individuals with learning disabilities. It aims to support them to develop new skills and confidence, which helps them realise their potential and lead fulfilled lives.

This short film demonstrates how Vision 21 has created an enabling culture where individuals have opportunities for person-centred training. This meaningful training and employment provides them with a sense of purpose and self-worth, which contributes to positive well-being.

You can watch [the film here](#).

Seeing is Believing

Public Health Wales, Good Practice Wales and Co-Production Wales have developed an [interactive catalogue of co-production case studies](#) from across Wales. The wide range of case studies featured include integrated services for older people, asset-based approaches to direct payments, a co-produced website, citizen activism and a children’s commissioning consortium. It also includes a range of resources about co-production including examples of co-production in practice, guidance and toolkits, and links to relevant websites.



LEARNING ACTIVITY – SOCIAL ENTERPRISES AND CO-OPERATIVES

The Welsh Government has produced a useful factsheet around Social Enterprises, Co-operatives, User-led Services and the Third Sector. After reading the factsheet, research your local area to identify a social enterprise or co-operative, and outline what it aims to achieve.



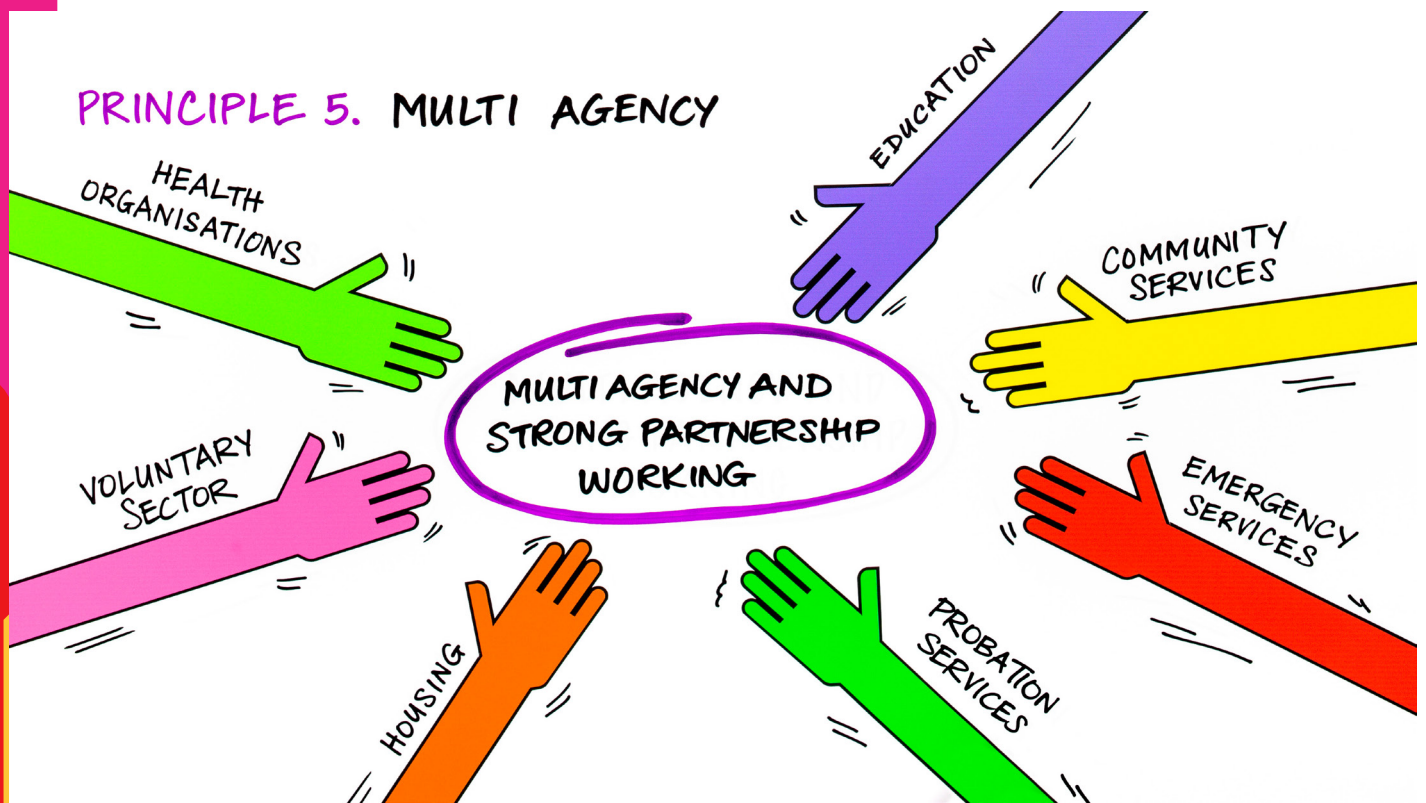
LEARNING ACTIVITY – CO-PRODUCTION AND THE CODE

Code of Professional Practice for Social Care

How do you think the Code promotes working in partnership/co-production with individuals?



Multi agency



This section should take approximately two and a half hours to complete.

