



Yr Ymarferydd
Gwasanaethau
Cymdeithasol

Ymarfer Proffesiynol

Social Services
Practitioner

Professional Practice



Facilitator notes

WELSH

Cyn mynychu, mae'n ofynnol i ddysgwyr gael mynediad at gopi digidol neu gopi caled o'u Cod Ymarfer/Ymddygiad perthnasol gan gynnwys fersiwn 'i Gyflogwyr', rheoliadau RISCA a swydd ddisgrifiad, ac unrhyw ganllawiau ymarfer perthnasol eraill.

ENGLISH

Prior to attending, learners are required to have access to a digital or hard copy of their relevant Code of Practice/Conduct including 'for Employers' version, RISCA regulations and job description, and any other relevant practice guidance.

Mae'r adnodd hwn wedi'i ddatblygu mewn partneriaeth â'r Consortiwm Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar ran Gofal Cymdeithasol Cymru. Mae'r consortiwm yn cynnwys y partneriaid canlynol:

This resource has been developed in partnership by the Social Services Practitioner (SSP) Consortium on behalf of Social Care Wales. The consortium is made up of the following partners:



Gofal Cymdeithasol Cymru a'i gyngorwyr penodedig sy'n berchen ar hawlfraint y deunyddiau hyn. Gall darparwyr dysgu, awdurdodau lleol a darparwyr gwasanaethau gofal yng Nghymru gopïo, atgynhyrchu, dosbarthu neu drefnu bod y Rhaglen Ddysgu Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael fel arall i unrhyw drydydd parti arall ar sail ddielw yn unig. Rhaid i unrhyw bartïon eraill sy'n dymuno copïo, atgynhyrchu, dosbarthu neu fel arall wneud y Rhaglen Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael i unrhyw drydydd parti arall geisio caniatâd ysgrifenedig Gofal Cymdeithasol Cymru ymlaen llaw.

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Sgiliau Astudio / Study Skills



Cyfeirnod / Referencing



Darllen / Reading



Ysgrifenu / Writing



Myfyrdod Beirniadol /
Critical Reflection



Cyfathrebiad /
Communication



Gwaith Grŵp / Group Work



Cyflwyniad / Presentation



Ymchwil / Research



Sgiliau rhyngpersonol /
Interpersonal Skills



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Yn ôl ym
Gymdeithas Cymru
Government of
Wales

Sgiliau Astudio Cudd / Hidden Study Skills

Peidiwch ag anghofio bod amrywiaeth o sgiliau wedi'u gwreiddio, gan gynnwys...

Trefniadaeth

Cadw amser

Cynllunio

Cymryd nodyn

Cynllunio Traethawd

Gwrandawriad

Datrys problemau

Penderfyniadau

Cwestiynu

Siarad yn effeithiol

Cyfathrebu llafar

Efallai y bydd rhai o'r rhain yn rhan o'ch sgiliau rhyngpersonol hefyd.

Don't forget there are a range of skills embedded including...

Organisation

Time keeping

Planning

Note taking

Essay planning

Listening

Problem solving

Decision making

Questioning

Effective speaking

Verbal communication

Some of these may form part of your Interpersonal Skills too.

Deilliannau dysgu

- Deall sut mae DPP yn arwain ac yn gwella ymarfer
- Gallu defnyddio codau, deddfwriaeth a rheoliadau i lywio a gwella eich ymarfer
- Deall trin data
- Deall gweithio mewn partneriaeth

Learning outcomes

- Understand how CPD guides and improves practice
- Be able to use codes, legislation and regulations to inform and improve your practice
- Understand data handling
- Understand partnership working

Facilitator notes

WELSH

Yn hollbwysig i unrhyw sesiynau a addysgir, mae disgwyliad y bydd unigolion yn rhannu profiadau o ymarfer sy'n ymwneud â phynciau a drafodir.

Rhaid cadw at gyfrinachedd, yn gyntaf trwy i'r siaradwr beidio â datgelu manylion personol yr unigolion/eraill dan sylw, ac yn ail gan gyfranogwyr eraill. Rhaid i brofiadau a rennir o fewn y grŵp aros o fewn y sesiwn a pheidio â chael eu datgelu gyda phartïon allanol, ac eithrio lle mae pryder diogelu.

ENGLISH

Paramount to any taught sessions, there is an expectation that individuals will share experiences of practice that relate to discussed topics.

Confidentiality must be adhered to, firstly from the speaker not disclosing personal details of individuals/others involved, and secondly from other participants. Experiences shared within the group must remain within the session and not disclosed with outside parties, with the exception of where there is a safeguarding concern.

Deilliant Dysgu 1

Sicrhau bod eich datblygiad proffesiynol parhaus eich hun yn bodloni safonau a gofynion ac yn adlewyrchu arfer gorau yng nghyd-destun gweithio yng Nghymru

Yn ogystal, gallu defnyddio codau, deddfwriaeth a rheoliadau i lywio a gwella eich ymarfer

Learning Outcome 1

Ensure that own continual professional development meets standards and requirements and reflects best practice in the context of working in Wales

Additionally, be able to use codes, legislation and regulations to inform and improve your practice

Ar gyfer yr uned hon bydd angen:

- Eich swydd ddisgrifiad
- Eich Cod Ymddygiad neu Ymarfer perthnasol, gan gynnwys canllawiau'r Cyflogwr a chanllawiau Ymarfer
- Rheoliadau RISCA perthnasol
- Fframwaith Safonau Iechyd a Gofal

For this unit you will need:

- Your job description
- Your relevant Code of Conduct or Practice, including Employer, & Practice guidelines
- Relevant RISCA regulations
- Health and Care Standards Framework



Facilitator notes

WELSH

Sleid yn ymwneud ag AC 1.1 Cyfrifoldebau ac atebolrwydd proffesiynol o fewn cyd-destun fframweithiau deddfwriaethol, safonau a Chodau Ymddygiad ac Ymarfer Proffesiynol perthnasol

Y nod yma yw bod pob dysgwr yn cael mynediad at y ddeddfwriaeth sy'n llywio eu hymarfer gan y bydd hyn yn cael ei ddefnyddio trwy gydol y sesiwn.

Dewch o hyd i reoliadau RISCA perthnasol yn: <https://careinspectorate.wales/legislation>

Cod Ymarfer Proffesiynol Gofal Cymdeithasol https://gofalcymdeithasol.cymru/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf

Cod Ymarfer Proffesiynol i Gyflogwyr https://gofalcymdeithasol.cymru/cms_assets/file-uploads/Employers-code.pdf

Cod Ymddygiad y GIG ar gyfer Gweithwyr Cymorth Gofal Iechyd yng Nghymru http://www.wales.nhs.uk/documents/Code_of_Conduct_for_Healthcare_Support_Workers_in_Wales.pdf

Cod Ymarfer ar gyfer Cyflogwyr GIG

Cymru http://www.wales.nhs.uk/documents/Code_of_Practice_for_NHS_Wales_Employers.pdf

Deddf Gwasanaethau Cymdeithasol a Llesiant <https://socialcare.wales/hub/sswbact>

Fframwaith Safonau Iechyd a

Gofal http://www.wales.nhs.uk/sitesplus/documents/1064/24729_Health%20Standards%20Framework_2015_E1.pdf

Cymru Iachach <https://gov.wales/sites/default/files/publications/2021-09/a-healthier-wales-our-plan-for-health-and-social-care.pdf>

Mae canllawiau Ymarfer Pellach ar gyfer pob rôl ar gael yn

: <https://gofalcymdeithasol.cymru/dealing-with-concerns/codes-of-practice-and-guidance>

ENGLISH

Slide relating to AC 1.1 Professional responsibilities and accountabilities within the context of relevant legislative frameworks, standards and Codes of Conduct and Professional Practice

The aim here is that all learners have access to the legislation that informs their practice as this will be used through the session.

ENGLISH LINKS (links also available on last slide)

Find relevant RISCA regs at: <https://careinspectorate.wales/legislation>

Code of Professional Practice for Social Care https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf

Code of Professional Practice for Employers https://socialcare.wales/cms_assets/file-uploads/Employers-code.pdf

NHS Code of Conduct for Healthcare Support Workers in

Wales http://www.wales.nhs.uk/documents/Code_of_Conduct_for_Healthcare_Support_Workers_in_Wales.pdf

Code of Practice for NHS Wales

Employers http://www.wales.nhs.uk/documents/Code_of_Practice_for_NHS_Wales_Employers.pdf

Social Services and Wellbeing Act <https://socialcare.wales/hub/sswbact>

Health and Care Standards

Framework http://www.wales.nhs.uk/sitesplus/documents/1064/24729_Health%20Standards%20Framework_2015_E1.pdf

A Healthier Wales <https://gov.wales/sites/default/files/publications/2021-09/a-healthier-wales-our-plan-for-health-and-social-care.pdf>

Further Practice Guidance for each role available at : <https://socialcare.wales/dealing-with-concerns/codes-of-practice-and-guidance>

Dyletswydd Gonestrwydd

Duty of Candour

“Fel gweithiwr gofal cymdeithasol proffesiynol mae'n rhaid i chi fod yn agored ac yn onest gydag unigolion pan fydd rhywbeth sy'n mynd o'i le gyda'u gofal neu gymorth yn cael, neu sydd â'r potensial i gael, effaith andwyol ar eu llesiant.”

Gofal Cymdeithasol Cymru

“As a social care professional you must be open and honest with individuals when something that goes wrong with their care or support has, or has the potential to have, an adverse effect on their well-being.”

Social Care Wales



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www.socialcare.wales



WELSH

Sleid yn ymwneud ag AC 1.2 Gofynion deddfwriaethol, rheoleiddiol a sefydliadol yn ymwneud â Dyletswydd Gonestrwydd a phwysigrwydd bod yn agored ac yn onest os aiff pethau o chwith

Y nod yma yw bod pob dysgwr yn deall ei rôl o ran datgeliad llawn, didwylledd a gonestrwydd, pan nad yw safonau ac arfer da wedi'u cynnal. Byddant yn edrych yn ddiweddarach ar ganlyniadau Gwrandawiadau i ehangu eu dealltwriaeth.

