

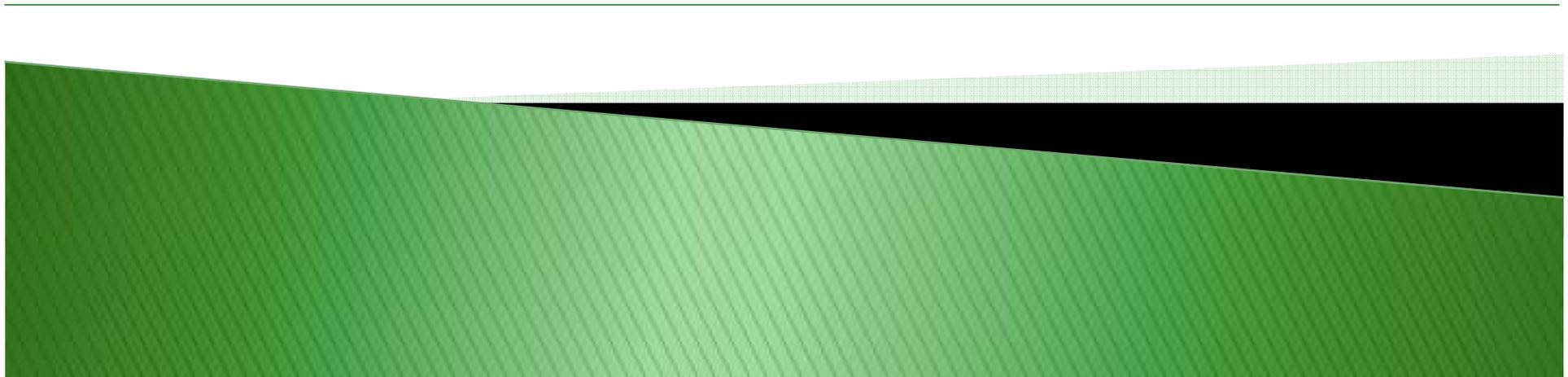


Education and Culture DG

Lifelong Learning Programme

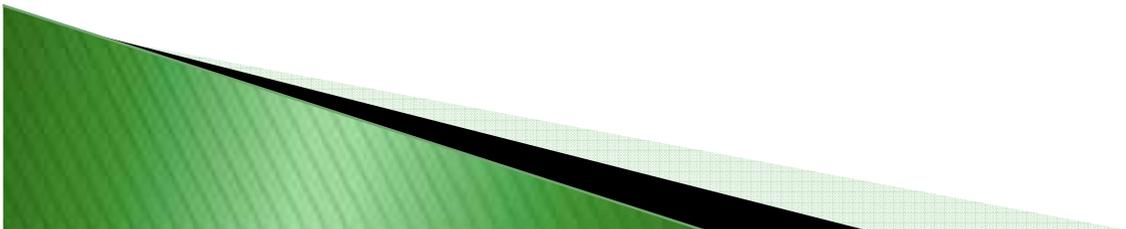
Prodomo in the UK – the informal carer's perspective

