Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Uned 443 - Deall ffactorau sy'n cyfrannu at angen am ofal a chymorth ar unigolion a/neu ofalwyr

Unit 443 - Understanding factors that contribute to individuals and/or carers needing care and support

Deilliant Dysgu 1: Deall sut mae fframweithiau deddfwriaethol, polisi cenedlaethol a modelau darparu gwasanaeth yn anelu at ategu gofal a chymorth sy'n seiliedig ar hawliau a chryfderau, yn canolbwyntio ar yr unigolyn/plentyn ac yn canolbwyntio ar ganlyniadau

Learning Outcome 1: Understand how legislative frameworks, national policy and models of service delivery aim to underpin care and support that is rights and strengths based, person/child centred and outcomes focused

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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 gynghorwyr 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

- Cyfeirnodi / Referencing
- Darllen / Reading
- Ysgrifenu / Writing
- Myfyrdod Beirniadol / Critical Reflection
- Cyfathrebiad / Communication
- Gwaith Grŵp / Group Work
- Cyflwyniad / Presentation
- Ymchwil / Research
- Sgiliau rhyngbersonol / Interpersonal Skills

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

Gwrandawiad

Datrys problemau

Penderfyniadau

Cwestiynu

Siarad yn effeithiol

Cyfathrebu llafar

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

Meini prawf asesu:

Rydych yn deall:

1.1 Fframweithiau deddfwriaethol, polisi cenedlaethol a modelau presennol o gynllunio a darparu gwasanaethau a'u nodau mewn perthynas â chefnogi unigolion a gofalwyr

1.2 Pwysigrwydd sicrhau bod anghenion, dymuniadau a dewisiadau unigol yn llywio'r cymorth a'r gwasanaeth a dderbynnir yn hytrach na ffitio unigolion i mewn i ddarpariaeth bresennol nad yw o bosibl yn bodloni canlyniadau a nodwyd

1.3 Sut y gall rhyw, ethnigrwydd ac iaith, ac amgylcheddau cymdeithasol, diwylliannol a chrefyddol effeithio ar unigolion a'r cymorth y maent yn ei gael

1.4 Effaith bosibl cael mynediad at ofal a chymorth

1.5 Sut y gall ffactorau, amodau neu amgylchiadau unigolion, teuluoedd a gofalwyr ddylanwadu'n ormodol ar farn a thybiaethau ystrydebol pobl eraill; arwain at stigmateiddio unigolion, teuluoedd a gofalwyr; cael effaith negyddol ar unigolion, teuluoedd a gofalwyr a'r ffordd y maent yn gweithredu

1.6 Pam ei bod yn bwysig cymryd golwg gyfannol ar unigolion a gofalwyr

1.7 Pam ei bod yn bwysig bod pob unigolyn a/neu ofalwr yn cael ei gydnabod am ei allu, ei anghenion, ei gryfderau, ei ddoniau a'i dalentau ei hun

1.8 Pwysigrwydd herio rhagfarn, delweddau ystrydebol, gwahaniaethu ac agweddau negyddol

Assessment criteria:

You understand:

1.1 Legislative frameworks, national policy and current models of service design and delivery and their aims in relation to supporting individual's and carers

1.2 The importance of ensuring that individual needs, wishes and preferences inform the support and service received rather than fitting individuals into existing provision that may not meet identified outcomes

1.3 How gender, ethnicity and language, and social, cultural and religious environments may impact on individuals and the support that they access