Rhannwch y ddogfen (dogfennau) isod a thrafodwch gyda'r dysgwyr.

Dyletswydd Gonestrwydd Gofal Cymdeithasol

https://socialcare.wales/cms_assets/file-uploads/SCW-DutyofCandour-ENG-V01.pdf

Dyletswydd Gonestrwydd GIG Cymru

<https://gov.wales/health-and-social-care-quality-and-engagement-wales-act-summary-html>

ENGLISH

Slide relating to AC 1.2 Legislative, regulatory and organisational requirements related to Duty of Candour and the importance of being open and honest if things go wrong

The aim here is that all learners understand their role in full disclosure, openness and honesty, while standards and good practice has not been upheld. They will later look at Hearing outcomes to extend their understanding.

Please share the below document(s) and discuss with learners.

Duty of Candour Social Care

https://socialcare.wales/cms_assets/file-uploads/SCW-DutyofCandour-ENG-V01.pdf

Duty of Candour NHS Wales

<https://gov.wales/health-and-social-care-quality-and-engagement-wales-act-summary-html>

Dyletswydd Gonestrwydd

Duty of Candour

Meddyliwch yn Gyflym!

Myfyriwch ar eich profiadau eich hun pan rydych wedi cyflawni eich dyletswydd gonestrwydd.

Beth oedd eich meddyliau a'ch teimladau?

Quick Think!

Reflect on your own experiences when you have fulfilled your duty of candour.

What were your thoughts and feelings?

Facilitator notes

WELSH

Sleid yn ymwneud ag AC 1.2 Gofynion deddfwriaethol, rheoleiddiol a sefydliadol yn ymwneud â Dyletswydd Gonestrwydd a phwysigrwydd bod yn agored ac yn onest os aiff pethau o chwith

Y nod yma yw bod pob dysgwr yn deall ei rôl o ran datgeliad llawn, didwylledd a gonestrwydd, pan nad yw safonau ac arfer da wedi'u cynnal. Byddant yn edrych yn ddiweddarach ar ganlyniadau Gwrandawiadau i ehangu eu dealltwriaeth.

Atgoffa am gyfrinachedd.

Anogwch y dysgwyr i fynegi sut maen nhw yn eu hymarfer eu hunain wedi ymrwmo i ddyletswydd gonestrwydd trwy gydol eu hymarfer mewn gofal cymdeithasol.

Gofynnwch a yw unrhyw un yn dymuno rhannu.

Ychwanegu enghreifftiau o ymarfer?

ENGLISH

Slide relating to AC 1.2 Legislative, regulatory and organisational requirements related to Duty of Candour and the importance of being open and honest if things go wrong

The aim here is that all learners understand their role in full disclosure, openness and honesty, while standards and good practice has not been upheld. They will later look at Hearing outcomes to extend their understanding.

Reminder of confidentiality.

Encourage the learners to express how in their own practice they have committed to duty candour throughout their practice in social care.

Ask if anyone wishes to share.

Add practice examples?

Rolau a chyfrifoldebau

Role and responsibilities

Defnyddiwch eich Cod a Swydd Ddisgrifiad i ystyried:

- Eich rôl
- Eich cyfrifoldebau
- Yr hyn sydd y tu allan i'ch rôl/cyfrifoldeb a ble i geisio cymorth ar gyfer arweiniad y tu allan i'ch cyfrifoldeb neu lefel arbenigedd/profiad.

Use your Code and Job description to consider:

- Your role
- Your responsibilities
- What is outside your role/responsibility and where to seek support for guidance outside your responsibility or level of expertise/experience.

WELSH

Sleid yn ymwneud ag AC 1.4 Pwysigrwydd cydnabod a chadw at ffiniau eich rôl a'ch cyfrifoldebau eich hun **ac 1.5** Sut a phryd i geisio cymorth ychwanegol mewn sefyllfaoedd y tu hwnt i'ch rôl, cyfrifoldebau, lefel profiad ac arbenigedd eich hun neu os oes ansicrwydd ynghylch sut i symud ymlaen â mater gwaith

Y nod yma yw bod pob dysgwr yn deall eu rôl a'u cyfrifoldebau ac yn gallu nodi meysydd sydd angen eu datblygu.

Cefnogi dysgwyr i ymchwilio i'w Cod a'u rheoliadau perthnasol, a'u swydd ddisgrifiad i archwilio eu cyfrifoldebau

At bwyr maen nhw'n mynd/ble maen nhw'n chwilio am gymorth ac arweiniad pan nad ydyn nhw'n siŵr sut i symud ymlaen gyda mater gwaith, am gymorth ychwanegol neu lle mae cam gweithredu gofynnol y tu allan i'w cylch gwaith?

Bydd hyn yn achosi peth trafodaeth ynghylch gorgyffwrdd cyfrifoldeb a gellir ei gymhwyso o fewn y sleid nesaf.

ENGLISH

Slide relating to AC 1.4 The importance of recognising and adhering to the boundaries of own role and responsibilities **and 1.5** How and when to seek additional support in situations beyond own role, responsibilities, level of experience and expertise or unsure as to how to proceed in a work matter

The aim here is that all learners understand their role and responsibilities and be able to identify areas which require development.

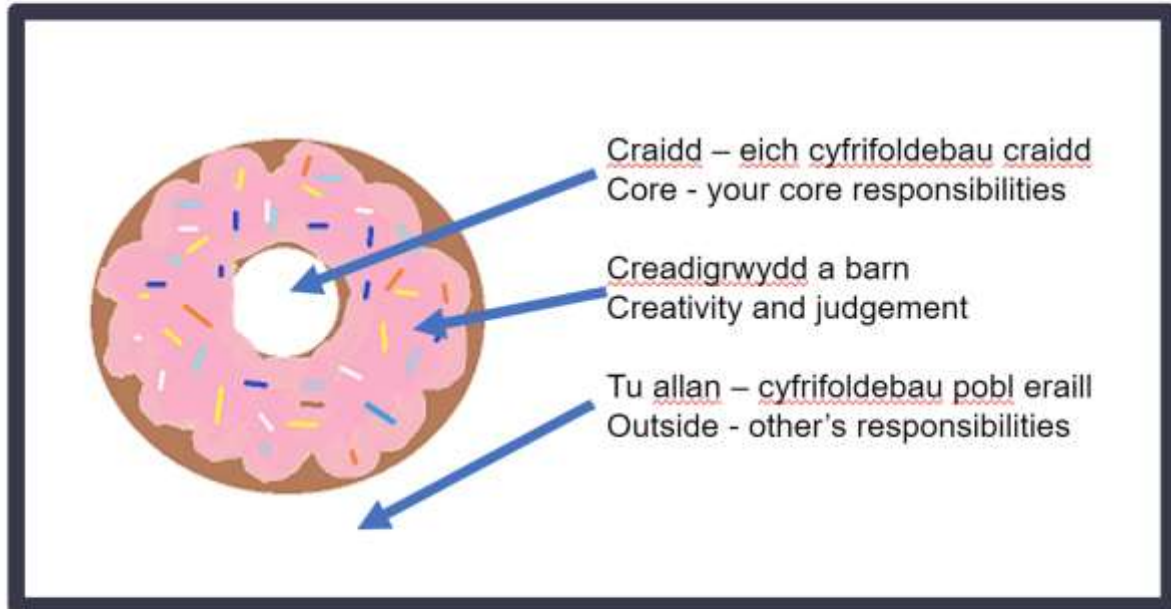
Support learners to research their relevant Code and regulations, and job description to explore their responsibilities

Who do they approach/where do they look for support and guidance when they are unsure on how to proceed in a work matter, for additional support or where a required action is outside of their remit?

This will cause some discussion around crossover of responsibility and that can be applied within the next slide.

Y Toesen

The Doughnut



WELSH

Sleid yn ymwneud ag AC 1.4 Pwysigrwydd cydnabod a chadw at ffiniau eich rôl a'ch cyfrifoldebau eich hun **ac 1.5** Sut a phryd i geisio cymorth ychwanegol mewn sefyllfaoedd y tu hwnt i'ch rôl, cyfrifoldebau, lefel profiad ac arbenigedd eich hun neu os oes ansicrwydd ynghylch sut i symud ymlaen â mater gwaith

Y nod yma yw bod pob dysgwr yn deall eu rôl a'u cyfrifoldebau ac yn gallu nodi ffiniau.

Anaml y mae pob cyfrifoldeb ar ysgwyddau un person mewn IGC. Yn aml mae gorgyffwrdd, ac mae angen hyblygrwydd i sicrhau bod canlyniadau yn canolbwyntio ar yr unigolyn. Mae'r Toesen yn ein cefnogi i gymhwyso ein rolau a'n cyfrifoldebau mewn ffordd fwy cyfannol na rhestru.

Edrychwch ar eich cyfrifoldebau a'u cymhwyso ar draws y 3 chategori.

Yma byddwn yn defnyddio teclyn The Doughnut Management gan Charles Handy i grwpio ein cyfrifoldebau.

Y Craidd yw ein cyfrifoldebau craidd - y dyletswyddau sydd angen eu cyflawni, ee asesiad anghenion ar gyfer pob unigolyn.

Mae'r tu allan yn gyfrifoldebau nad ydynt yn perthyn i ni, ee pa gwmni fydd yn gofalu am yr unigolyn

Y rhan fwyaf o'r toesen yw barn a chreadigrwydd o ran sut i gyflawni canlyniadau.

Mae Y Toesen yn ddamcaniaeth a gymerwyd o The *Empty Raincoat* Charles Handy
<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/doughnut/>

ENGLISH

Slide relating to AC 1.4 The importance of recognising and adhering to the boundaries of own role and responsibilities **and 1.5** How and when to seek additional support in situations beyond own role, responsibilities, level of experience and expertise or unsure as to how to proceed in a work matter

The aim here is that all learners understand their role and responsibilities and be able to identify boundaries.