Greenhat Interactive Ltd

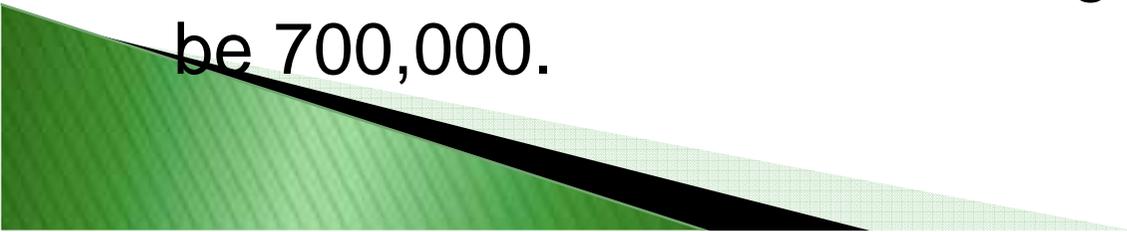


Research Findings

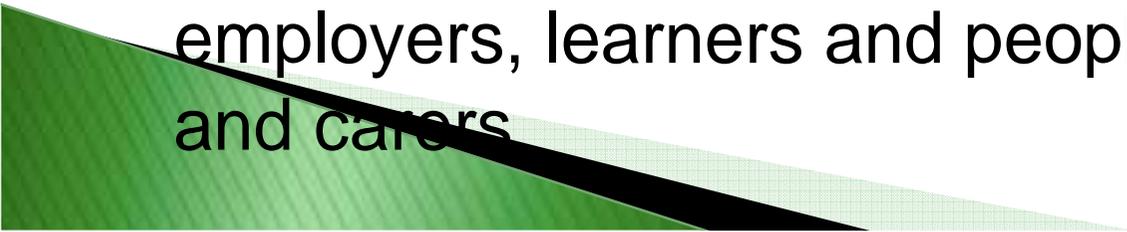
- ▶ For the year April 2009 – March 2010:
- ▶ The number of older people (aged 65 and over) discharged from hospital where there was the intention to return home was 64,400 of which 52,300 (81.2 per cent) were still at home after 91 days (NI 125), compared to 78.2 per cent in 2008-09 . This percentage is lower for older clients; 77.9 per cent for those aged 85 and over compared to 84.6 per cent for those aged 65-74.
- ▶ 13.0 per cent of all adults and carers receiving CASSR (Councils with Adult Social Services Responsibilities) funded services received them via self directed support . 24.4 per cent of carers who received services were given self directed support compared to 14.7 per cent of adults aged 18-64 and 9.6 per cent of those aged 65 and over.
- ▶ 3,067 adults per 100,000 population were assisted directly through social services funded support to live independently compared to 3,202 in 2008-09 which is a decrease of 4 per cent. This includes those supported through services provided by grant funded organisations



Informal Care – Key findings

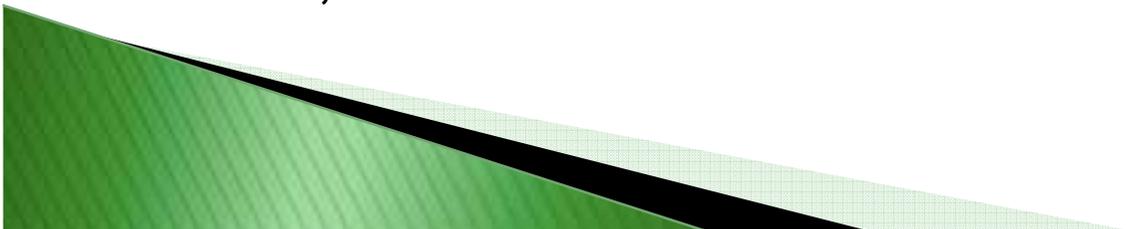
- ▶ The 2001 census showed that there were 4.8 million unpaid carers in the UK.
 - ▶ More than 340,000 people, aged 16 -74 provide more than 50hours of unpaid care per week for a relative.
 - ▶ 1 in 5 adults age 50+ are not in work due to caring responsibilities
 - ▶ Whilst the 2001 census showed 175,000 young carers in the UK, research by charities supporting them, have shown that the figure is more likely to be 700,000.
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Training in Home Care