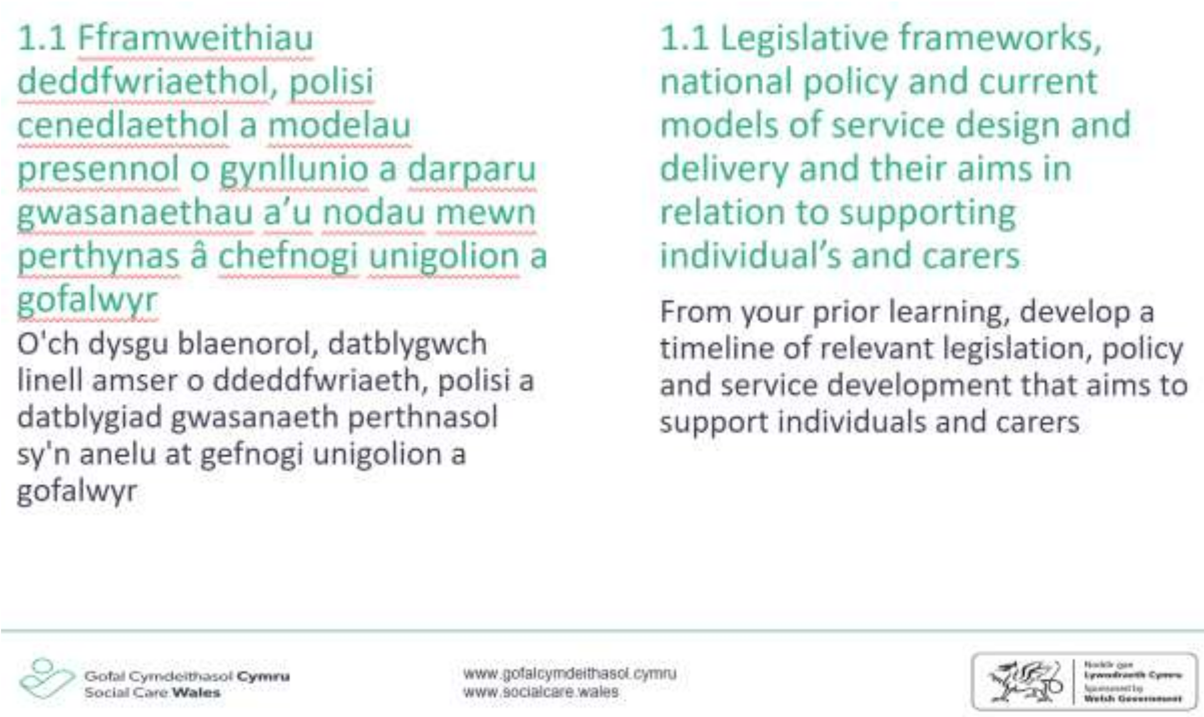
1.4 The potential impact of accessing care and support

1.5 How the judgement and stereotypical assumptions of others may be unduly influenced by the factors, conditions or circumstances of individuals, families and carers; lead to individuals, families and carers being stigmatised; have a negative impact on individuals, families and carers and the way that they function

1.6 Why it is important to take a holistic view of individuals and carers

1.7 Why it is important that each individual and/or carer is recognised for their own individual abilities, needs, strengths, gifts and talents

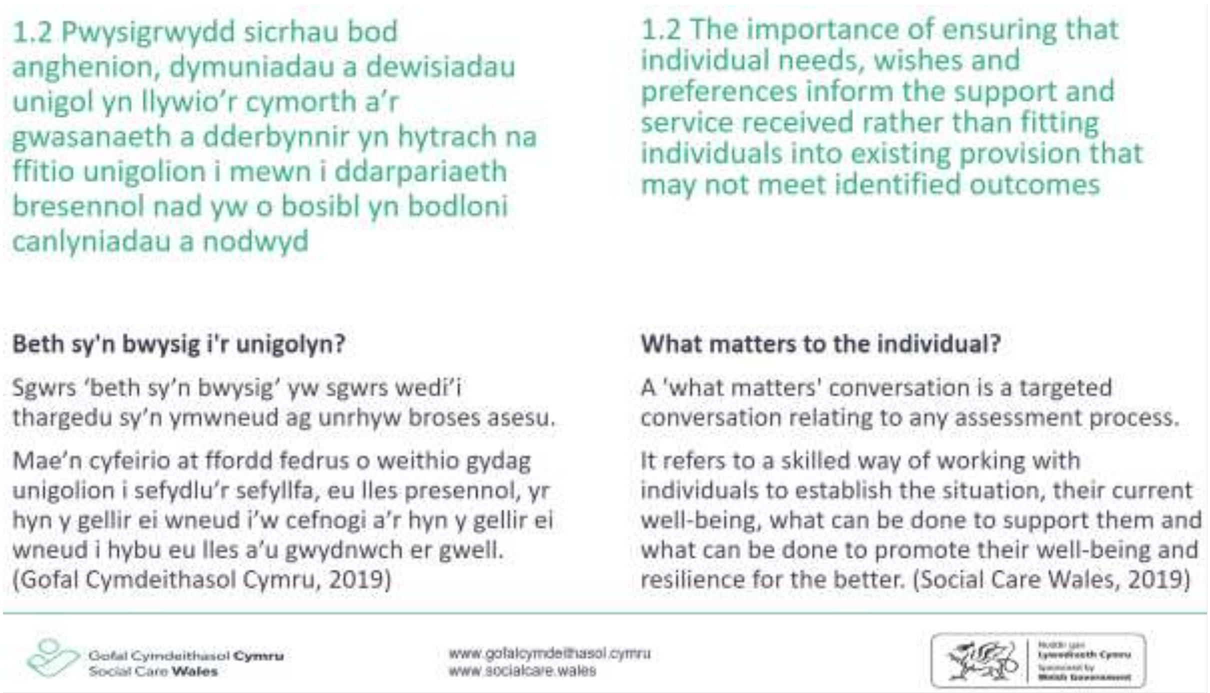
1.8 The importance of actively challenging prejudice, stereotypical images, discrimination and negative attitudes



