TRAINING PACK

European Core Learning Outcomes for the Integration of Support and Housing

(ELOSH)

TWO DAY CLASSROOM BASED VERSION

Lifelong Learning Programme

This project has been funded with support from the European Commission.
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TRAINING PACK CONTENTS

Section 1 Programme Objectives and Overview

Section 2 Programme Schedule Day 1 and Day 2

Section 3 Course Outline Day 1

Section 4 Course Outline Day 2

Section 5 Background Reading for Delegates: Learning Outcome 1

Section 6 Background Reading for Delegates: Learning Outcome 2

Section 7 Background Reading for Delegates: Learning Outcome 3

Section 8 Background Reading for Delegates: Learning Outcome 4

Section 9 Background Reading for Delegates: Learning Outcome 5

Section 10 Background Reading for Delegates: Learning Outcome 6

Section 11 Trainer Guidance Notes
- Annex 1: Guidance for organisations and trainers
- Annex 2: Top tips for co-training
- Annex 3: Code of conduct
- Annex 4: Training module exercises

Section 12 Annex 5
Trainer Presentation & Presentation Notes
separate PowerPoint presentation at ***www.elosh.eu***

elosh European Core Learning Outcomes for the integration of Support and Housing

Lifelong Learning Programme

sitra expertise, training & consultancy in housing with health, care & support

SECTION 1
Programme Objectives and Overview

European Core Learning Outcomes for the Integration of Support and Housing (ELOSH)

The object of ELOSH is to share Sitra's current core learning outcomes and training materials established for the housing related support sector in the United Kingdom. An added innovative element to embed co-production throughout the learning outcomes is central to this training package. The materials have been supplemented by research conducted by the University of York into the nature of housing related support and the training available across the European Union (EU). The result of the combination of existing materials and mapping exercise is a shared set of learning outcomes defined by the steering committee and national partners, which consists of 14 organisations representing 9 EU countries. These outcomes have defined the learning materials and have been adjusted appropriately to establish a common training pack that can be contextualised by national partners. The learning module involved the participation of a range of stakeholders with particular focus on services for mental health, people with disabilities and the homeless.

The training has been designed to be co-delivered by a lead trainer and a service-user facilitator (an 'expert by experience'). It is important for those attending the training to achieve the learning outcomes in a context of learning about quality service delivery from the perspective of those who use services to achieve their aspirations. It is hoped that the training will set a standard of housing with support delivery across Europe enabling staff to be competent at delivering quality services.

Two day training module – Housing with Support

Overall Learning Outcomes

- **LO1 –** Understand the key principles of housing with support
- **LO2 –** Apply best practice in co-producing services with 'experts by experience'
- **LO3 –** Describe the rights of service-users
- **LO4 –** Establish the importance of equality and diversity in good quality housing support
- **LO5 –** Demonstrate good practice in referral, assessment and support planning
- **LO6 –** Appreciate the importance of the lived environment

Learning outcomes for day one

At the end of the day participants will be able to:

- Understand the key principles of housing with support
- Apply best practice in co-producing services with 'experts by experience'
- Appreciate the importance of the lived environment

Learning outcomes for day two

At the end of the day participants will be able to:

- Describe the rights of service-users
- Establish the importance of equality and diversity in good quality housing support
- Demonstrate good practice in referral, assessment and support planning

SECTION 2:
Programme Schedule

Day 1

10.00 Introduction
10.10 Details of the course
10.20 Definition of housing with support
10.45 Origin of housing with support, current and future policy context
11.15 Break
11.30 Models of delivery and service-user groups
12.00 Benefits of engaging service-users
13.00 Lunch
14.00 Benefits of engaging service-users (continued)
14.15 Co-production
15.15 Break
15.30 Lived environment
16.20 Summary, questions and independent learning
16.30 Close

Day 2

10.00 Introduction
10.10 Rights of service-users
11.15 Break
11.30 Rights of service-users (continued)
11.55 Equality and Diversity
13.00 Lunch
14.00 Referral and Assessment
15.15 Break
15.30 Support Planning
16.20 Summary and evaluation
16.30 Close