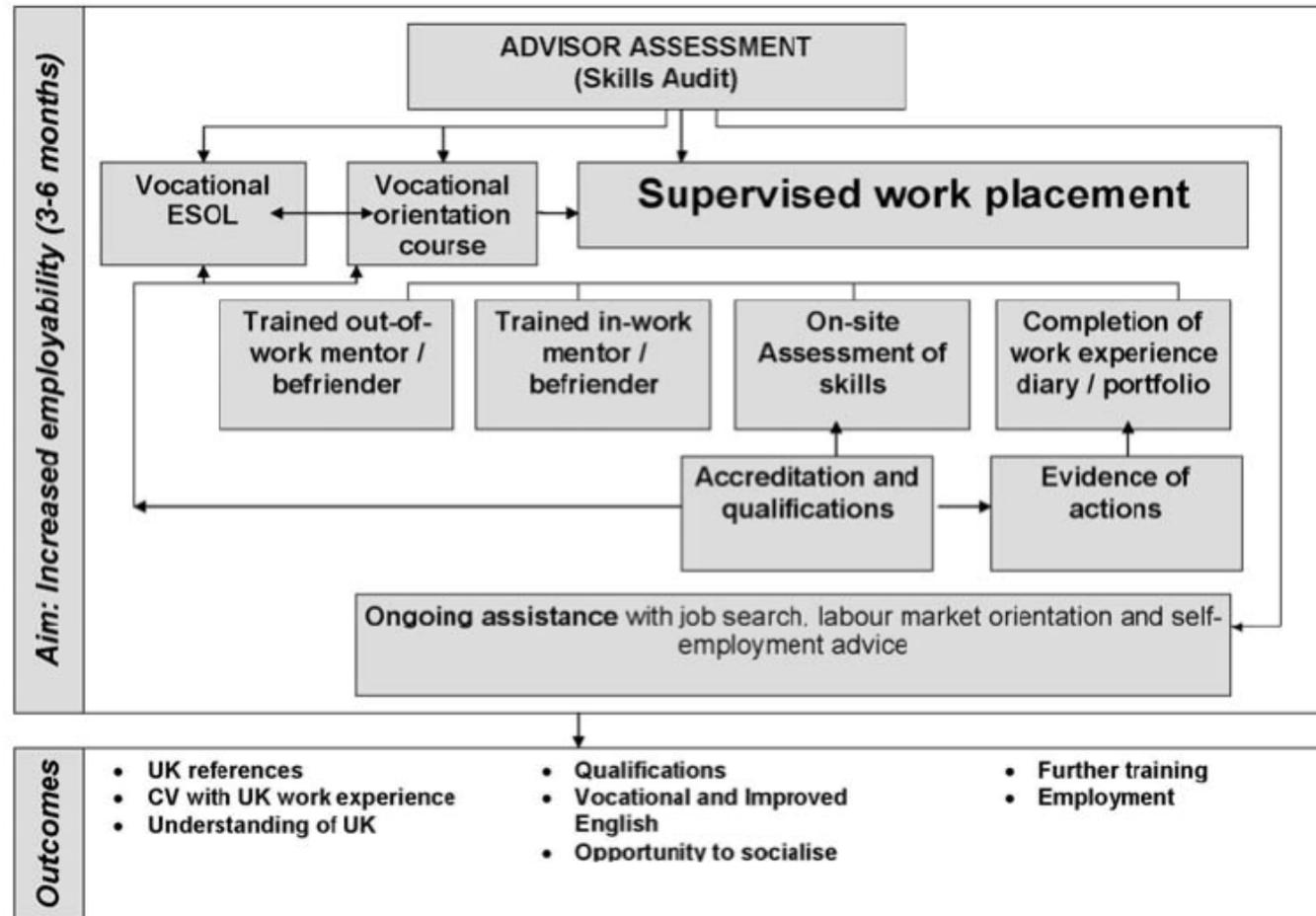
- ▶ Professional Home Care workers are trained to a level of standards that meet the requirements of the Care Quality Commission
 - ▶ This includes common induction standards, vocational training and continuous professional development
 - ▶ This training matrix was developed by the sector skills lead organisation, Skills for Care, in consultation with the CQC and other stakeholders to produce qualifications that meet the needs of employers, learners and people who use services and carers
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Migrant workers entering home care