Facilitator notes

Welsh: Awgrym i ganolbwyntio ar y 10 mlynedd diwethaf
Sicrhau bod hyn yn ystyried deddfwriaeth benodol i Gymru
Gall fod yn briodol gweithio mewn grwpiau yn ôl yr ALl ac arbenigedd

English: Suggestion to focus on the last 10 years
Ensure this considers Wales specific legislation
May be appropriate to work in groups according to LA and specialism



Make reference to the National Assessment and eligibility tool
https://socialcare.wales/resources-guidance/information-and-learning-hub/sswbact/sswbact-assessment-tool

Cyfeiriwch at yr Offeryn Asesu a chymhwysedd Cenedlaethol
https://socialcare.wales/resources-guidance/information-and-learning-hub/sswbact/sswbact-assessment-tool

Beth sy'n gwneud asesiad gofal a chymorth da?

Mae Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) yn ei gwneud yn ofynnol i ymarferwyr weithio gydag unigolion fel pobl gyfartal, gan rannu pŵer a pharch drwy gydgynhyrchu'r sgwrs 'beth sy'n bwysig'.

Diffinnir cydgynhyrchu fel:

Dull sy'n seiliedig ar asedau at wasanaethau cyhoeddus sy'n galluogi pobl sy'n darparu ac yn derbyn gwasanaethau i rannu pŵer a chyfrifoldeb, ac i gydweithio mewn perthnasoedd cyfartal, dwyochrog a gofalgar.

Mae'n creu cyfleoedd i bobl gael cymorth pan fydd ei angen arnynt, ac i gyfrannu at newid cymdeithasol

What makes a good care and support assessment?

The Social Services and Well-being Act (Wales) requires practitioners to work with individuals as equals, sharing power and esteem by co-producing the 'what matters' conversation.

Co-production is defined as:

An asset-based approach to public services that enables people providing and receiving services to share power and responsibility, and to work together in equal, reciprocal and caring relationships.

It creates opportunities for people to access support when they need it, and to contribute to social change

Nod yr ymarferydd yw cael sgwrs gyda'r unigolyn i nodi:

- sut maen nhw eisiau byw eu bywyd
- beth allai fod yn atal hynny
- pa gymorth y gallai fod ei angen i oresgyn y rhwystrau hynny.

Trafodwch mewn grwpiau sut rydych chi fel ymarferwyr yn hwyluso ac yn cofnodi'r sgyrsiau hyn.

- Ystyriwch pa offer/strategaethau a ddefnyddir

https://socialcare.wales/service-improvement/what-matters-conversations-and-assessment

The practitioner aims to have a conversation with the individual to identify:

- how they want to live their life
- what might be preventing that
- what support might be required to overcome those barriers.

Discuss in groups ways in which you as practitioners facilitate and record these conversations.

- Consider, what tools/strategies are used

https://socialcare.wales/service-improvement/what-matters-conversations-and-assessment

1.3 Sut y gall rhyw, ethnigrwydd ac iaith, ac amgylcheddau cymdeithasol, diwylliannol a chrefyddol effeithio ar unigolion a'r cymorth y maent yn ei gael
1.4 Effaith bosibl cael mynediad at ofal a chymorth

Gan ddefnyddio adnoddau perthnasol, ystyriwch sut y gall nodweddion unigolion effeithio ar y gofal a'r cymorth a gânt.

Trafodwch hyn mewn grwpiau bach

1.3 How gender, ethnicity and language, and social, cultural and religious environments may impact on individuals and the support that they access
1.4 The potential impact of accessing care and support

Using relevant resources, consider how individuals characteristics can impact on the care and support they receive.

Discuss this in small groups

Gofal Cymdeithasol Cymru
Social Care Wales

www.gofalcymdeithasol.cymru
www.socialcare.wales

Social Care Wales | Does Wales care enough about equality and human…

Unconscious bias isn't just somebody else's problem; it's also yours (scie.org.uk)

An introduction to an Anti-racist Wales [HTML] | GOV.WALES

Wales Insights Report | Plan International UK (plan-uk.org)

1.5 Sut y gall ffactorau, amodau neu amgylchiadau unigolion, teuluoedd a gofalwyr ddylanwadu'n ormodol ar farn a thybiaethau ystrydebol pobl eraill; arwain at stigmateiddio unigolion, teuluoedd a gofalwyr; cael effaith negyddol ar unigolion, teuluoedd a gofalwyr a'r ffordd y maent yn gweithredu.

Gan ddefnyddio dadansoddiad 'SCOT', ystyriwch y cryfderau, yr heriau, y cyfleoedd a'r bygythiadau sydd ynghlwm wrth ddatblygu asesiad gofal a chymorth effeithiol gydag unigolion a'u gofalwyr.

Ystyriwch y ffactorau a amlinellir ym meini prawf 1.3-1.5. Defnyddiwch yr adnoddau yn y nodiadau i'ch arwain.