Rarely are all responsibilities one person's in HSC. There is often cross over, and flexibility required to ensure outcomes are person centred.

The Doughnut supports us to apply our roles and responsibilities in a more holistic way than listing.

Look at your responsibilities and apply them across the 3 categories.

Here we will apply Charles Handy's The Doughnut Management tool to group our responsibilities.

The Core is our core responsibilities- the duties that need to be done, eg, a needs assessment for each individual.

The outside are responsibilities that don't belong to us, eg, which company will provide the care for the individual

The bulk of the doughnut is the judgement and creativity of how to achieve outcomes.

The Doughnut is a theory taken from The *Empty Raincoat* Charles Handy

<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/doughnut/>

Atebolrwydd

“Mae atebolrwydd yn golygu bod yn gyfrifol i rywun, neu am ryw weithred, a'ch bod yn gallu egluro beth rydych yn ei wneud. ... Mae gweithwyr proffesiynol ym maes iechyd a gofal cymdeithasol yn cael eu dal yn atebol am eu gwaith gan eu cyrff rheoleiddio.”

<https://resources.collins.co.uk/free/hsc.pdf>

Accountability

“Accountability means being responsible to someone, or for some action, and that you are able to explain what you do. ... Professionals in health and social care are held accountable for their work by their regulatory bodies.”

<https://resources.collins.co.uk/free/hsc.pdf>

WELSH

Sleid yn ymwneud ag AC 1.3. Pwysigrwydd cydnabod a chadw at ffiniau eich rôl a'ch cyfrifoldebau eich hun
Y nod yma yw cyflwyniad i atebolrwydd.

<https://resources.collins.co.uk/free/hsc.pdf>

Discuss accountability – is this the same as blame? Accountability in a everyday life context - [Brené Brown on Blame - YouTube](#)

ENGLISH

Slide relating to AC 1.3. The importance of recognising and adhering to the boundaries of own role and responsibilities
The aim here an introduction to accountability.

<https://resources.collins.co.uk/free/hsc.pdf>

Atebolrwydd

Ystyriwch:

- Am beth ydych chi'n atebol?
 - Sut, pryd a ble ydych chi'n atebol?
 - Pam ydych chi'n atebol?
 - Sut ydych chi'n atebol am ansawdd eich ymarfer eich hun?
-
- Trafodaeth Adolygu Ymarfer

Accountability

Consider:

- What are you accountable for?
 - How, when and where are you accountable?
 - Why are you accountable?
 - How are you accountable for the quality of your own practice?
-
- Practice Review Discussion

Facilitator notes

WELSH

Sleid yn ymwneud ag 1.3 Pwysigrwydd cydnabod a chadw at ffiniau eich rôl a'ch cyfrifoldebau eich hun

Y nod yma yw bod pob dysgwr yn nodi ei atebolrwydd, a sut mae hyn yn berthnasol i atebolrwydd ansawdd ei ymarfer ei hun.

Hyrrwyddwch drafodaeth grŵp ar atebolrwydd a rhowch adborth fel grŵp.

Hybwch y defnydd o Godau i nodi rhesymau dros atebolrwydd.

Defnyddiwch yr adolygiad Ymarfer https://socialcare.wales/cms_assets/file-uploads/29.-Practice-Review-Adult-C.pdf i drafod atebolrwydd y gwahanol bartïon.

ENGLISH

Slide relating to AC 1.3 The importance of recognising and adhering to the boundaries of own role and responsibilities

The aim here is that all learners identify their accountability, and how does this apply to the accountability of quality of own practice.

Promote group discussion of accountability and feedback as a group.

Prompt use of Codes to identify reasons for accountability.

Use the Practice review https://socialcare.wales/cms_assets/file-uploads/29.-Practice-Review-Adult-C.pdf to discuss how could accountability of the different parties.

Datblygiad Proffesiynol

“Datblygiad Proffesiynol Parhaus (DPP) yw datblygiad wedi'i gynllunio, parhaus o wybodaeth a sgiliau proffesiynol trwy gydol eich bywyd gwaith. Mae'n ddull cyfannol o ddysgu sy'n cydnabod profiadau bob dydd fel cyfleoedd dysgu.”

Gofal Cymdeithasol Cymru

Professional Development

“Continuing Professional Development (CPD) is planned, ongoing development of professional knowledge and skills throughout your working life. It is a holistic approach to learning which recognises every day experiences as learning opportunities.”

Social Care Wales



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Social Care Wales

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www.socialcare.wales



Facilitator notes

WELSH

Sleid yn ymwneud ag AC 1.7 Yr ystod o gyfleoedd dysgu a sut i gael mynediad atynt **ac 1.8** Sut i ddefnyddio cyfleoedd dysgu yn effeithiol i wella eich gwybodaeth, dealltwriaeth, sgiliau ac ymarfer eich hun, gan gynnwys dysgu o brofiadau dydd i ddydd

Y nod yma yw cyflwyniad i DPP.

https://socialcare.wales/cms_assets/file-uploads/CCPD-toolkit-for-social-care-ENGv01.pdf

Gofynnwch i'r dysgwyr ddarllen drwy'r ddogfen atodedig i nodi pam mae DPP yn bwysig a dulliau dysgu a datblygu.

ENGLISH

Slide relating to AC 1.7 The range of learning opportunities and how to access them **and 1.8** How to use learning opportunities effectively to improve own knowledge, understanding, skills and practice, including learning from day to day experiences

The aim here an introduction to CPD.

https://socialcare.wales/cms_assets/file-uploads/CCPD-toolkit-for-social-care-ENGv01.pdf

Ask learners to read through the attached document to identify why CPD is important and methods of learning and development.

Datblygiad Proffesiynol

Professional Development

Meddylwch yn Gyflym!

Quick Think!

Pam fod DPP yn bwysig?

Why is CPD important?

Beth yw dulliau dysgu a datblygu?

What are methods of learning and development?



www.gofalcymdeithasol.cymru
www.socialcare.wales



Facilitator notes

WELSH

Sleid yn ymwneud ag AC 1.7 Yr ystod o gyfleoedd dysgu a sut i gael mynediad atynt **ac 1.8** Sut i ddefnyddio cyfleoedd dysgu yn effeithiol i wella eich gwybodaeth, dealltwriaeth, sgiliau ac ymarfer eich hun, gan gynnwys dysgu o brofiadau dydd i ddydd

Y nod yma yw i bob dysgwr nodi cyfleoedd dysgu o fewn eu rolau a sut i'w defnyddio. Canllawiau cyflwyno i roi enghreifftiau o: weithgareddau hyfforddi, mentora, hyfforddi, cysgodi, sefydlu, goruchwyllo, darllen dan arweiniad, ymchwil, setiau dysgu gweithredol, trafodaethau grŵp cyfoedion

https://socialcare.wales/cms_assets/file-uploads/CCPD-toolkit-for-social-care-ENGv01.pdf

Gofynnwch i'r dysgwyr rannu'r hyn maen nhw wedi'i ymchwilio.

ENGLISH

Slide relating to AC 1.7 The range of learning opportunities and how to access them **and 1.8** How to use learning opportunities effectively to improve own knowledge, understanding, skills and practice, including learning from day to day experiences

The aim here is for all learners to identify learning opportunities within their roles and how to use them.

Guidance for delivery to gives examples of: training activities, mentoring, coaching, shadowing, induction, supervision, guided reading, research, action learning sets, peer group discussions

https://socialcare.wales/cms_assets/file-uploads/CCPD-toolkit-for-social-care-ENGv01.pdf

Ask learners share what they have researched.

Datblygiad Proffesiynol

Professional Development

Dylai dysgwyr L4 hefyd edrych ar y canlynol i ddangos tystiolaeth o arfer wedi'i lywio gan dystiolaeth:

- Adolygiadau Ymarfer
- Canlyniadau gwrandawiadau
- Ymchwil
- Ble gallwch chi ddod o hyd i'r rhain?

L4 learners should also look at the following to evidence informed practice:

- Practice Reviews
- Hearing outcomes
- Research
- Where can you find these?



www.gofalcymdeithasol.cymru
www.socialcare.wales



Facilitator notes

WELSH

Sleid yn ymwneud ag AC 1.6, Pwrpas ymgymryd â datblygiad personol a phroffesiynol a'ch cyfrifoldeb personol o ran gwneud hynny **ac 1.8** Sut i ddefnyddio cyfleoedd dysgu yn effeithiol i wella eich gwybodaeth, dealltwriaeth, sgiliau ac ymarfer eich hun, gan gynnwys dysgu o brofiadau dydd i ddydd

Y nod yma yw i bob dysgwr nodi ffynonellau gwybodaeth i ddatblygu ymarfer wedi'i lywio gan dystiolaeth a sut i'w defnyddio.

Cysylltwch yn ôl â sleidiau Dyletswydd Gonestrwydd a nodwch pa mor aml yn y canlyniadau gwrandawiadau y cynhelir y ddyletswydd hon.

Mae hefyd yn anelu at gyflwyno dysgwyr i Dasg A a dechrau dyddlyfr dysgwr (gweler y sleid nesaf) a fydd yn cefnogi'r meini prawf na ellir eu bodloni trwy dasgau B-E.

https://socialcare.wales/cms_assets/file-uploads/CCPD-toolkit-for-social-care-ENGv01.pdf

Gofynnwch i'r dysgwyr rannu'r hyn maen nhw wedi'i ymchwilio.

Disgwylir i ddysgwyr ymchwilio i arfer gorau eu hunain gan ddefnyddio'r pwyntiau fel cyfeiriad, o bosibl mewn 3 grŵp ac yna rhannu o fewn y sesiwn. Isod mae dolenni i gefnogi'r hyfforddwr os oes angen cyfeiriad ychwanegol ar ddysgwyr.