SECTION 3
Course Outline Day 1

Time	Topic	Aims/Main Points	Method	Duration
Prior to the event	Preparation	Service-user facilitator and lead trainer to meet and agree how the course is going to be delivered and how the service-user facilitator's 'lived experience' is going to be applied. Identify legal and regulatory requirements, local resources and appropriate case studies. Establish how participants requirements are going to be met e.g. sensory impairments.		
On the day before the training commences	Preparation	Check practical arrangements: layout of room, visual display requirements, materials and refreshments. Ensure that participants' individual requirements that arise on the day are met as far as practicable.		
10.00	Introduction and objectives	Welcome – service-user facilitator and lead trainer introductions. Housekeeping – fire evacuation, toilets, refreshments etc. Describe learning objectives for the course Introduction: name, organisation, role, service-user group and what they want to achieve at the end of the course. Establish learner agreement with participants either using the one in the slide pack or getting participants to draw one up e.g. confidentiality, one voice, respect each other, mobiles off etc. *Led by service-user facilitator and lead trainer*	Talk	10
10.10	Details of the course	Describe the programme – what we'll cover and methods to be used *Led by lead trainer*	Talk	10
10.20	Principles of housing with support	Exercise in pairs – feedback. Aim is to identify key principles of housing with support to include its role as part of a multi-disciplinary approach. Message: this is what the course will address. Keep flowcharts on wall & refer back to during course. *All exercises to be co-facilitated*	Pairs 10 mins+ f/b 15 mins	25
10.45	Origins of housing with support	Development of the sector from institutionalisation and paternalism to empowerment and self-autonomy. *Led by lead trainer and service-user facilitator who, if appropriate, share their 'lived experience'*	Presentation and group discussion	15
	Local policy agenda and framework provision	Local current and future policy context – legislative framework, regulatory bodies and policy makers impact on housing with support. *Led by lead trainer*	Presentation and group discussion	15
11.15	Break			15
11.30	Service-user groups Models of delivery	Small group discussion to establish service-user groups and delivery models. Presentation – Local resources available including video and media clips.	Exercise Feedback Presentation	10 10 10
12.00	Benefits of engagement	Presentation – personalisation and the continuum of involvement from consultation to co-production. Local legislative framework and requirements. *Led by lead trainer with service-user facilitator contribution*	Presentation	10
		Barriers to engagement: each group identifies barriers to engagement to different service-user groups. Then their paper is passed on to the next table where solutions are identified.	Exercise Feedback	5 5

SECTION 3
Course Outline Day 1 continued

Time	Topic	Aims/Main Points	Method	Duration
		Feedback	Feedback	10
		Moral and business case for engagement – use local resources *Led by service-user facilitator*	Presentation	15
		Exercise: To develop a (3 minute) presentation/ poster/video clip identifying the benefits of engagement each group to be given a different audience and a different vehicle for engagement (e.g. funders/engagement in developing policy and procedure or service-users/engagement in their own support planning)	Exercise	15
13.00	Lunch			
14.00	Benefits of engagement (continued)	Each group present their talk/poster/video clip	Exercise	15
14.15	Co-production	Define co-production – led by service-user facilitator using local resources	Presentation	15
		Give scenarios and have people firstly in large group using hand held pieces of paper (yes, no or maybe) identify if it's co-production or something else. After discussion have small groups go back and discuss how they could change non-co-produced services to be truly co-produced	Exercise	20
		Feedback	Feedback	10
		Examples of co-production (e.g. video clips, service-user testimonials) direct to local resources *Led by lead trainer*	Presentation	15
15.15	Break			15
15.30	Lived Environment	Exercise: Mind map different living environments for people with support needs: e.g. shared housing, self-contained flats, hostels, lodging with carer.	Exercise	10
		Feedback	Feedback	10
		Local resources on provision of housing with support legislative and regulatory requirements (e.g. health and safety, planning and building, licences, etc.) *Led by lead trainer*	Presentation	15
		Importance of quality in lived environment including requirements of safety, security and comfort including good practice examples. *Led by the service-user facilitator*	Presentation and large group discussion	15
16.20	Summary Questions and Setting an Independent Task	Go through the learning objectives of the day, feedback one thing they have learnt from the day and ask if there are any questions. Task: go away and identify three areas where you are currently engaging (or could engage) service-users and identify what would be required to develop this into a fully co-produced approach *Led by lead trainer and service-user facilitator*		10