1.5 How the judgement and stereotypical assumptions of others may be unduly influenced by the factors, conditions or circumstances of individuals, families and carers; lead to individuals, families and carers being stigmatised; have a negative impact on individuals, families and carers and the way that they function

Using a 'SCOT analysis', consider the strengths, challenges, opportunities and threats involved in developing an effective care and support assessment with individuals and their carers.

Give consideration to the factors outlined in criteria 1.3-1.5. Use the resources in the notes to guide you

[Social Care Wales | Does Wales care enough about equality and human...]

[Unconscious bias isn't just somebody else's problem; it's also yours (scie.org.uk)]

[An introduction to an Anti-racist Wales [HTML] | GOV.WALES]

[Wales Insights Report | Plan International UK (plan-uk.org)]

a.c 1.6-1.8

Gan fyfyrio ar brofiadau blaenorol, ysgrifennwch adroddiad myfyriol byr ar sefyllfa lle rydych wedi:

•cymryd golwg gyfannol o unigolyn a'i ofalwyr (1.6)

•cydnabod galluoedd, anghenion, cryfderau, doniau a thalentau unigolyn (1.7)

•mynd ati i herio rhagfarn, delweddau ystrydebol, gwahaniaethu ac agweddau negyddol (1.8)

a.c 1.6-1.8

Reflecting on previous experiences, write a brief reflective account on a situation when you have:

- taken a holistic view of an individual and their carers (1.6)
- recognised an individual's abilities, needs, strengths, gifts and talents (1.7)
- actively challenged prejudice, stereotypical images, discrimination and negative attitudes (1.8)

https://socialcare.wales/cms-assets/documents/strategic-equality-plan.pdf

https://socialcare.wales/resources-guidance/improving-care-and-support/personal-outcomes/understanding-an-outcomes-approach

Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Uned 443 - Deall ffactorau sy'n cyfrannu at angen am ofal a chymorth ar unigolion a/neu ofalwyr

Unit 443 - Understanding factors that contribute to individuals and/or carers needing care and support

Deilliant Dysgu 2: Deall y rhesymau pam y gall fod angen i blant a phobl ifanc a'u teuluoedd/gofalwyr gael mynediad at gymorth a/neu wasanaethau

Learning Outcome 2: Understand reasons why children and young people and their families/carers may need to access support and/or services

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a.c. 1.3-1.8

Myfyrio

Gan ddefnyddio 'dadansoddiad SCOT', ystyriwch y cryfderau, yr heriau, y cyfleoedd a'r bygythiadau sydd ynghlwm wrth ddatblygu asesiad gofal a chymorth effeithiol gydag unigolion a'u gofalwyr.

a.c. 1.3-1.8

Reflection

Using a 'SCOT analysis', consider the strengths, challenges, opportunities and threats involved in developing an effective care and support assessment with individuals and their carers.

Meini prawf asesu:
Rydych yn deall:

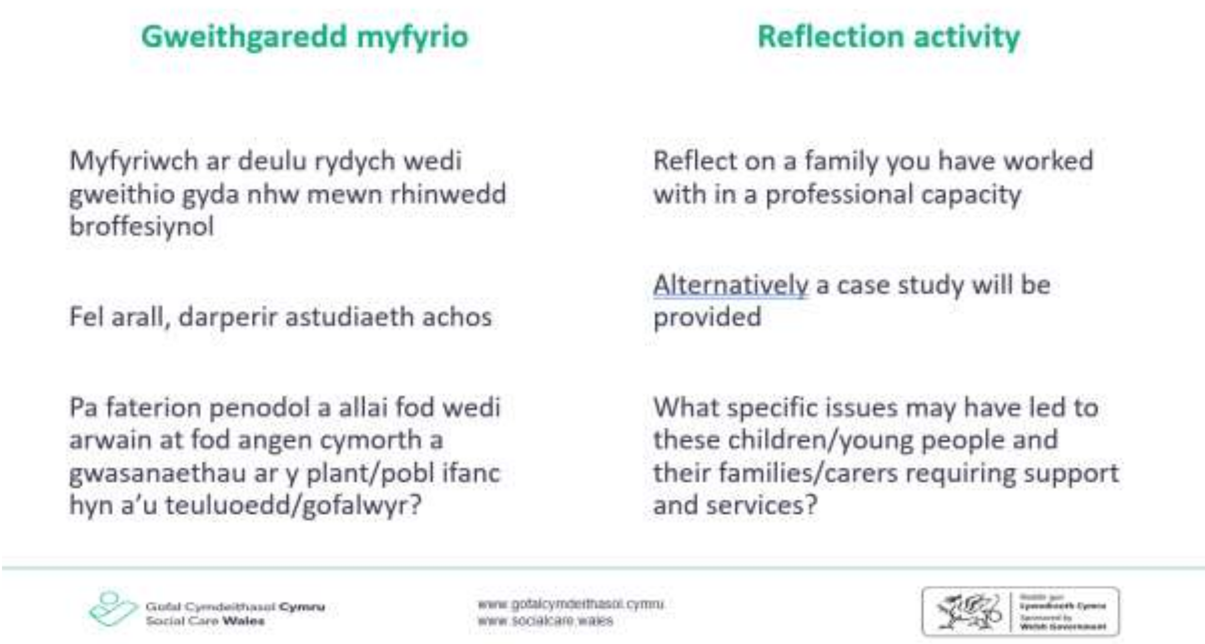
2.1 Amgylchiadau a sefyllfaoedd penodol a allai arwain at angen gofal a chymorth ar blant a phobl ifanc a'u teuluoedd/gofalwyr