<https://socialcare.wales/dealing-with-concerns/hearings>

<http://www.wales.nhs.uk/sitesplus/documents/888/PHW%20Learning%20from%20Reviews%20Report%202017-2018..pdf>

<https://www.cysur.wales/adult-practice-reviews/>

<https://www.cysur.wales/child-practice-reviews/>

ENGLISH

Slide relating to AC 1.6, The purpose of undertaking personal and professional development and own responsibility for doing so **and 1.8** How to use learning opportunities effectively to improve own knowledge, understanding, skills and practice, including learning from day to day experiences

The aim here is for all learners to identify sources of information to develop evidence informed practice and how to use them.

Link back to Duty of Candour slides and note how often in the hearing outcomes this duty is upheld.

It also aims to introduce learners to Task A and start a learner journal (see next slide) which will support the criteria which cannot be met through tasks B-E.

https://socialcare.wales/cms_assets/file-uploads/CCPD-toolkit-for-social-care-ENGv01.pdf

Ask learners share what they have researched.

Learners are expected to research best practice themselves using the points as direction, possibly in 3 groups and then share within session. Below are links to support the trainer if learners require additional direction.

<https://socialcare.wales/dealing-with-concerns/hearings>

<http://www.wales.nhs.uk/sitesplus/documents/888/PHW%20Learning%20from%20Reviews%20Report%202017-2018..pdf>

<https://www.cysur.wales/adult-practice-reviews/>

<https://www.cysur.wales/child-practice-reviews/>

Dyddlyfr Dysgwr

Learner Journal

Tasg A

Portffolio o dystiolaeth

Cadwch ddyddlyfr dysgwr i ddarparu tystiolaeth ar gyfer unrhyw ddeilliannau dysgu nad dydynt wedi'u harsylwi'n llawn trwy dasgau B-D.

Task A

Portfolio of evidence

Keep a learner journal to provide evidence for any learning outcomes not fully observed through tasks B-D.

Facilitator notes

WELSH

Sleid yn ymwneud ag AC 1.8 Sut i ddefnyddio cyfleoedd dysgu yn effeithiol i wella eich gwybodaeth, dealltwriaeth, sgiliau ac ymarfer eich hun, gan gynnwys dysgu o brofiadau dydd i ddydd **ac 1.9** Sut i ddefnyddio ffynonellau dysgu i ddatblygu ymarfer wedi'i lywio gan dystiolaeth

Y nod yma yw cyflwyno dysgwyr i Dasg A a dechrau dyddlyfr dysgwr a fydd yn cefnogi'r meini prawf na ellir eu bodloni trwy dasgau B-E. Bydd y sleidiau canlynol yn cyflwyno cylch dysgu a model adfyfyriol.

Mae Tasg A yn gofyn i chi gadw portffolio o dystiolaeth a dylai adlewyrchu eich dysgu wrth baratoi ar gyfer tasgau B-E. Bydd hefyd yn cefnogi unrhyw feini prawf efallai na chânt eu bodloni drwy dasgau B-E, er enghraifft, bydd adolygu rolau a chyfrifoldebau yn cefnogi meini prawf Uned 441, AC 1.13.

Ôl-ddyddiwch hyn i'r sesiwn ar gyfer Uned 440.

Gellir gweld enghraifft o hyn yn https://gofalcymdeithasol.cymru/cms_assets/file-uploads/CCPD-toolkit-for-social-care-ENGv01.pdf a ddefnyddiwyd yn flaenorol ar sleid 10, neu gall canolfannau ddarparu eu fformat eu hunain.

Drwy gydol y cymhwyster byddwch yn cadw dyddlyfr dysgwr ac yn cofnodi unrhyw brofiadau dysgu megis:

- Hyfforddiant (gan gynnwys sesiynau SSP)
- Hyfforddi/mentora
- Goruchwyliaeth
- Cyfarfodydd tîm
- Myfyrio ar eich ymarfer eich hun gan gynnwys enghreifftiau nodedig neu ddangosol
- Ymchwilio a myfyrio ar hyn, e.e., adolygiadau Achosion Difrifol, astudiaethau gofal, ymchwil, canlyniadau gwrandawladau, ac ati

Bydd angen i chi gofnodi'r hyn rydych wedi'i ddysgu, myfyrdod gan ddefnyddio amrywiaeth o ddamcaniaethau myfyrio, a sut y bydd hyn yn dylanwadu ar eich ymarfer yn y dyfodol. Dylai myfyrdod cyffredinol gynnwys: beth aeth yn dda, neu ddim cystal, a'u meddyliau a'u teimladau ar sut i wella eu hymarfer i gefnogi canlyniadau i unigolion.

Gallai hyn fod yn fuddiol hefyd wrth gofnodi eich dysgu yn unol â chofrestru.

ENGLISH

Slide relating to AC 1.8 How to use learning opportunities effectively to improve own knowledge, understanding, skills and practice, including learning from day to day experiences **and 1.9** How to use sources of information to develop evidence informed practice

The aim here is to introduce learners to Task A and start a learner journal which will support the criteria which cannot be met through tasks B-E. The following slides will introduce learning cycle and reflective model.

Task A requires you to keep a portfolio of evidence and should reflect your learning in preparation for tasks B-E. It will also support any criteria that may not be met through tasks B-E, for example, reviewing of roles and responsibilities will support the criteria Unit 441, AC 1.13.

Backdate this to session for Unit 440.

An example of this can be accessed at https://socialcare.wales/cms_assets/file-uploads/CCPD-toolkit-for-social-care-ENGv01.pdf previously used in slide 10, or Centres may provide their own format.

Throughout the qualification you will keep a learner journal and record any learning experiences such as:

- Training (including SSP sessions)
- Coaching/mentoring
- Supervisions
- Team meetings

- Reflection on your own practice including standout or showcase examples
- Research and reflection on this, eg, Serious Case reviews, care studies, research, hearing outcomes, etc

You will need to record what you have learned, a reflection using a range of reflection theories, and how this will influence your practice in the future.

Reflection overall should cover: what has gone well, or less well, and their thoughts and feelings on how to improve their practice to support outcomes for individuals.

This could also be beneficial when logging your learning in line with registration

Rhoi dysgu ar waith

- Cylch Dysgu Kolb
- Cylch datblygiad parhaus
- Dysgu trwy brofiad a myfyrio

Applying learning into practice

- Kolb Learning Cycle
- Continuous cycle of development
- Learning through experience and reflection

Facilitator notes

WELSH

Slide yn ymwneud ag AC 1.10 Sut i gymhwyso dysgu a throsglwyddo sgiliau i sefyllfaoedd newydd

Y nod yma yw cyflwyno dysgwyr i gylch dysgu Kolb ac offeryn myfyriol Rayner y gellir eu hymgorffori yn y Dyddlyfr Dysgwr (Tasg A).

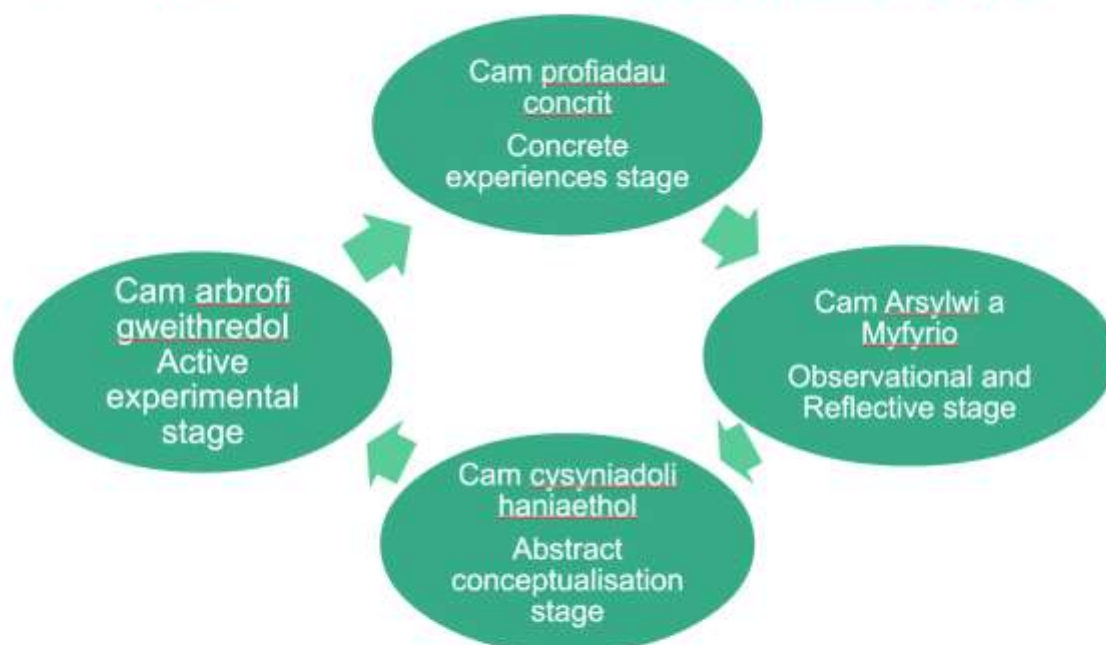
ENGLISH

Slide relating to AC 1.10 How to apply learning and transfer skills into new situations

The aim here is to introduce learners to Kolb learning cycle and Rayner's reflective tool that can be incorporated into Learner Journal (Task A).

Cylch Dysgu Kolb

Kolb Learning Cycle



Facilitator notes

WELSH

Sleid yn ymwneud ag AC 1.10 Sut i gymhwyso dysgu a throsglwyddo sgiliau i sefyllfaoedd newydd

Y nod yma yw i ddysgwyr gymhwyso'r cylch dysgu i'w rolau eu hunain.

Trafodwch y cylch gan ddefnyddio enghreifftiau o'u dysgu yn eu hymarfer eu hunain, o ddechrau eu rôl/systemau newydd yn eu lle.