The Act strengthens joint working arrangements between local authorities and other relevant partners, such as health, housing and the voluntary sector, to improve people's well-being and the quality of the services, while reducing duplication. This will ensure the right types of support and services to meet people's needs are available in their local communities.

Dementia friendly communities in Brecon

The Brecon Dementia Friendly Community group brings together volunteers, faith groups, charities, schools, town and community councils, and the local service board to create Wales's first dementia friendly community.

The group has produced a film that looks at the drive and commitment of volunteers in Brecon who are making a difference for families, carers and individuals living with dementia.

You can view the film here: <https://player.vimeo.com/video/134081468>

Caught in Traffick – An initiative led by young people in Merthyr Tydfil

A film developed by the Merthyr Tydfil Youth Forum and Safer Merthyr Tydfil illustrates the effectiveness of joint working through a project that aims to raise awareness of modern slavery. The film was developed as a joint initiative between different groups of young people in Merthyr Tydfil. It is a good example of prevention and early intervention, as well as multi agency working. The film is shown across Merthyr, as well as other parts of Wales to warn young people about the signs and dangers of modern slavery. It has also been used by a wide range of agencies, including The Crown Prosecution Service as part of its staff training on modern slavery.

You can view an introduction to the film here: <https://www.youtube.com/watch?v=KPPAXi1YmME>

You can view the film itself here: <https://www.youtube.com/watch?v=HDFnTVIZE0k>

LEARNING ACTIVITY – WORKING IN PARTNERSHIP

- a. Reflect upon how you currently work in partnership with other agencies and local communities in your role:
 - with whom do you work and what are you aiming to achieve?
 - are there others within your local community you could work with?
- b. What difference do you think this would make to the lives of the individuals you support?

CASE STUDY 7 – MULTI AGENCY WORKING

Integrated Gower Team (IGT), Abertawe Bro Morgannwg University Health Board (ABMU)³

The rural Gower area has a history of difficulties in the supply of domiciliary care for residents. This has resulted in long delays in hospital discharge and people struggling at home with complex health problems and end-of-life care. It was therefore decided to develop a new model of integrated domiciliary care for the Gower area.

Key features

The team is made up of both local authority and local health board care staff who work together to avoid duplication of services and provide a better service to individuals.

Outcomes to date

- *People receive community-based, fully co-ordinated services that are designed to support them and provide them with the opportunity to maintain control over their lives*
- *There is currently no waiting list for domiciliary care within the Gower area, so people can be discharged from hospital as soon as they are medically fit*
- *People within the hospital and home setting now have access to a responsive domiciliary care service*
- *There is continuity, quality and safety in the care provision*

This has laid the foundation for three fully integrated community health and social care hub teams. These consist of staff from both the local authority and local health board, including community nurses, social workers, occupational therapists, physiotherapists and a large fully-integrated home care team. The integrated team provides a one-stop-shop for care and support, and brings care much closer to people's homes. The teams work in a preventative way with people in their homes and communities.

The hubs mark an important step in bringing services together, improving communication and providing a more joined-up service for older people and young adults in the Gower area.

³ A Planned Primary Care Workforce for Wales – Approach and development actions to be taken in support of the plan for primary care service in Wales up to 2018 (Welsh Government, 2015).

LEARNING ACTIVITY – MULTI AGENCY WORKING

- a. What do you think are the benefits for individuals of agencies working together?
- b. Can you think of any examples where multi agency working may benefit the individuals you work with?



Conclusion

The aim of this resource has been to help you develop your understanding of the key principles of the Social Services and Well-being (Wales) Act 2014 and to reflect on how you can build on what you already know and do, to enhance the care and support you provide.

We would encourage you to continue your learning around the Act. For example:

- to explore the principles of the Act in more detail, [download the Resource Guide to the Principles of the Act](#), which provides detailed information about each principle and highlights resources that will help you explore them in more depth
- to develop your understanding on the Act more broadly, we recommend you undertake the Information and Awareness e-learning module that's available on the [Learning Zone](#)

You may also want to sign up to the Getting in on the Act Bulletin, which will provide you with the latest news about training and resources for the Act. Email: hub@ccwales.org.uk

If you'd like to provide feedback on any aspect of this resource, please email hub@ccwales.org.uk

Once you have completed the resource you need to:

- fill out the Personal Development Action Plan
- share it with your line manager and discuss together what you have learnt and what further learning needs you have in relation to the Act
- agree with your line manager how these learning needs might be met, e.g. by completing the Information and Awareness e-learning module

What Does the Act Mean for Me?

Social Services and Well-being (Wales) Act 2014

Personal Development Action Plan

Name: _____ Job role: _____

Organisation: _____

1. What I have learnt from completing this learning resource:

2. How I am going to put this learning into practice:

3. What further help or learning I need to enable me to do this:

4. Following discussion with my line manager, the following actions have been agreed:

Learning activity	Timescale to be completed in
1.	
2.	
3.	

Signature: _____ (Learner)

Signature: _____ (Line Manager)

Date: _____ Agreed review date: _____

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