2.2 Yr ystod o wasanaethau, asiantaethau a gweithwyr proffesiynol sy'n darparu cymorth i blant a phobl ifanc a'u teuluoedd/gofalwyr

Assessment criteria:
You understand:

2.1 Circumstances and specific situations that may lead to children and young people and their families/carers requiring care and support

2.2 The range of services, agencies and professionals which provide support for children and young people and their families/carers



Facilitator notes

Welsh:
Mae'n bwysig bod yr hyfforddwr yn pwysleisio cyfrinachedd ac anhysbysrwydd os yw'n trafod teulu.

Anelwch at ddeall y canlynol:

Amgylchiadau a materion penodol a all arwain at angen am gymorth a gwasanaethau ar blant a phobl ifanc a'u teuluoedd/gofalwyr: gallai gynnwys:

- y pwysau emosiynol, cymdeithasol ac amgylcheddol gwahanol y gall teuluoedd fod yn eu profi
- tlodi
- cyflogaeth
- cysylltiadau rhwng profiad y teulu eu hunain trwy gwrs bywyd a disgwyliadau ar gyfer eu plant
- cymorth y gallent ei gael gan aelodau ehangach o'r teulu, ffrindiau a rhwydweithiau ar gyfer magu plant
- rhwystrau i newid
- sut maent yn teimlo am yr angen i gael cymorth
- ethnigrwydd a diwylliant
- salwch corfforol neu feddyliol
- ymddygiadau sy'n niweidio iechyd
- ymddygiadau gwrthgymdeithasol
- anabledd / anghenion dysgu ychwanegol
- camddefnyddio sylweddau

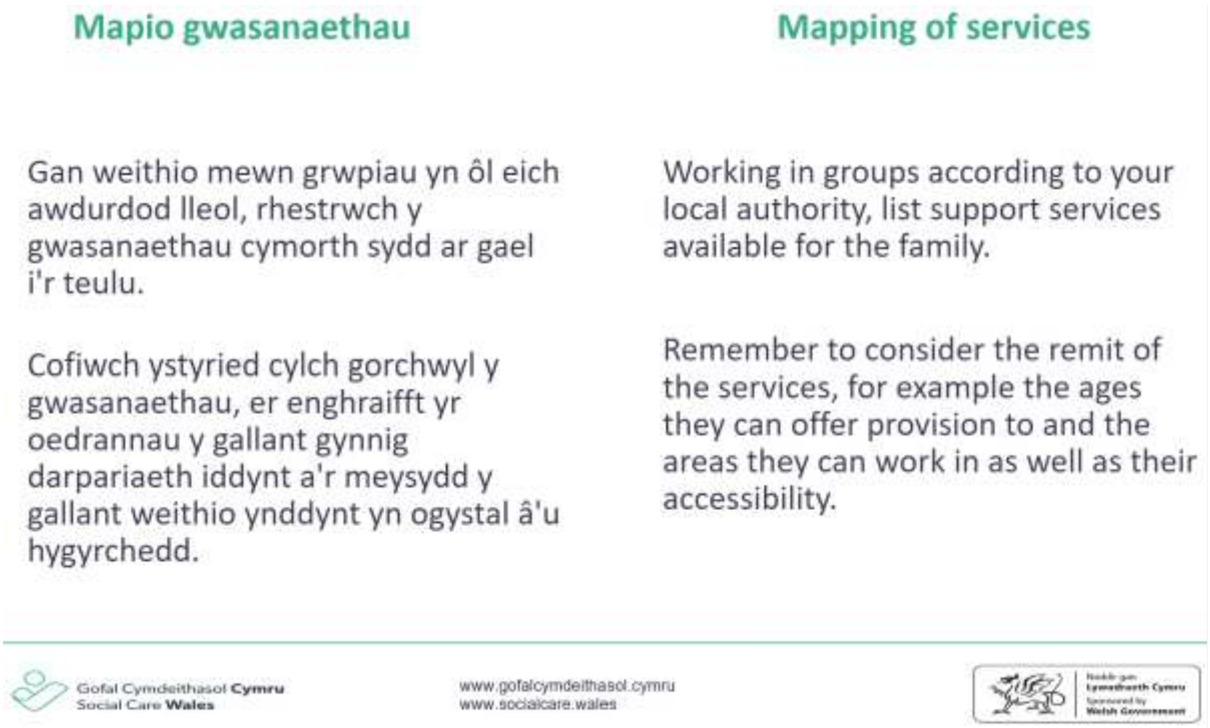
• gamblo
• heriau o fewn teuluoedd, chwalfa deuluol, neu berthnasoedd arwyddocaol personol eraill
• Profiadau Niweidiol yn ystod Plentyndod
• anfantais yn ystod plentyndod
• bod yn ffoadur/ceisiwr lloches