CAM PROFIADAU CONCRIT profi sefyllfa neu weithgaredd

CAM ARSYLWI A MYFYRIO myfyrdod cychwynol ar y weithgaredd

CAM CYSYNIADOLI HANIAETHOL adolygu'r gweithgaredd a dod i gasgliadau

CAM ARBROFI GWEITHREDOL rhoi cynnig ar ddamcaniaethau a syniadau trwy brofi mewn sefyllfa newydd

ENGLISH

Slide relating to AC 1.10 How to apply learning and transfer skills into new situations

The aim here is for learners to apply the cycle of learning to their own roles.

Discuss the cycle using examples from their own practice learning from the start of their role/new systems in place.

CONCRETE EXPERIENCES STAGE experience situation or activity

OBSERVATIONAL AND REFELCTIVE STAGE initial reflection of activity

ABSTRACT CONCEPTUALISATON STAGE review activity and draw conclusions

ACTIVE EXPERIMENTATION STAGE try out theories and ideas by testing in a new situation

Ymarfer Myfyriol

- Model Head Heard Tummy Toes Rayner
- Iaith symlach i'w defnyddio yn eich gweithle gyda phob unigolyn gan gynnwys plant.
- Crëwyd ar gyfer gofal gan yr addysgwr ymarfer Rachel Rayner ac mae'n ystyried bod newidiadau ffisiolegol yn gallu arwain myfyrdod.

Reflective Practice

- Rayner's Head Heard Tummy Toes Model
- Simplified language to use within your workplace with all individuals including children.
- Created for care by practice educator Rachel Rayner and considers physiological changes being able to lead reflection.

Facilitator notes

WELSH

Sleid yn ymwneud ag AC 1.10 Sut i gymhwyso dysgu a throsglwyddo sgiliau i sefyllfaoedd newydd

Y nod yma yw i ddysgwyr gymhwyso offeryn myfyriol i'w rolau eu hunain.

Trafodwch y model gan ddefnyddio enghreifftiau o'u dysgu yn eu hymarfer eu hunain, o ddechrau eu rôl/systemau newydd yn eu lle.

Efallai y bydd y dysgwyr hefyd am ymgorffori hyn yn eu hymarfer gyda'r unigolion y maent yn eu cefnogi i wella cyfathrebu a chanlyniadau.

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/ASYE-adults/Tool-5.pdf>

ENGLISH

Slide relating to AC 1.10 How to apply learning and transfer skills into new situations

The aim here is for learners to apply a reflective tool to their own roles.

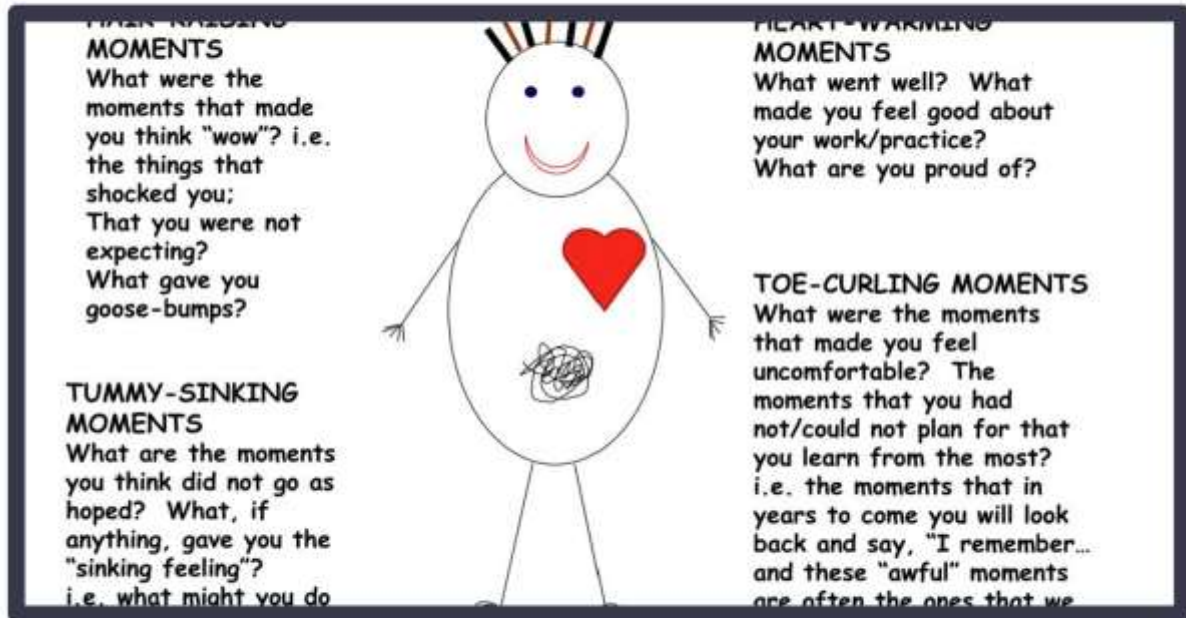
Discuss the model using examples from their own practice learning from the start of their role/new systems in place.

The learners may also wish to embed this in their practice with the individuals they support to improve communication and outcomes.

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/ASYE-adults/Tool-5.pdf>

Model Head Heart Tummy Toes Rayner

Rayner's Head Heart Tummy Toes Model.



Facilitator notes

WELSH

Sleid yn ymwneud ag AC 1.10 Sut i gymhwyso dysgu a throsglwyddo sgiliau i sefyllfaoedd newydd

Y nod yma yw i ddysgwyr gymhwyso offeryn myfyriol i'w rolau eu hunain.

Trafodwch y model gan ddefnyddio enghreifftiau o'u dysgu yn eu hymarfer eu hunain, o ddechrau eu rôl/systemau newydd yn eu lle.

Efallai y bydd y dysgwyr hefyd am ymgorffori hyn yn eu hymarfer gyda'r unigolion y maent yn eu cefnogi i wella cyfathrebu a chanlyniadau.

ENGLISH

Slide relating to AC 1.10 How to apply learning and transfer skills into new situations

The aim here is for learners to apply a reflective tool to their own roles.

Discuss the model using examples from their own practice learning from the start of their role/new systems in place.

The learners may also wish to embed this in their practice with the individuals they support to improve communication and outcomes.

Myfyrdod gyda Siobhan Maclean

Reflection with Siobhan Maclean

Gwyliwch

[Component Models of Reflection](#)

Mae Siobhan yn trafod 'Korthagen reflective Onion' yma ond mae wedi cynhyrchu Cardiau Annog Ymarfer Myfyriol sy'n cynnwys 52 o Gardiau i wella Ymarfer proffesiynol

Watch

[Component Models of Reflection](#)

Siobhan discusses Korthagen reflective Onion here but has produced Reflective Practice Prompt Cards which contains 52 Cards to improve profession Practice



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www.gofalcymdeithasol.cymru
www.socialcare.wales



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Facilitator notes

WELSH

Cyswllt Fideo - https://youtu.be/_1w4AyRNFDU?si=xwiW3wtDbovBfm2g

Slide yn ymwneud ag AC 1.10 Sut i gymhwyso dysgu a throsglwyddo sgiliau i sefyllfaoedd newydd

Y nod yma yw i ddysgwyr gymhwyso offeryn myfyriol i'w rolau eu hunain.

<https://m.youtube.com/watch?v=SU4tGEHZ4Ag> – Cardiau Annog Ymarfer Myfyriol

ENGLISH

Video Link - https://youtu.be/_1w4AyRNFDU?si=xwiW3wtDbovBfm2g

Slide relating to AC 1.10 How to apply learning and transfer skills into new situations
The aim here is for learners to apply a reflective tool to their own roles.

Astudiaethau dan gyfarwyddyd

Ymchwiliwch i fodelau myfyriol, mae yna lawer o wahanol fodelau. Ceisiwch ddod o hyd i un sy'n gweithio i chi.

Rhowch gynnig ar ddilyn eich model dewisol a'i gymhwyso i fater ymarfer.

Directed study



Research reflective models, there are many different models. Try and find one that works for you.

Have a go at following your chosen model and applying it to a practice issue.

Deilliant Dysgu 2

Bodloni gofynion ar gyfer cyflwyno, cofnodi, adrodd a storio gwybodaeth

Learning Outcome 2

Meet requirements for presenting, recording, reporting and storing information

Deddfwriaeth

Rydych chi eisoes wedi rhoi sylw i:

- GDPR a Deddf Diogelu Data 2018
- Deddfau Hawliau Dynol a Chydraddoldeb
- Cod Ymarfer/Ymddygiad

Adolygwch a thrafodwch yr hyn y maent yn ei ddweud am gyflwyno, cofnodi, adrodd, rhannu a storio gwybodaeth.

Ystyriwch gyfrinachedd.

Legislation

You have previously covered:

- GDPR and Data Protection Act 2018
- Human Rights and Equality Acts
- Code of Practice/Conduct

Review and discuss what they say about presenting, recording, reporting, sharing and storing information.

Consider confidentiality.

Facilitator notes

WELSH

Sleid yn ymwneud ag AC 2.1 Gofynion deddfwriaethol ar gyfer trin gwybodaeth a **2.3** Fformat a phwrpas cofnodion, adroddiadau a rhannu gwybodaeth a sut y dylid eu cyflwyno

Y nod yma yw i ddysgwyr adolygu GDPR a deddfwriaeth arall yn ymwneud â thrin gwybodaeth.

Dylai fod gan bob dysgwr wybodaeth dda am GDPR yn barod a diben y sleid hon yn unig yw ailedrych ar ddeddfwriaeth a chysylltu â chodau proffesiynol.

Canllaw i GDPR

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf

ENGLISH

Slide relating to AC 2.1 Legislative requirements for handling information **and 2.3** The format and purpose of records, reports and sharing of information and how this should be presented

The aim here is for learners to review GDPR and other legislation relating to handling information.

All learners should already have a good grounding of GDPR and this slide is solely to revisit legislation and link to professional codes.