SECTION 4
Course Outline Day 2

Time	Topic	Aims/Main Points	Method	Duration
On the day before the training commences	Preparation	Check practical arrangements layout of room, visual display requirements, materials and refreshments.		
10.00	Introduction and objectives	Welcome and housekeeping refresh Describe learning objectives for the day and copies of the overheads and background reading are contained in the training pack. Feedback from independent learning. *Led by service-user facilitator and lead trainer.*	Talk	15
10.15	Rights of service-users	Rights Game: each participant in each group is given a piece of paper with a human right on it e.g. privacy, freedom of expression, confidentiality, freedom of association, respect, safety, security, self-autonomy, dignity etc. The participants ideally come up with a description of an example of the right without actually saying what it is e.g. *I worked with a service-user who enjoyed cross dressing discussion would be about doing this and staying safe – freedom of expression* (Facilitators ensure that participants think about the meaning behind the words: to service-users leading the lives they want to lead, experiencing social inclusion and reducing prejudice). Feedback General principles of rights in housing with support: privacy, confidentiality, respect, safety, security, self-autonomy. Shift from dependency to right-holder, recipient to citizen (cultural shift). Good practice examples to include videos, media clips etc. *Led by service-user facilitator* Legislative Framework of EU Convention on Human Rights. Local resources including legislative framework and regulatory requirements – to include rights of occupation and welfare entitlements and social care and health. *Led by lead trainer*	Exercise Feedback Presentation with group discussion Presentation	10 10 20 10
11.15	Break			15
11.30	Rights of service-users (continued)	Small Group Exercise: Case Study – scenarios of different service-users in different living environments, objective is to identify how each of the rights outlined in the earlier exercise could be upheld e.g. Mike is living in a shared house with other service-users all of whom have experienced street homelessness. *Led by lead trainer and service-user facilitator*	Exercise Feedback	15 10
11.55	Equality and Diversity	Exercise: List all the groups that make up the diversity of their society. Identify things you might do on a usual week and think about which groups would find it difficult to access and why. To include accessing housing, using public amenities, living with a partner etc. The principles of equality and diversity *Led by lead trainer and service-user facilitator*	Exercise Feedback Presentation	15 10 20

SECTION 4
Course Outline Day 2 continued

Time	Topic	Aims/Main Points	Method	Duration
		Local resources including legislative framework and regulatory requirements. Examples of good practice examples of equality and diversity approaches. *Led by the lead trainer*		
		Exercise: Small groups using one service example from the group identify how you can ensure that the service is effective and is meeting its aims e.g. quality assessment frameworks that include qualitative and quantitative performance indicators.	Exercise Feedback	10 10
13.00	Lunch			
14.00	Referral and Allocation and Assessment	Questionnaire on how people are referred to services to include how services ensure they best suited to meeting service-user's aspirations	Questionnaire Feedback	10 10
		Key worker roles and responsibilities to include networking, working and co-operating with staff from other disciplines.	Presentation	15
		Supervision and support. *Led by lead trainer*		
		Exercise: Each small group designs an advertisement from a service-user perspective to recruit a 'good' housing support worker.	Exercise Feedback	10 5
		Person centred approaches, *Led by service-user facilitator*	Presentation	10
		Outcome measurement approaches. *Led by lead trainer*		
		Exercise: Each small group designs a pen portrait of a service-user who benefit from their services and passes it on to the next group who need to design a process to ensure that the service can best meet the service-user's goals.	Exercise Feedback	10 5
15.15	Break			
15.30	Support Planning	Support Planning: Outcome focused, service-user-led, SMART Risk Assessment to keep service-user and others safe and Positive Risk Taking drawing on service-users own strengths, natural circles of support as well as paid support. *Led by lead trainer*	Presentation	15
		Good practice examples in support planning. *Led by service-user facilitator*	Presentation	10
		Exercise choice of lead trainer and service-user facilitator doing a role play where participants are asked to contribute or giving scenarios to service-users and support workers. The object is to establish a support plan that addresses positive risk taking and meets the principles identified in the presentation.	Exercise Feedback	15 10
16.20	Summary Evaluation	Go through the learning objectives of the day and the course, feedback one thing they have learnt from this day, how their practice will change when they get back to their service and ask if there are any questions. Ensure the evaluations are completed and hand out any certificates or records of attendance. Remind participants about the resources described over the two days.		10