English:

Important that the trainer emphasis confidentiality and anonymity if discussing a family.

Aim to extract the following :

Circumstances and specific issues that may lead to children and young people and their families/carers requiring support and services: could include:
• the different emotional, social and environmental pressures families may be experiencing
• poverty
• employment
• links between families own experience through the life course and expectations for their children
• support that they may have from wider family members, friends and networks for parenting
• barriers to change
• how they feel about the need to access support
• ethnicity and culture
• physical or mental ill health
• health harming behaviours
• anti-social behaviours
• disability / additional learning needs
• substance misuse
• gambling
• challenges within families, family breakdown, or other significant personal relationships
• Adverse Childhood Experiences
• childhood disadvantage
• being a refugee/asylum seeker



Facilitator notes

Welsh:
Ystod o wasanaethau a chymorth i deuluoedd: gallent gynnwys - iechyd, asiantaethau tai, Awdurdod Lleol, addysg, gwasanaethau cyfiawnder (e.e. yr heddlu, tîm troseddau ieuenctid, gwasanaethau prawf) sefydliadau trydydd sector (e.e. Gweithredu dros Blant, Canolfan Cyngor ar Bopeth, NSPCC, Barnardos, Cymorth i Fenywod, CAIS, Shelter Cymru), cynghorwyr budd-daliadau, eiriolwyr teulu, gweithwyr gofal plant, gweithwyr gofal cymdeithasol, gweithwyr cymdeithasol

English:
Range of services and support for families: could include - health, housing agencies, Local Authority, education, justice services (eg police, youth offending team, probation services) third sector organisations (eg, Action for Children, Citizens Advice Bureau, NSPCC, Barnardos, Women’s Aid, CAIS, Shelter Cymru), benefits advisors, family advocates, childcare workers, social care workers, social workers

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Unit 443 - Understanding factors that contribute to individuals and/or carers needing care and support

Deilliant Dysgu 3: Deall cyd-destun gofalwyr yng Nghymru

Learning Outcome 3: Understand the context of carers in Wales

Noddir gan Lywodraeth Cymru
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Meini prawf asesu:

Rydych yn deall:

3.1 Y diffiniad deddfwriaethol o ofalwyr

3.2 Demograffeg gofalwyr

3.3 Y cyfraniad y mae gofalwyr yn ei wneud at ansawdd bywyd unigolion ac at yr agenda bolisi o atal ac ymyrraeth gynnar

3.4 Cydberthynas rhwng rhoi cymorth i ofalwyr a chynaliadwyedd gwasanaethau gofal a chymorth

3.5 Pwysigrwydd hyrwyddo cymorth ar gyfer llesiant, cynhwysiant cymdeithasol, addysg a chyflogaeth gofalwyr drwy ddylunio a darparu gwasanaethau

3.6 Ffactorau a all effeithio ar iechyd a lles corfforol a meddyliol gofalwyr

3.7 Effaith bosibl newid a phontio ar ofalwyr

3.8 Yr opsiynau asesu sydd ar gael i'r gofalwr a'r gofalwr ifanc gan gynnwys asesiadau ar y cyd â'r unigolyn

3.9 Pwysigrwydd cydnabod na fydd pawb sy'n derbyn gofal di-dâl yn dymuno cael eu labelu na'u hystyried yn ofalwyr

3.10 Sut i archwilio'n sensitif y rôl y mae gofalwyr yn ei chyflawni, a sut y gallent ddymuno cael eu cefnogi gyda hyn

Assessment criteria:

You understand:

3.1 The legislative definition of carers

3.2 Demographics of carers

3.3 Contribution that carers make to the quality of life of individuals and to the policy agenda of prevention and early invention

3.4 Correlation between the support of carers and sustainability of care and support services

3.5 The importance of promoting support for carers well-being, social inclusion, education and employment through the design and delivery of services

3.6 Factors that may impact on carers physical and mental health and well-being

3.7 The potential impact of change and transition on carers

3.8 The assessment options available to the carer and young carer including joint assessments with the individual

3.9 The importance of recognising that not all people undertaking unpaid care will wish to be labelled or perceived as carers