- ▶ The Migration Advisory Committee (MAC) revision of the UK Occupations lists and the effects of the Points-based system (PBS) to the immigration sector has, according to the UK Homecare Association (UKHCA), effectively stopped senior skilled workers from outside the European Economic Area (EEA) from coming to work in the UK.
- ▶ Part of the recommendation states that new workers in this particular sector must be on a starting salary of £8.80 an hour
- ▶ UKHCA claims that the continued decline in economy makes it unrealistic for homecare employers to be able to pay the minimum required rate.
- ▶ Training for migrant workers in the sector, had, in any case, been reviewed in the following model:

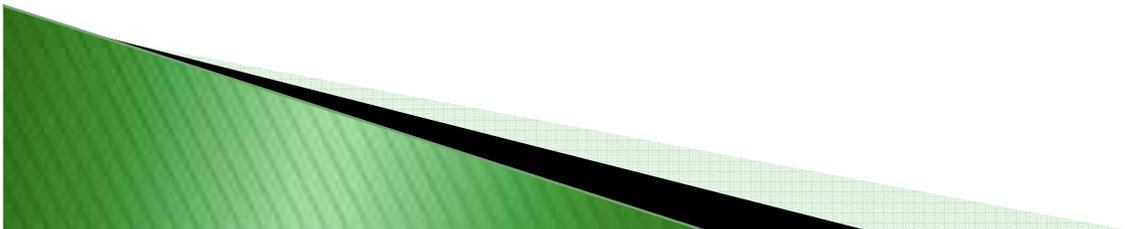


Supporting Immigrants into Employment in the Health and Social Care Sector



Our Conclusions for Prodomo

- ▶ Professional carers - training in place
- ▶ Migrant workers – numbers reduced and training in place
- ▶ Gaps in training –Informal and young carers
- ▶ Needs analysis with these carers identified the need to accredit their experience and identify transferable skills to allow them to access employment when their caring role ends



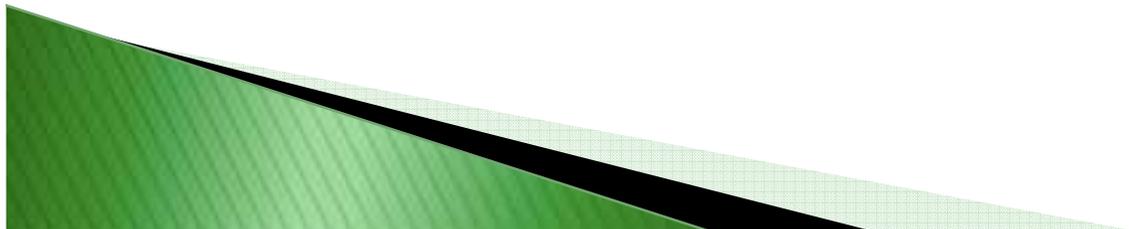
Consultation results on training required

- ▶ Training must be flexible and have no time constraints
- ▶ Distance learning essential -Paper- based and digital
- ▶ Social Media is the preferred platform for young carers.
- ▶ Bite-sized learning units – 10 minutes ideal
- ▶ Initial skills assessment required
- ▶ External links and some face to face for specialist subjects still needed



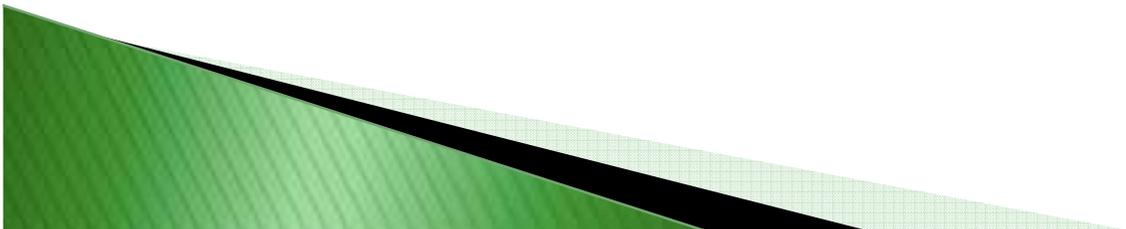
UK training model – Module 1

- ▶ **Introduction to the Course**
- ▶ **Aims and Objectives of the training model**
- ▶ **How to use the training model to develop your knowledge.**
- ▶ **How to use the e-learning materials.**
- ▶ **Initial assessment of skills and qualifications.**
- ▶ **Define your development goals**
- ▶ **Define your learning plan.**