Guide to GDPR

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf

Rhaid i'r cofnodion fod yn:

- Cywir
- Dyddiedig
- Gwrthrychol
- Dealladwy
- Darllenadwy
- Hygyrch
- Adlewyrchu barn unigolion a/neu deuluoedd/gofalwyr

Records must be:

- Accurate
- Dated
- Objective
- Understandable
- Legible
- Accessible
- Reflect the views of individuals and/or families/carers

WELSH

Sleid yn ymwneud ag AC 2.6

Sicrhewch fod eich cofnodion ac adroddiadau eich hun

yn: · cywir · dyddiedig · gwrthrychol · dealladwy · darllenadwy · hygyrch · adlewyrchu barn unigolion a/neu deuluoedd/gofalwyr · parchu unigolion a/neu deuluoedd/gofalwyr · wedi'u hysgrifennu mewn ffyrdd nad ydynt yn stigmatiddio nac yn atgyfnerthu canfyddiadau negyddol o unigolion a/neu deuluoedd/gofalwyr · defnyddio iaith gywir a disgrifyddion ar gyfer cyflyrau penodol · gwahaniaethu rhwng ffaith a barn · wedi'u cyflwyno i'r rhai sydd angen gwneud penderfyniadau neu gymryd camau · wedi'u storio, eu rhannu a'u cadw yn unol â pholisïau sefydliadol, gofynion cyfreithiol a diogelu data

A 2.3 Fformat a phwrpas cofnodion, adroddiadau a rhannu gwybodaeth a sut y dylid eu cyflwyno

Y nod yma yw atgoffa dysgwyr o ofynion 2.6 wrth baratoi ar gyfer arsylwi.

Gellid rhagflaenu'r sleid hon drwy nodi y gwahanol ofynion yn dilyn y ddeddfwriaeth.

ENGLISH

Slide relating to AC 2.6

Ensure that own records and reports

are: · accurate · dated · objective · understandable · legible · accessible · reflect the views of individuals and/or families/carers · respectful of individuals and/or families/carers · written in ways that do not stigmatise or reinforce negative perceptions of individuals and/or families/carers · use accurate language and descriptors for specific conditions · differentiate between fact and opinion · presented to those who need to make decisions or take actions · stored, shared and retained in accordance with organisational policies, legal requirements and data protection

And 2.3 The format and purpose of records, reports and sharing of information and how this should be presented

The aim here is to remind learners of the requirements for 2.6 in preparation for observation.

This slide could be preceded with a shout out of the different requirements following the legislation.

Rhaid i'r cofnodion fod yn (parhad)

- Wedi'u hysgrifennu mewn ffyrdd nad ydynt yn stigmatiddio nac yn atgyfnerthu canfyddiadau negyddol o unigolion a/neu deuluoedd/gofalwyr
- Defnyddio iaith a disgrifiadau cywir ar gyfer cyflyrau penodol
- Gwahaniaethu rhwng ffaith a barn
- Wedi'u cyflwyno i'r rhai sydd angen gwneud penderfyniadau neu gymryd camau
- Wedi'u storio, eu rhannu a'u cadw yn unol â pholisïau'r sefydliad, gofynion cyfreithiol a diogelu data

Records must be: (cont.)

- Written in ways that do not stigmatise or reinforce negative perceptions of individuals an/or families/carers
- Use accurate language and descriptions for specific conditions
- Differentiate between fact and opinion
- Presented to those who need to make decisions or take actions
- Stored, shared and retained in accordance with the organisational policies, legal requirements and data protection

Facilitator notes

WELSH

Sleid yn ymwneud ag AC 2.6

Sicrhewch fod eich cofnodion ac adroddiadau eich hun

yn: · cywir · dyddiedig · gwrthrychol · dealladwy · darllenadwy · hygyrch · adlewyrchu barn unigolion a/neu deuluoedd/gofalwyr · parchu unigolion a/neu deuluoedd/gofalwyr · wedi'u hysgrifennu mewn ffyrdd nad ydynt yn stigmatiddio nac yn atgyfnerthu canfyddiadau negyddol o unigolion a/neu deuluoedd/gofalwyr · defnyddio iaith gywir a disgrifyddion ar gyfer cyflyrau penodol · gwahaniaethu rhwng ffaith a barn · wedi'u cyflwyno i'r rhai sydd angen gwneud penderfyniadau neu gymryd camau · wedi'u storio, eu rhannu a'u cadw yn unol â pholisïau sefydliadol, gofynion cyfreithiol a diogelu data

A 2.3 Fformat a phwrpas cofnodion, adroddiadau a rhannu gwybodaeth a sut y dylid eu cyflwyno

Y nod yma yw atgoffa dysgwyr o ofynion 2.6 wrth baratoi ar gyfer arsylwi.

ENGLISH

Slide relating to AC 2.6

Ensure that own records and reports

are: · accurate · dated · objective · understandable · legible · accessible · reflect the views of individuals and/or families/carers · respectful of individuals and/or families/carers · written in ways that do not stigmatise or reinforce negative perceptions of individuals and/or families/carers · use accurate language and descriptors for specific conditions · differentiate between fact and opinion · presented to those who need to make decisions or take actions · stored, shared and retained in accordance with organisational policies, legal requirements and data protection

And 2.3 The format and purpose of records, reports and sharing of information and how this should be presented

The aim here is to remind learners of the requirements for 2.6 in preparation for observation.

Case study exercise - 10 mins to look at example case note - highlight the issues - what would you want to know if you were picking up this case

5 minutes to look at improved case note

Ystyriwch yr iaith a ddefnyddiwn

- **Rhaid osgoi** labeli sy'n stigmatiddio a disgrifyddion ymddygiad personol, er enghraifft:

- ddim yn cydymffurfio
- camweithredol
- digymell
- Diog

Ystrywgar

Consider the language we use

- Stigmatising labels and personal behaviour descriptors **must be avoided**, for example:

- non-compliant
- dysfunctional
- unmotivated
- lazy
- manipulative

Avoiding the language of deficits - Think about the way statements are worded. How would you feel to reading them?

Dadersonoli'r unigolyn

Yn yr un modd, dylem osgoi cyfeirio at yr unigolyn fel (er enghraifft) "mam" neu "dad" neu "mam-gu" ac ati a chyfeirio atynt wrth eu henwau priodol (tad y plant , Mr. Jones etc.)

Mae ef/hi yn LAC (Plentyn sy'n Derbyn Gofal)

Nhw/cleient/defnyddiwr gwasanaeth/claf

Mae hyn yn bwysig nid yn unig yn ymarferol ond hefyd o ran sut i ysgrifennu adroddiadau myfyriol.

Depersonalising the individual

Similarly, we should avoid referring to the individual as (for example) "mum" or "dad" or "gran" etc. and refer to them by their proper names. – (the children's father , Mr. Jones etc.)

He/she is LAC (Looked After Child)

They/them/client/service user/patient

This is important not only in practice but also in terms of how you write up reflective accounts.

Ffrind nid Gelyn - Gofal Cymdeithasol Cymru

Cefnogi gwaith cofnodi ystyrion sy'n canolbwyntio ar ganlyniadau ym maes gofal cymdeithasol yng Nghymru.

Wedi'i rhyddhau yn 2021, mae'r ddogfen yn cynnig arweiniad ar gefnogi cofnodion perthynol a chofnodi sy'n canolbwyntio ar ganlyniadau.

[Cyfaill nid Gelyn](#)

Friend Not Foe - Social Care Wales

Supporting meaningful outcome focused recording in social care in Wales.

Released in 2021, the document offers guidance on supporting relational and outcomes-focused recording.

[Friend not Foe](#)



www.gofalcymdeithasol.cymru
www.socialcare.wales



Students to work in groups, to look at a section of the document and make notes of the key points to share with others

Sut ydych chi'n cael caniatâd wrth rannu gwybodaeth?

Meddyliwch yn Gyflym!

Trafodwch mewn grwpiau bach y protocolau ar gyfer cael a chadarnhau caniatâd. Ystyriwch ganiatâd:

- Unigolion a theuluoedd/gofalwyr wrth rannu gwybodaeth â gwasanaethau a gweithwyr proffesiynol
- Unigolion wrth rannu gwybodaeth â theuluoedd/gofalwyr

How do you gain consent when sharing information?

Quick Think!

Discuss in small groups the protocols for gaining and confirming consent. Consider consent of:

- Individuals and families/carers when sharing information with services and professionals
- Individuals when sharing information with families/carers

Facilitator notes

WELSH

Sleid yn ymwneud ag AC 2.2

Y nod yma yw i ddysgwyr drafod eu gwahanol ddulliau o gael caniatâd fel y gall dysgwyr eraill eu defnyddio os yw'n briodol, a thrafod unrhyw gyfyng-gyngor i wella myfyrio ac ymarfer.

Protocolau ar gyfer cael a chadarnhau caniatâd: · unigolion a theuluoedd/gofalwyr wrth rannu gwybodaeth â gwasanaethau a gweithwyr proffesiynol · unigolion wrth rannu gwybodaeth â theuluoedd/gofalwyr

Dylid hefyd ystyried y Ddeddf Galluedd Meddyliol

ENGLISH

Slide relating to AC 2.2

The aim here is for learners to discuss their different approaches of gaining consent so that other learners can utilise if appropriate, and dilemmas discussed to improve reflection and practice.

Protocols for gaining and confirming consent: · of individuals and families/carers when sharing information with services and professionals · of individuals when sharing information with families/carers

Should also consider Mental Capacity Act

Deilliant Dysgu 3

Learning Outcome 3

Datblygu Gweithio mewn
Partneriaeth Effeithiol

Develop Effective
Partnership Working

Beth yw Gweithio
mewn Partneriaeth?

What is Partnership
Working?

Gweithio mewn partneriaeth Partnership working

Pwy?

Beth yw egwyddorion gweithio mewn partneriaeth?

Who?

What are the principles of partnership working?

Beth?

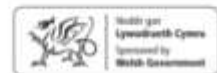
Beth yw rôl partneriaid?

What?

What is the role of partners?