3.10 How to explore with sensitivity the role that carers are undertaking, and how they may wish to be supported with this

3.1 Y diffiniad deddfwriaethol o ofalwyr

Mae Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 yn darparu diffiniad o ofalwr fel

"person sy'n darparu neu'n bwriadu darparu gofal i oedolyn neu blentyn anabl"

Mae hyn yn dileu'r gofyniad bod yn rhaid i ofalwyr fod yn darparu "swm sylweddol o ofal yn rheolaidd"

Gofal Cymdeithasol Cymru (2020)

3.1 The legislative definition of carers

The Social Services and Well-being (Wales) Act 2014 provides a definition of a **carer** as

"a person who provides or intends to provide care for an adult or disabled child"

This removes the requirement that carers must be providing "a substantial amount of care on a regular basis"

Social Care Wales (2020)

3.2 Demograffeg gofalwyr

Roedd mwy na 370,000 o ofalwyr yng Nghymru yn y cyfrifiad diwethaf yn 2011.

Mae gofalwyr yn cyfrannu 96% o ofal yn y gymuned yng Nghymru, cyfraniad gwerth £8.1 biliwn bob blwyddyn

Mae cofnodion cyfrifiad yn dweud wrthym fod dros 30,000 o ofalwyr o dan 25 oed yng Nghymru, gyda 7,500 ohonynt o dan 16 oed.

Mae gan Gymru'r gyfran uchaf o ofalwyr hŷn a'r gyfran uchaf o ofalwyr ifanc yn y DU

3.2 Demographics of carers

There were more than 370,000 carers in Wales at the last census in 2011.

Carers contribute 96% of care in the community in Wales, a contribution worth £8.1 billion every year

Census records tell us that there are over 30,000 carers under the age of 25 in Wales, 7,500 of whom are under the age of 16.

Wales has highest proportion of older carers and the highest proportion of young carers in the UK

3.3 Y cyfraniad y mae gofalwyr yn ei wneud at ansawdd bywyd unigolion ac at yr agenda bolisi o atal ac ymyrraeth gynnar

Rhaid i ofalwyr di-dâl gael eu cydnabod a'u gwerthfawrogi am eu cyfraniadau i gymdeithas, eu trin fel partneriaid cyfartal i weithwyr iechyd a gofal cymdeithasol proffesiynol a'u cefnogi i leisio eu barn yn eu dewis iaith. Gall asesiadau o anghenion gofalwyr gynnig porth i gynllun cymorth sy'n canolbwyntio ar yr unigolyn, ond heb wybodaeth amserol am eu hawliau a sut a ble i gael cymorth, gallai iechyd a llesiant y gofalwr, a'r rhai y maent yn gofalu amdanynt, ddioddef.

Llywodraeth Cymru (2021) Cynllun Cenedlaethol ar gyfer Gofalwyr Di-dâl

3.3 Contribution that carers make to the quality of life of individuals and to the policy agenda of prevention and early invention

Unpaid carers must be recognised and valued for their contributions to society, treated as equal partners to health and social care professionals and supported to have their voices heard in the language of their choice. Carers' needs assessments can offer a gateway to a person-centred support plan, but without timely information about their rights and how and where to get support, both the health and well-being of the carer, and those they care for, could suffer.

Welsh Government (2021) *National Plan for Unpaid Carers*

3.5 Pwysigrwydd hyrwyddo cymorth ar gyfer lles, cynhwysiant cymdeithasol, addysg a chyflogaeth gofalwyr drwy ddylunio a darparu gwasanaethau

Mae strategaeth Llywodraeth Cymru ar gyfer Gofalwyr Di-dâl (2021) yn nodi o dan briodoldeb tri:

Rhaid i bob gofalwr di-dâl gael y cyfle i gymryd seibiannau o'u rôl ofalu i'w galluogi i gynnal eu hiechyd a'u lles eu hunain a chael bywyd ochr yn ochr â gofalu.

Mae Blaenoriaeth pedwar Cefnogi gofalwyr di-dâl mewn addysg ac yn y gweithle yn nodi:

Dylid annog cyflogwyr a lleoliadau addysg / hyfforddiant i addasu eu polisiau a'u harferion, gan alluogi gofalwyr di-dâl i weithio a dysgu ochr yn ochr â'u rôl ofalu.

3.5 The importance of promoting support for carers well-being, social inclusion, education and employment through the design and delivery of services

Welsh Government's strategy for Unpaid carers (2021) states under priority three:

All unpaid carers must have the opportunity to take breaks from their caring role to enable them to maintain their own health and well-being and have a life alongside caring.

Priority four Supporting unpaid carers in education and the workplace states:

Employers and educational / training settings should be encouraged to adapt their policies and practices, enabling unpaid carers to work and learn alongside their caring role.