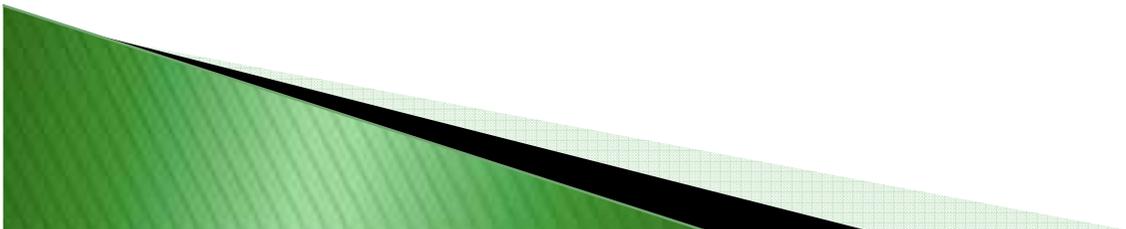
Module 2 – The Caring Role

- **1.1** **Everyday care**
- **1.2** **Safety matters and managing
the physical environment**
- **1.3** **Managing medication**
- **1.4** **Dealing with emergencies**
- **1.5** **Nutrition and food hygiene**
- **1.6** **Maintaining mobility**
- **1.7** **Personal and continence care**
- **1.8** **Maintaining dignity**
- **1.9** **Managing difficult behaviour**

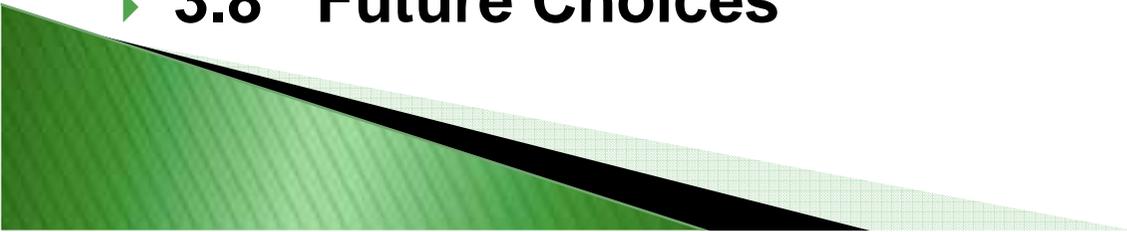


Module 2 – The Supporting Role

- ▶ 2.1 Emotional support
- ▶ 2.2 Maintaining independence
- ▶ 2.3 Dealing with authority
- ▶ 2.4 Managing money
- ▶ 2.5 Accessing resources and services
- ▶ 2.6 Maintaining wellbeing

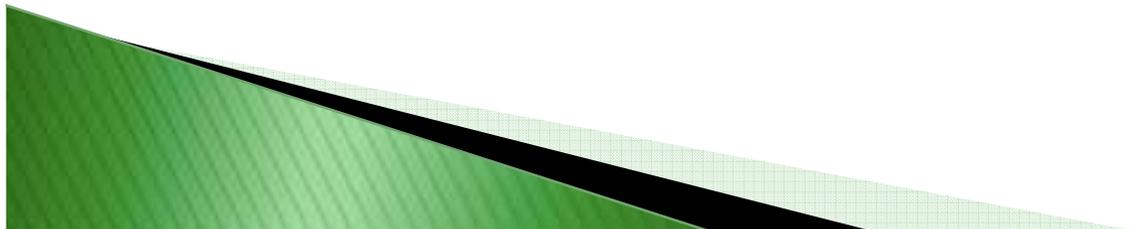


Module 3 – Your Own Personal Development and Progression

- ▶ **3.1 Understanding your own emotions as a Carer**
 - ▶ **3.2 Coping with loss**
 - ▶ **3.3 Communication skills**
 - ▶ **3.4 Time management**
 - ▶ **3.5 Balancing your role as a carer with your own needs**
 - ▶ **3.6 Understanding and managing changing family relationships**
 - ▶ **3.7 Identifying transferable skills**
 - ▶ **3.8 Future Choices**
- 

