

**Carers Strategy Action Plan 2009-2012**

**Input into the success of the Oxfordshire Carers' Strategy**

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**Please note that any planned actions are based on the Service's current position and priorities agreed with the main funding body, the Learning and Skills Council, for the academic year August 2008 – July 2009. The Service tries to anticipate priorities for years to come, based on a variety of government policy documents and developments, but sudden or unanticipated changes can be introduced. Therefore actions in the plan may need to be revised in line with policy changes.**

<b>Priority</b>	<b>Planned Action Point</b>	<b>What our organisation will do</b>	<b>Risks</b>	<b>August 2009 to July 2010</b>	<b>August 2010 to July 2011</b>	<b>August 2011 to July 2012</b>
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<b>2. Information &amp; communication</b>	2.1	<p>Adult Learning will raise awareness of the support available, both internally for its own staff and the learners/clients they work with; and externally with partner organisations and networks</p> <p>Update on 09/10 Information has been disseminated to all staff and local centres. However this needs to be followed up regularly with updates. This should be an ongoing commitment</p> <p>Disseminated and encourage key staff to attend Carer Awareness sessions when received via email</p>	Low risk	Disseminate carers information, electronically where possible, to all staff; place on on line staff room; hard copies in local centres;	Identify who the key contact should be at Cricket Road to receive and update information to whole service	Disseminate carers information electronically where possible, to all staff; place on on line staff room; hard copies in local centres;
	2.2.2	<p>Promote inclusion of hyperlink from Carers' website to Adult Learning website Link not yet done – and will need to be transferred as commitment in reviewing websites and online staffroom over then coming months.</p>	Low risk	Ensure key link is established	Ensure key link is established	Ensure key link is maintained

	2.3	<p>As per Point 1 – publicise and raise awareness amongst staff</p> <p>All staff sent email about the Carer Awareness training sessions</p> <p>Identified IAG team as key people who can support this with Carers – 2 members of staff at least have signed up to these sessions and will cascade to other teams,</p>	Low risk	Use media including staff newsletter, online staffroom .	Use media including staff newsletter, online staffroom On an on-going basis for updates & to keep information live.	Use media including staff newsletter, online staffroom On an on-going basis for updates & to keep information live.
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<p><b>3.Health &amp; wellbeing</b></p>	<p>3.3.4</p>	<p>Adult Learning will highlight carers' issues amongst its' own teams involved in planning and, where possible, with network/partner planning groups for consideration and inclusion in development planning</p> <p>Carers groups included in the work at Bicester Resource Centre for Healthy Living offer running there.</p> <p>See also 4.5</p> <p>We are currently attempting to identify ways to work with discrete groups in the most appropriate way. What comes out of the Bicester Activity may support this.</p> <p>Also the new Adult Advancement and Careers Service guidance for 10/11 specifically mentions Carers as a target group – so there may be more clearly defined opportunities from this.</p>	<p>Low risk</p>	<p>Highlight with specific groups such as Local Area Agreement boards; Service's Delivery Managers especially Healthy Living</p>	<p>Work with Carer Centres to find additional ways of ensuring we can plan activities which Carer's can access.</p> <p>Ensure Carers' Centres have access to copies of the new AL brochure to encourage access to Healthy Living opportunities available locally.</p>	
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<p><b>4.Work,education training,leisure</b></p>	<p>4.5</p>	<p>Where possible, within funding guidelines and service priorities. Adult Learning will work with key partners to support carers who wish to return to learning, training, employment (paid or voluntary) or self employment. This could include access to Information, Advice and Guidance to help individuals identify transferable skills, qualification and experience and produce a personal action plan for progression; access to First Steps courses to facilitate first steps towards work and/or learning; access to Personal Community Development Learning 'leisure learning' provision; if eligible, financial support to undertake learning/training; access to training whilst in the workplace; in addition to carers accessing 'mainstream' Adult Learning provision, Adult Learning could work with Carers organisations to develop discrete provision for carers groups.</p> <p><a href="#">Stand at Carers' Conference.</a></p> <p><a href="#">IAG team planning sessions at Bicester Resource Centre in Job Search skills with follow-up 1-1 advice sessions if wanted. Use this to model effectiveness to deliver elsewhere.</a></p>	<p>Policy changes; individuals' previous learning/training and possible impact on eligibility for further training/learning</p> <p>Discrete groups may not present in numbers large enough for a viable class</p> <p>Changes in funding priorities</p>	<p>Ensure core information on provision (e.g. Brochure; targeted publicity) is available to carers and carers' organisations</p> <p>Produce key briefing notes for main organisations/partners highlighting priorities and eligibility/entitlement e.g. targeted funding for adults with few or no qualifications; what the service can offer.</p>	<p>As per previous year – update priorities and eligibility</p>	
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<b>5.Partners in care: Having a voice</b>	<b>5.2 and 5.3</b>	<p>The Adult Learning Service’s marketing co-ordinator, in conjunction with curriculum staff and partners, will identify ‘good news stories/case studies/positive learner journey’ from learners who are carers. This will contribute to the overarching priority of ensuring the media features Carers’ stories, where relevant</p> <p>A case study was published in Oxon News about the work at Bic Resource Centre. This related to the whole of what was going up there and based on the overall collaborative work rather than an individual person’s journey.</p>	Capacity of co-ordinator to identify carers	1 case study/learner journey	<p>At least 1 new case study/learner journey</p> <p>Identify an individual case study from the Job Search work with Bic Res Centre to show how IAG can support Carers seeking employment or training</p>	At least 1 new case study/learner journey
	<b>5.4.</b>	The Adult Learning Service will, where possible, include carer representation in it’s service consultations/user involvement	Process under review at moment	<p>Evidence of carer input to revised user involvement process</p> <p>Not clear if carers were included in focus groups undertaken</p>	<p>Identify potential of a focus group with carers into needs when accessing Adult Learning Services</p>	

<p><b>6. Equalities</b></p>	<p><b>6.5</b></p>	<p>The Adult Learning service will work with partners to increase awareness of learner support available to learners/potential learners amongst carers e.g. OCC staff discount; eligibility if few or no qualifications; learner support fund etc</p> <p>This information is available and in our brochure. There needs to be better joined up information still so that carers see that the support is for them. However, the amount of support money available through our funding is very limited.</p>	<p>Changes to funding priorities and/or increased demand on reduced resource</p>	<p>Produce simple outline of the provision and additional learner support available, for use by carers' organisations and carers themselves</p>	<p>Finding ways to join up possible support from different sources to get the best deals for carers should be part of the work next year.</p>	
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Notes to action plan: Planned Action Points can be cross referenced to the Oxfordshire Carers Strategy: Section 6 overarching Action Plan 2009 –2012.