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WELSH

Sleid yn ymwneud ag AC 3.3 Ystod a rôl partneriaid, gweithwyr proffesiynol ac asiantaethau ym maes iechyd a gofal cymdeithasol

Y nod yma yw i ddysgwyr ystyried ystod a rôl partneriaid, gweithwyr proffesiynol ac asiantaethau a gallai gynnwys:

- Grwpiau a rhwydweithiau cymunedol
- Trydydd sector/sector gwirfoddol
- Statudol gan gynnwys gwasanaethau tai a digartrefedd
- Sector preifat/annibynnol
- Yr Heddlu a gwasanaethau cyfiawnder troseddol
- Addysg
- Cyngor lles
- Gofal sylfaenol
- Gweithwyr iechyd proffesiynol
- Gweithwyr Cymdeithasol
- Therapyddion galwedigaethol
- Ffisiotherapyddion
- Gwasanaethau offer cymunedol
- Gwasanaethau technoleg gynorthwyol electronig

- Seiciatryddion
- Seicolegwyr
- Fferyllwyr
- Rheolwyr gwasanaeth
- Gweithwyr gofal a chymorth

ENGLISH

Slide relating to AC 3.3 The range and role of partners, professionals and agencies in health and social care

The aim here is for learners to consider range and role of partners, professionals and agencies and could include:

- Community groups and networks
- Third/voluntary sector
- Statutory including housing and homelessness services
- Private/independent sector
- Police and criminal justice services
- Education
- Welfare advice
- Primary care
- Health professionals
- Social workers
- Occupational therapists
- Physiotherapists
- Community equipment services
- Electronic assistive technology services
- Psychiatrists
- Psychologists
- Pharmacists
- Service managers
- Care and support workers

Gweithio mewn partneriaeth

Partnership Working

Pam?

Beth yw egwyddorion gweithio mewn partneriaeth?

Sut?

Beth yw protocolau gweithio mewn partneriaeth?

Why?

What are the principles of partnership working?

How?

What are the protocols of partnership working?

Facilitator notes

WELSH

Sleid yn ymwneud ag AC 3.1, Yr egwyddorion a'r protocolau ar gyfer gweithio mewn partneriaeth, **3.4** Sut mae deddfwriaeth yn llywio'r angen i weithio mewn partneriaeth ar gyfer unigolion a gofalwyr a **3.5** Gwerth partneriaid, gweithwyr proffesiynol ac asiantaethau yn cydweithio i gefnogi unigolion a/neu ofalwyr i gyflawni canlyniadau cadarnhaol Y nod yma yw i ddysgwyr ystyried yr egwyddorion a'r protocolau ar gyfer gweithio mewn partneriaeth.

Dylent ystyried:

PAM? Deddfwriaeth, codau, polisiau, gwerthoedd,

SUT? Cyfrinachedd a rhannu gwybodaeth, cadw cofnodion

ENGLISH

Slide relating to AC 3.1, The principles and protocols for partnership working, **3.4** How legislation informs the need to work in partnership for individuals and carers **and 3.5** The

value of partners, professionals and agencies working together to support individuals and/or carers to achieve positive outcomes

The aim here is for learners to consider the principles and protocols for partnership working.

They should consider:

WHY? Legislation, codes, policies, values,

HOW? Confidentiality and information sharing, record keeping

JAMBOARD - Consider Benefits and barriers of partnership working

Rhwystrau

Gwerthoedd gwahanol
(Model meddygol/cymdeithasol)
Hyfforddiant
Adnoddau
Diffyg eglurder ynghylch rolau
Cyfathrebu gwael
Cyflynu gwael
Cadw cofnodion anghyson/anghywir
Systemau TG
Anghydbwysedd pŵer
Protocolau sefydliadol

Barriers

Different values
(Medical/social model)
Training
Resources
Lack of clarity around roles
Poor communication
Poor coordination
Inconsistent/ inaccurate record keeping
IT systems
Power imbalance
Organisational protocols

Sut gallwn ni oresgyn y rhwystrau hyn?

Adnoddau

Protocolau sefydliadol yn eu lle

Hyfforddiant rhyngbroffesiynol

Systemau a rennir

Parch

Ymddiriedolaeth

Gwybodaeth glir am rolau a chyfrifoldebau

Cyfathrebu da

Hyblygrwydd

Meddwl agored

Myfyrio

How can we overcome these barriers?

Resources

Organisational protocols in place

Inter-professional training

Shared systems

Respect

Trust

Clear knowledge of roles and responsibilities

Good communication

Flexibility

Open mindedness

Reflection

Tasg

Task



Meddylwch mewn grwpiau bach

Think in small groups

Ystyriwch achos rydych wedi gweithio arno lle bu gwrthdaro rhwng asiantaethau partner

Consider a case you have worked on where there has been conflict between partner agencies

Sut, os o gwbl y cafodd hyn ei ddatrys? Beth ydych chi'n meddwl y gellid bod wedi'i wneud yn wahanol? A ddangoswyd unrhyw gryfderau?

How, if at all was this resolved? What do you think could have been done differently? Were there any strengths demonstrated?

Beth oedd y canlyniad i'r unigolyn a oedd yn derbyn gofal a chymorth?

What was the outcome for the individual receiving care and support ?

Remember confidentiality

Cydgynhyrchu

Mae cydgynhyrchu yn cydnabod bod pobl yn arbenigwyr yn eu bywydau eu hunain. Mae gweithio gyda phobl yn y modd hwn yn golygu gwrthio'r pŵer yn y berthynas tuag at y person a'i roi wrth wraidd cynllunio ei ofal a'i gymorth.

Rydym yn gwneud hyn gan fod pobl yn arbenigwyr yn eu bywydau eu hunain ac yn y sefyllfa orau i ddweud wrthym beth sy'n bwysig iddynt a beth sy'n rhoi ymdeimlad o lesiant iddynt. Mae cryfderau pobl eu hunain yn bwysig ac mae angen eu cydnabod. Mae sgysiau ystyrlon wrth wraidd cydgynhyrchu.

Gofal Cymdeithasol Cymru

Co-production

Co-production recognises that people are experts in their own lives. Working with people in this way means pushing the power in the relationship towards the person and putting them at the centre of their care and support planning.

We do this as people are experts in their own lives and are best placed to tell us what's important to them and what gives them a sense of wellbeing. Peoples own strengths are important and need to be acknowledged. Meaningful conversations are at the heart of co-production.

Social Care Wales



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www.socialcare.wales



Teulu gan
Llywodraeth Cymru
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Facilitator notes

WELSH

Sleid yn ymwneud ag AC 3.2 Yr hyn y mae'r term 'cydgynhyrchu' yn ei olygu mewn perthynas â gweithio mewn partneriaeth
Y nod yma yw cyflwyniad i gydgynhyrchu.

ENGLISH

Slide relating to AC 3.2 What the term 'co-production' means in relation to partnership working

The aim here an introduction to co-production.

Gweithio gydag unigolion a/neu ofalwyr

Working with individuals and/or carers



Facilitator notes

WELSH

Cyswllt Fideo - https://youtu.be/qG5F1rC_dN4?si=c65mku4L-6b2M80T

Sleid yn ymwneud â 3.6 Pwysigrwydd sicrhau bod yr holl waith partneriaeth yn cynnwys unigolion a/neu eu gofalwyr

Y nod yma yw tynnu sylw at rai o'r rhwystrau y gallai unigolion fod wedi'u hwynebu yn hanesyddol i ddylanwadu ar eu disgwyliadau o weithio mewn partneriaeth.

Yn y fideo hwn, fe welwch amrywiaeth o bartneriaid yn trafod beth mae cydgyhyrchu yn ei olygu iddyn nhw.

Pa mor bwysig yw hi i gael y derminoleg yn gywir, a'r gwerth yn iawn i'r rhai sy'n derbyn gwasanaethau?

ENGLISH

Video Link - https://youtu.be/qG5F1rC_dN4?si=c65mku4L-6b2M80T

Slide relating to 3.6 The importance of ensuring that all partnership working involves individuals and/or their carers

The aim here is to highlight some of the barriers individuals may have faced historically to influence their expectations of partnership working.

In this video, you will see a range of partners discuss what coproduction means to them. How important is it to get the terminology right, and the value right to those receiving services

Mae cydgyhyrchu wedi'i rannu'n weithgareddau fel a ganlyn:
dylunio ar y cyd, gan gynnwys cynllunio gwasanaethau
gwneud penderfyniadau ar y cyd wrth ddyrannu adnoddau
darparu gwasanaethau ar y cyd, gan gynnwys rôl gwirfoddolwyr wrth ddarparu'r gwasanaeth
cyd-werthuso'r gwasanaeth

[Co-production: what it is and how to do it | SCIE.](#)

Co-production has been broken down into the following activities:

co-design, including planning of services

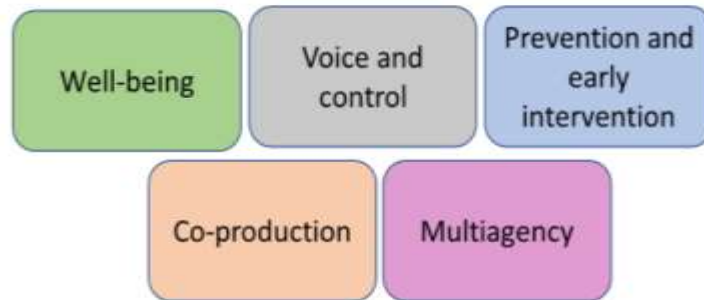
co-decision making in the allocation of resources

co-delivery of services, including the role of volunteers in providing the service

co-evaluation of the service

[Co-production: what it is and how to do it | SCIE.](#)

Social Services and Well-being (Wales) Act 2014



Social care has traditionally been very 'provider-led'. Providers of services, managers politicians, researchers, practitioners have shaped services and not those using it. This has been linked to issues such as institutionalisation and paternalism

SSWBA encourages a move away from needs based to rights based support. A focus on personal outcomes/ voice and control ensures practice is person centred and individuals are recognized as experts in their own life.

This translates into co-production. Individuals should be involved in planning and designing the services they receive

"Mae gweithio ar y cyd yn waith caled. Mae pobl yn meddwl yn y tymor byr. Maen nhw'n meddwl ei bod hi'n haws gwneud pethau eu hunain. Mae'n haws clymu careiau esgid plentyn na dangos iddynt sut i'w wneud.