Module 4 -Review and Assessment

- ▶ **Review your progress against your development goals**
- ▶ **Self assessing your achievements**
- ▶ **Accessing external specialist learning provision**
- ▶ **Accessing external support.**
- ▶ **Reviewing your learning plan.**
- ▶ **Reviewing your personal development goals**



Draft Module

The screenshot shows a web browser window displaying the Moodle interface for Leeds City College. The browser's address bar shows the URL <http://moodle.leedscitycollege.ac.uk/>. The page features a teal header with the 'PRO DOMO' logo on the left and the Moodle logo with the website addresses www.prodomoproject.eu and www.ghi-se.co.uk on the right. Below the header is a navigation menu with links for 'Home', 'Student Intranet', 'Library+', and 'College Websites'. A 'Guest user (Login)' link is also present.

The main content area is divided into several sections:

- Home > Site pages**: A breadcrumb trail.
- Login**: A form with fields for 'Username' and 'Password', and a 'Login' button. A link for 'Lost password?' is also provided.
- Navigation Grid**: A 2x3 grid of tiles with images and text:
 - Welcome to Moodle**: Image of a woman and an older man.
 - Moodle Induction Video**: Image of a woman and an older woman.
 - Moodle Help**: Image of hands clasped together.
 - Student Support**: Image of a smiling woman.
 - Careers Support**: Image of a smiling man.
 - Library+**: Image of a woman reading in a library.
- Having trouble logging in?**: A graphic of a hand cursor pointing to a 'Click here' link.
- E-Learning Feeds**: A section with a link to 'icc_elearning: Some more new features'.
- Site news**: A news item titled 'Some more new features' by Lewis Carr [Staff] on Thursday, 18 August 2011, 02:39 PM. The content discusses 'Google Docs' and states: 'You can now access your Google Docs directly from within Moodle when you need to upload a file or assignment.'

Why use Moodle

- ▶ Easy to use
- ▶ Easy for students to upload info & assignments
- ▶ Editable by tutor
- ▶ Forums can be set up

The draft module

- ▶ All modules will have a quiz at the beginning
- ▶ Where possible video will be used within the module
- ▶ Short tasks to undertake
- ▶ Tasks will become progressively harder throughout the module

Example of a task - Everyday Care

- ▶ What is meant by the term care? This can mean different things to different people. This module will explore what everyday care means to you
- ▶ To care for someone is to look after them or to keep them safe. If this is the case what tasks will be required to ensure that this happens especially in an informal setting.
- ▶ Task 1 -List all the tasks that you think you may have to undertake to care for someone?
- ▶ Once you have your list number them in order of importance.
- ▶ When considering what care tasks you may need to undertake it is also important to take into account what an individual can do for themselves. It is important that we do not take over a task when the individual can do it for themselves

Example of a task - cont.

- ▶ Task 2 -Look at the first list you compiled and highlight all for those tasks that you currently undertake for the person you care for.
- ▶ There will then be a short video of an interview of an experienced carer
- ▶ Task 3 -Take your lists and after watching the video make some notes of what tasks are important for the individual you care for. How are you going to find out what is important for them rather than what you may think is important.

Conclusion

- ▶ Tasks are short but all linked
- ▶ Tasks can be completed in a short period of time
- ▶ The modules will be backed up with reading material
- ▶ The use of moodle will ensure there is interaction between the tutor and student
- ▶ The use of moodle will allow changes to be made as the course develops.