SECTION 5
Background Reading for Delegates: Learning Outcome 1

Background and history of housing with support

What is supported housing / housing with support?

Historically there has been no universally agreed definition of housing with support, or supported housing or special needs housing, as it has also been known. Generally "supported housing" has been described as any housing scheme where housing and support services are provided as an integrated package. The newer term "housing with support" however, may be described as a package of support related to a person's housing to enable them to live independently and includes accommodation-based services and non-accommodation-based services. It tends to be characterised by having higher staff levels than other forms of social housing. It is also commonly arranged through partnerships between different organisations, both statutory sector bodies and voluntary sector organisations. The difficulty with definitions lies in the fact that housing with support caters for a wide range of service-user groups with a need for different levels of support in a range of accommodation.

Housing with support schemes

Housing with support has expanded considerably due to policy changes in two key areas:

- The closure of large institutions, for example, those for people with mental health problems and learning disabilities
- Initiatives around housing homeless people, including the "Housing First" model.

The philosophy underpinning housing with support provision is that services are best provided in community settings rather than in institutional settings. This philosophy is reinforced by the growth of community care and strengthened by the recognition that housing with support can be provided for people with support needs in mainstream, self-contained housing as well as in specialised provision.

Statutory requirements

In addition to being subject to general housing laws, housing with support schemes must also adhere to additional statutory controls under various pieces of legislation. Some of these include planning, environmental health, care standards, and laws governing partnership agreements between government bodies and charity groups or private landlords.

Providing support and care in housing with support

Housing with support is characterised by the provision of "support" or "care" in addition to accommodation and housing management services. Support or care can include:

- Support focused on maintaining the tenancy
- Skills training – help with developing domestic, financial, social skills
- Social support – counselling, emotional support, help in accessing other community services
- Advice services – welfare benefits, debt counselling, legal advice, re-housing
- Assistance with personal care – help with tasks such as washing, dressing, bathing, going to the toilet
- Service brokerage – assistance with accessing the services they require including health services

Location of support / care

Support may be "floating" i.e. provided to the person wherever they live; or site-based i.e. linked on-site in specialised provision. It can be provided on a temporary or permanent basis. Often the type of accommodation will determine the location and nature of the support. In shared housing, for example, support is provided by staff on the premises whereas schemes with a number of dispersed self-contained units are more likely to provide visiting support services.

The floating support model has become increasingly popular as a method of providing support. In this model, support will be provided to a service-user for as long as it is required. When or if the service-user no longer needs support, it tapers off. It is seen as a more flexible way of providing services and service-user support needs can be met without the constant need to move.

A housing with support project need not set itself up as the sole provider of support services. Even in residential care homes where a high level of support is provided, service-users should be encouraged to use community services, e.g. services provided at the local health centre or life skills training provided at a local day centre. Providing local information or assistance to access other services is important in terms of promoting independence and community integration.

Providing support / care

Why is it important?

- Service-users have a right to care or support and advice from staff which is appropriate to their needs
- Some projects are set up on the basis that potential service-user require support/care
- Some projects are funded on the basis that support/care is being provided
- Service-users are selected on the basis that they require support/care

What does it involve?

- Setting aims and objectives
- Setting standards
- Clear policies and procedures, e.g. referral and selection, equal opportunities, confidentiality, key working/ support and care planning, complaints
- Providing information about the service provided
- Identifying with each tenant their particular support needs
- Agreeing arrangements for meeting support needs
- Working with external agencies

How is it done?