"Mae angen buddsoddi amser i wneud iddo weithio'n dda, ond unwaith y byddwch wedi sefydlu'r perthnasoedd hyn mae'n effeithiol." Alex Clapson, BASW 2015

Sut gallwch chi gefnogi cydgynhyrchu yn eich gwaith?

Ystyriwch sgiliau a gwerthoedd sy'n cefnogi cydgynhyrchu.

"Collaborative working is hard work. People think short-term. They think it is easier to do it themselves. It's easier to tie the shoelace of a child than show them how to do it.

"It requires investment of time to make it work well, but once you have these relationships established it's effective." Alex Clapson, BASW 2015

- How can you support co-production in your work?
- Consider skills and values that support co-production.

Work with people when carrying out interventions - do not act for them (unless required)
Do not rely on stereotypes

*“Nid yw'r rhan fwyaf o bobl yn
gwrando gyda'r bwriad o
ddeall;
Maen nhw'n gwrando gyda'r
bwriad o ymateb.”*

*“Most People do not
listen with the intent
to understand;
They listen with the
intent to reply.”*

Stephen Covey

Step

hen Covey



Rhwystrau i gyfathrebu effeithiol

Gwnewch restr o rai o'r rhwystrau i gyfathrebu ag unigolion rydym yn gweithio gyda nhw, ein cydweithwyr, asiantaethau partner.

Sut ydym ni / gallwn ni oresgyn y rhwystrau hyn?

Beth yw manteision a heriau cyfathrebu rhithwir?

Barriers to effective communication

Make a list of some of the barriers to communication with individuals we work with, our colleagues, partner agencies.

How do we/ can we overcome these barriers?

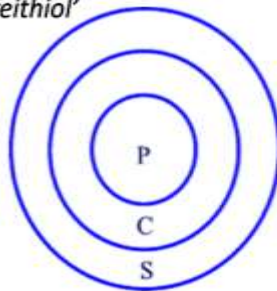
What are the positives and challenges of virtual communication?

Stereoteipiau ac arferion gwrth-ormesol

Pŵer - ystyriwch fodel PCS Thompson (2006) a'n rôl fel asiantau'r awdurdod lleol

'Rhwystr i gyfathrebu da yw unrhyw weithred, ymddygiad, agwedd, golwg ar y byd neu drefniant ffisegol (fel cynllun yr ystafell) sy'n atal y person arall rhag teimlo'n gyfforddus, cael ei dderbyn a chael ei werthfawrogi, a'i allu i gyfathrebu'n gadarnhaol ac yn effeithiol'

(Moss,2017, t.39)



Stereotypes and anti-oppressive practice

Power- consider Thompson's (2006) PCS model and our role as agents of the local authority

'A barrier to good communication is any action, behaviour, attitude, world view or physical arrangement (such as room layout) that discourages the other person from feeling comfortable, accepted and valued, and their, ability to communicate positively and effectively'

(Moss,2017,p.39)

According to Thompson, the workings of oppression can be analysed using a model that examines three levels:

P (personal)

C (cultural) and

S (structural):

Three levels that are closely interlinked and constantly interact with each other

Cydgynhyrchu yn y Ddeddf Gwasanaethau Cymdeithasol a Llesiant

"Ystyr llesiant, mewn perthynas â pherson, yw llesiant mewn perthynas ag unrhyw un o'r canlynol—

- (a) iechyd corfforol a meddyliol a llesiant emosiynol;*
- (b) amddiffyn rhag camdriniaeth ac esgeulustod;*
- (c) addysg, hyfforddiant a hamdden;*
- (d) perthnasoedd domestig, teuluol a phersonol;*
- (e) cyfraniad a wneir i gymdeithas;*
- (f) sicrhau hawliau a'r hyn y mae gan rywun hawl iddo;*
- (g) llesiant cymdeithasol ac economaidd;*
- (f) addasrwydd llety byw.*

Co-Production in Social Services and Wellbeing Act

"Well-being", in relation to a person, means well-being in relation to any of the following—

- (a) physical and mental health and emotional well-being;*
- (b) protection from abuse and neglect;*
- (c) education, training and recreation;*
- (d) domestic, family and personal relationships;*
- (e) contribution made to society;*
- (f) securing rights and entitlements;*
- (g) social and economic well-being;*
- (h) suitability of living accommodation.*

Cydgynhyrchu yn y Ddeddf Gwasanaethau Cymdeithasol a Llesiant

Parhad...

(3) Mewn perthynas â phlentyn, mae "llesiant" hefyd yn cynnwys—

(a) datblygiad corfforol, deallusol, emosiynol, cymdeithasol ac ymddygiadol;

(b) "lles" fel y dehonglir y gair hwnnw at ddibenion Deddf Plant 1989.

(4) Mewn perthynas ag oedolyn, mae "llesiant" hefyd yn cynnwys—

(a) rheolaeth dros fywyd o ddydd i ddydd;

(b) cymryd rhan mewn gwaith.

Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014

Co-Production in Social Services and Wellbeing Act

Cont...

(3) In relation to a child, "well-being" also includes—

(a) *physical, intellectual, emotional, social and behavioural development;*

(b) *"welfare" as that word is interpreted for the purposes of the Children Act 1989.*

(4) In relation to an adult, "well-being" also includes—

(a) control over *day to day* life;

(b) participation in work.

Social Services and Wellbeing (Wales) Act 2014

Facilitator notes

WELSH

Slaid yn ymwneud ag AC 3.2 Yr hyn y mae'r term 'cydgynhyrchu' yn ei olygu mewn perthynas â gweithio mewn partneriaeth
Y nod yma yw cyflwyniad i gydgyhyrchu.

ENGLISH

Slide relating to AC 3.2 What the term 'co-production' means in relation to partnership working

The aim here an introduction to co-production.

Cydgynhyrchu

Co-production



Meddyliwch yn Gyflym!

Beth mae 'Cydgynhyrchu' yn ei olygu mewn perthynas â gweithio mewn partneriaeth?



Quick Think!

What does Co-production mean in relation to partnership working?

Facilitator notes

WELSH

Cyswllt Fideo - <https://youtu.be/D0IQsYZy9mo?si=L7gvdkdAy8CnHUWp>

Slide yn ymwneud ag AC 3.2 Yr hyn y mae'r term 'cydgynhyrchu' yn ei olygu mewn perthynas â gweithio mewn partneriaeth

Y nod yma yw i ddysgwyr archwilio beth mae cydgynhyrchu yn ei olygu i'w rôl.

ENGLISH

Video Link - <https://youtu.be/D0IQsYZy9mo?si=L7gvdkdAy8CnHUWp>

Slide relating to AC 3.2 What the term 'co-production' means in relation to partnership working

The aim here is for learners to explore what co-production means for their role.

Goresgyn Rhwystrau i Weithio mewn Partneriaeth

Gwrandewch ar Keri yn siarad am sut roedd hi'n annog newid diwylliant yn y gwasanaethau plant trwy gydweithio â theuluoedd a staff rheng flaen.

Overcoming Barriers of Partnership Working

Listen to Keri talk about how she encouraged culture change in children's services by collaborating with families and front-line staff.



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www.socialcare.wales



Facilitator notes

WELSH

Cyswllt Fideo - https://youtu.be/LKh5fHAy2y8?si=XC_kH0W3Pa6YT8qa

Slide yn ymwneud ag AC 3.3 Ystod a rôl partneriaid, gweithwyr proffesiynol ac asiantaethau ym maes iechyd a gofal cymdeithasol

Y nod yma yw amlygu sut y gall dysgwyr oresgyn rhwystrau trwy weithio mewn partneriaeth.

Bydd yr hyfforddwr yn trafod gyda'r dysgwyr ar ddiwedd y fideo sut mae hyn yn berthnasol i'w hymarfer.

ENGLISH

Video Link - https://youtu.be/LKh5fHAy2y8?si=XC_kH0W3Pa6YT8qa

Slide relating to AC 3.3 The range and role of partners, professionals and agencies in health and social care

The aim here is highlight how learners can overcome barriers through partnership working. The trainer will discuss at the end of the video with the learners of how this relates to their practice.

Gweithio gydag unigolion a/neu ofalwyr

Working with individuals and/or carers

Meddyliwch yn Gyflym!

Pam ei bod yn bwysig bod yr holl waith partneriaeth yn cynnwys unigolion a/neu eu gofalwyr?

Quick Think!

Why is it important that all partnership working involves individuals and/or their carers?

Facilitator notes

WELSH

Sleid yn ymwneud â 3.6 Pwysigrwydd sicrhau bod yr holl waith partneriaeth yn cynnwys unigolion a/neu eu gofalwyr

Y nod yma yw i ddysgwyr fyfyrto ar pam ei bod yn bwysig bod yr holl waith partneriaeth yn cynnwys unigolion a/neu eu gofalwyr.

Dylai'r hyfforddwr drafod egwyddor Llais a Rheolaeth y Ddeddf Gwasanaethau Cymdeithasol a Llesiant a chanlyniadau sy'n canolbwyntio ar yr unigolyn/plentyn.

ENGLISH

Slide relating to 3.6 The importance of ensuring that all partnership working involves individuals and/or their carers

The aim here is for learners to reflect on why it is important that all partnership working involves individuals and/or their carers.

The trainer should discuss Social Services and Wellbeing Act principle Voice and Control and person/child centred outcomes.

Cyfeiriadau

Unable to translate to Welsh due to publications

References

Moss, B.(2017) *Communication Skills in Health and Social Care*. 4th Edn. London:Sage

Sloper, P. 2004. Facilitators and barriers for co-ordinated multi-agency services. *Child: Care, Health and Development* 30(6), pp. 571–580

Thompson, N. (2006) *Anti-Discriminatory Practice*. 4th Edn. Basingstoke: Palgrave Macmillan.

Diolch
Thank you



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