3.7 Effaith bosibl newid a phontio ar ofalwyr

3.8 Yr opsiynau asesu sydd ar gael i'r gofalwr a'r gofalwr ifanc gan gynnwys asesiadau ar y cyd â'r unigolyn

3.9 Pwysigrwydd cydnabod na fydd pawb sy'n derbyn gofal di-dâl yn dymuno cael eu labelu na'u hystyried yn ofalwyr

3.10 Sut i archwilio'n sensitif y rôl y mae gofalwyr yn ei chyflawni, a sut y gallent ddymuno cael eu cefnogi gyda hyn

3.7 The potential impact of change and transition on carers

3.8 The assessment options available to the carer and young carer including joint assessments with the individual

3.9 The importance of recognising that not all people undertaking unpaid care will wish to be labelled or perceived as carers

3.10 How to explore with sensitivity the role that carers are undertaking, and how they may wish to be supported with this

3.6 Ffactorau a all effeithio ar iechyd a lles corfforol a meddyliol gofalwyr

Pa ffactorau allai effeithio ar iechyd a lles corfforol a meddyliol gofalwr?

3.6 Factors that may impact on carers physical and mental health and well-being

What factors could impact on a carers physical and mental health and well-being?

Using the case studies, discuss in groups how you could support the carers

https://socialcare.wales/resources-guidance/information-and-learning-hub/learning-resources/social-services-and-well-being-wales-act-2014/working-with-carers/carers-and-the-act

Beth sy'n bwysig i'r unigolyn?

Sgwrs 'beth sy'n bwysig' yw sgwrs wedi'i thargedu sy'n ymwneud ag unrhyw broses asesu.

Mae'n cyfeirio at ffordd fedrus o weithio gydag unigolion i sefydlu'r sefyllfa, eu lles presennol, yr hyn y gellir ei wneud i'w cefnogi a'r hyn y gellir ei wneud i hybu eu llesiant a'u gwydnwch er gwell.

Nid yw'n asesiad ynddo'i hun: mae'n ffordd o gynnal yr asesiad, gyda'r ymarferydd yn cael y math cywir o sgwrs i nodi gyda'r unigolyn:

sut maen nhw eisiau byw eu bywyd

beth allai fod yn atal hynny

pa gymorth y gallai fod ei angen i oresgyn y rhwystrau hynny.

What matters to the individual?

A 'what matters' conversation is a targeted conversation relating to any assessment process.

It refers to a skilled way of working with individuals to establish the situation, their current well-being, what can be done to support them and what can be done to promote their well-being and resilience for the better.

It's not an assessment in itself: it's a way of carrying out the assessment, with the practitioner having the right type of conversation to identify with the individual:

how they want to live their life

what might be preventing that

what support might be required to overcome those barriers.

Gofalwyr yng Nghymru

Mae Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 yn sicrhau bod gan bob gofalwr hawl i gael asesiad os yw'n ymddangos y gallai fod ganddynt anghenion cymorth.

Rhaid i'r asesiad ystyried y canlyniadau y mae'r gofalwr am eu cyflawni, a dyna pam y mae angen i sgwrs 'beth sy'n bwysig' ddigwydd yn syth ar ddechrau unrhyw ryngweithio â gofalwr.

Carers in Wales

The Social Services and Well-being (Wales) Act 2014 ensures that all carers have a right to an assessment where it appears they may have needs for support.

The assessment must consider the outcomes the carer wants to achieve, which is why a 'what matters' conversation needs to happen right at the very beginning of any interaction with a carer.

Darllenwch yr astudiaeth achos

Sut byddech chi'n nodi "beth sy'n bwysig" i'r unigolyn yn y sefyllfa hon?

Beth sy'n helpu'r unigolyn a beth sy'n ei atal rhag cyflawni ei ganlyniadau llesiant?

Cyf: Gofal Cymdeithasol Cymru.

https://socialcare.wales/resources-guidance/information-and-learning-hub/learning-resources/social-services-and-well-being-wales-act-2014/assessing-and-meeting-individual-needs/assessment-case-studies

Read the case study

How would you identify "what matters" to the individual in this situation?

What is helping the individual and what is stopping them achieve their well-being outcomes?

Ref: Social Care Wales

https://socialcare.wales/resources-guidance/information-and-learning-hub/learning-resources/social-services-and-well-being-wales-act-2014/assessing-and-meeting-individual-needs/assessment-case-studies

Adnoddau

Gofalwyr

https://socialcare.wales/hub/hub-resource-sub-categories/carers-and-the-act

https://socialcare.wales/cms_assets/hub-downloads/Carers_Rights_Guide_Wales_2016_Looking_After_Someone.pdf

https://socialcare.wales/service-improvement/working-with-carers

https://gov.wales/sites/default/files/publications/2021-03/unpaid-carers-strategy.pdf

Resources

Carers

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