- Clarify what kind and what level of support/care can be catered for and ensure this is reflected in the way service-users are selected
- Ensure staff are adequately trained and supervised
- Develop an agreed strategy for how support/care needs will be met and ensure service-users are aware of how it works e.g. key worker system
- Ensure you have a good knowledge of local and national services and resources which may be appropriate to individual's needs and that staff and service-users are aware of them
- Setting targets and measuring performance

Some Common Terms

Key Worker: allocation of a particular named worker within a service to keep in close contact with an individual and to co-ordinate the delivery of services/care planning.

Care Management: a delivery process that is used by departments that provide social care which identifies how social and residential care is commissioned, delivered and monitored.

Care Manager: Care Managers are Social Workers employed by social care departments and are responsible for organising, purchasing and reviewing services for individual service-users.

Care or Support Planning: method of tailoring care or support to meet individual needs through discussion and shared decision making between the service-user, staff and carers where appropriate. The care plan can be broken down into four parts: assessment, planning, implementation, evaluation. Support plans will identify outcomes to be worked towards and will be subject to regular review.

Support / care packages: a term to describe a particular combination of services designed to meet the needs of a particular individual.

Multi-disciplinary teams: creation of a staff team of people with a number of specialisms e.g. a community learning disability or mental health team can include a social worker, a psychiatrist, a psychologist and a community nurse.

Advocacy: a way of ensuring the needs of individuals are articulated to service planners and providers either through self-advocacy for service-users or through the use of independent advocates.

Resettlement: the process which enables a service-user to acquire the skills and resources necessary to obtain and maintain longer term, more independent accommodation.

SECTION 6
Background Reading for Delegates: Learning Outcome 2

Apply best practice in co-producing services with 'experts by experience'[1]

Personalisation

Personalisation is an umbrella term for a service delivery model which extends choice and control to individuals. There are a number of activities that fit underneath the personalisation heading including customer involvement, person centred planning, co-production and personal budgets which can be received as a direct payment so the person is able to co-ordinate their own care and support. You can read more about personalisation here: http://www.sitra.org/policy-good-practice/personalisation/

The Benefits of Involving Service-Users

In housing with support, organisations often work with individuals or groups of people who have been marginalised, excluded and discriminated against. For this reason alone there should be at least a commitment to involving them and changing a pattern of exclusion that they may have experienced time and time again and an aspiration to fully engage and create an equal partnership between service-user and professional. Another reason to include service-users is the real benefits not only for them but also staff, board members or trustees and other stakeholders including funders.

An organisation providing a housing with support service to single homeless people with a variety of support needs said that they identified the following benefits of involvement:

- Not providing an assumptive service, but one based on what people want (because they have asked for it)
- It can be fun, people get opportunities to get to know one another and learn new skills
- Hearing good things about services can be motivating and inspiring
- It can increase everyone's understanding of how the organisation works
- It can make problem solving easier because you have more information to base decisions on
- It can improve the quality of services
- It can raise everyone's self esteem
- It can diminish the division between us (service providers) and them (service-users)
- It can make the organisation into a place where people (staff, service-users, volunteers, committee members) are all involved and working towards the same goal (an exciting place to be)

1. Information

Information should form the basis of all future involvement and consultation activities. The phrase "information is power" is useful in understanding the importance in providing information to people in order to start a process of engagement. To start, organisations can ask themselves the following questions:

- *Do you provide information that is relevant, accessible and appropriate to the particular needs of your residents?*
- *Do you consider when you provide information, that you ensure that it is timely, thereby maximising its impact and usefulness?*
- *Do you share information as openly and as transparently as possible?*
- *Do you ask residents what information they would like to receive, not assume you know?*
- *How do you monitor the impact of the information you are providing?*

2. Consultation

Consultation is about seeking the views of service-users in order to take it into account. Consultation does not guarantee that the decision will be solely based on service-users' views. It is important however that consultation is genuine and its not just ticking a box with no commitment to hear the views that are expressed. An organisation may want to ask themselves the following questions:

- *Does your organisation interpret its [legal] obligation to consult broadly and in the best interests of your service-users?*
- *Do you publicise when and about what you will consult?*
- *What methods of consultation would be most suitable for your service-users?*
- *Do you provide enough information, and in suitable forms, to ensure that consultation can be worthwhile?*
- *Do you need to involve advocates and external agencies?*
- *Do you advise residents of the outcomes of consultation?*

[1] Authors would like to acknowledge Together, a UK based charity working alongside people with mental health problems, for providing these materials. For more information see their website: www.together-uk.org

- *Do you provide regular updates to service-users?*
- *Do you provide incentives for people to take part in your consultations and ensure, when appropriate,* that *receiving incentives does not have a negative impact on their support/benefits?*
- *How does your organisation ensure that service users feel comfortable giving feedback, even when it may be critical or perceived as a complaint?*

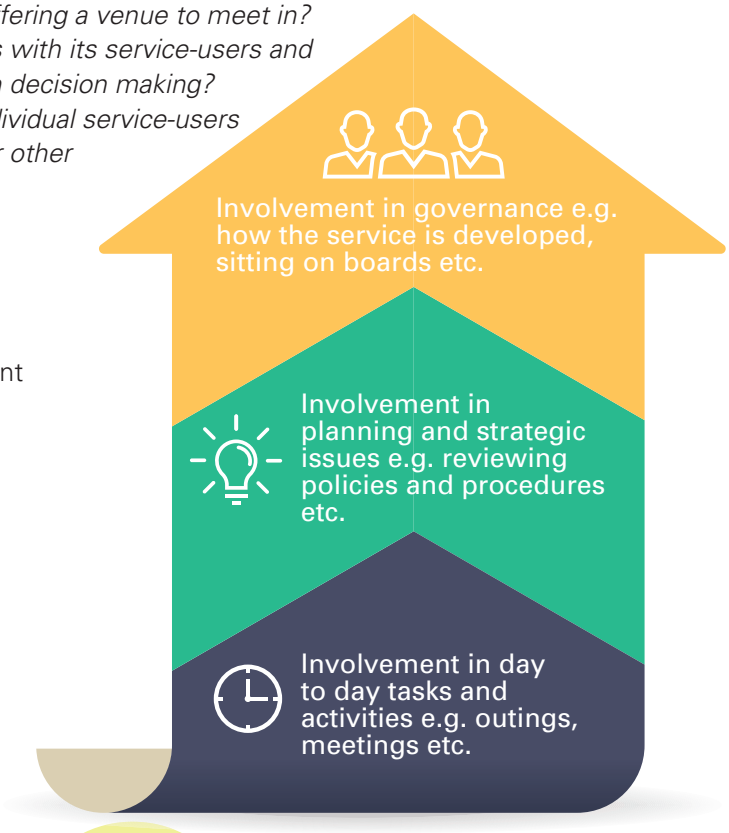
It is important to acknowledge service users' contribution and give them further opportunity to feedback on the process after the consultation. This will encourage participation the next time around.

3. Participation & Involvement

This can describe a wide spectrum of activity at the heart of which is a degree of power sharing. Just as the first stage of information giving is linked to the issue of where power lies, the involvement of service-users in the running of services will mean that power has been shared or that there has been a shift in the balance of power.

An organisation may want to ask:

- *Does your organisation actively encourage a flexible approach to participation that takes account of the support needs of service-users and type of service provided?*
- *Does your organisation actively promote the formation of service-user groups and then support them in practical ways such as offering financial help or offering a venue to meet in?*
- *Does your organisation have formal arrangements with its service-users and service-user groups that give them an influence in decision making?*
- *Has your organisation considered encouraging individual service-users to be members of the management committee or other committees, working groups, or focus groups?*
- *Do you provide training for individuals and groups who want to participate?*



Levels of Involvement

It can be useful to consider three levels of involvement and participation

Methods of Involvement

Individually, e.g.

- One to one meetings
- Letters
- Complaints procedure

Groups

- Working parties
- Residents forums
- Social Events
- Surveys and questionnaires



FEANTSA has put together easy to use and practical toolkits to build service-user participation. The toolkits are available in English, French, German, Spanish and Polish can be found at: http://www.feantasa.org/spip.php?article122

Service-users requirements
Expectations of service-users involvement should be realistic and based on their views of how they want to be involved. Interest in service-user involvement will always be dependent on the personal circumstances and interest of individuals. Some service-users may have pressing legal, financial and long term housing problems and may not see participation as a priority. For others it may become a crucial part of their recovery or resettlement.

Service-users may need additional help and support in order to be involved in their housing and support. There could be issues around:

- Access for people with mobility problems
- No previous experience or opportunity to make choices influence or make decisions
- Difficulties with language / communication
- Difficulties with written material

As part of the work to ensure meaningful participation, an organisation needs to consider how it might remunerate service-users for their time and involvement. A budget should be set and clear guidance established about how service-users can be remunerated for involvement in different activities. Wherever possible an organisation should seek to reimburse/pay service-users at the same rates that staff or other members/volunteers would be remunerated, ensuring this does not have a negative impact on their support/benefits.

For a variety of reasons, sometimes service-users just do not want to get involved and organisations must also learn to respect those choices when it is clear that there are no barriers to involvement.

What staff might need
It is not uncommon for staff and volunteers to fear user involvement as they fear it may make their role redundant. Another common fear is that it will generate vast amounts of additional work.

Service-user participation does need to be resourced, ideally both with real funding (i.e. a budget!) but also through a capacity and allocation of time for individual staff. It is important to establish service-users access/support needs and allocate resources to meet these. It is also important, wherever possible, to weave a commitment to service-user involvement into the on-going day to day work of the organisation.

Staff, volunteers and committee members need to be clear about their roles and be supported to identify any training or support needs in order to facilitate greater service-user involvement.

Support and training for staff
Since effective service-user involvement implies a more equal power dynamic between staff and service-users, it is essential that staff are enabled to work in ways that are empowering and inclusive of all service-users.
The development of an empowering practice requires:

Firstly, that staff are supported, trained and given the time to build upon their existing skills for:

- **Active listening:** understanding service-users experiences, perspectives and interests to facilitate a dialogue.
- **Supporting 'voice':** building up service-users' skills to express themselves in whatever ways are appropriate for them and which value diversity.
- **Enabling reciprocity and exchange:** recognising and building on service-users' strengths is crucial to the development of partnership.

Secondly, it means that the organisation offers the space, opportunity and systems for staff to:

- **Evaluate and reflect on practice:** flexibility in trying out different approaches to involvement; opportunity to review experiences, ensuring that mutual lessons learned can inform new approaches; openness to challenge exclusion and discriminatory practice.
- **Input into decision-making:** mechanisms for feedback and action in response to the views/needs expressed by service-users and staff.
- **Manage change:** this phase of the process may involve a re-consideration of practice, structures and processes for decision-making within different layers of the organisation.

Obstacles & Barriers
In considering how to make service-user involvement effective, it is important to acknowledge that there will be barriers or obstacles to making progress. In order to be able to overcome these, they need first to be identified and understood.

The most important point is to consider the service-user and their circumstances. There are also barriers that relate to the way that organisations are structured; size and location should be considered.

What is co-production?

Co-production is a way of moving beyond service-user involvement, where providers and users of services working together in equal partnership on a specific project - this could be co-designing or co-delivering a service.

The European Network on Independent Living (ENIL), a partner and Steering Committee member in the ELOSH project, defines co-production as 'inclusive working practices between experts by experience (disabled people and/or other user groups) and organisations. It is about equal partnership and collaboration between parties passionate about improving service provision. Every person involved in the process of co-production is valued, respected and listened to, with everyone involved in designing, developing and delivering. Co-production improves services, improves communities and can help make Independent Living a reality for all.'

What are the principles of co-production?

- Recognising people as assets
- Valuing skills and working differently
- Promoting reciprocity, giving and receiving
- Building social networks

In addition the following approach is helpful when working on co-production projects:

- Involving everyone from the very beginning
- Being clear on roles and responsibilities – meet expectations
- Challenging your thinking – let go of fears!
- Valuing everyone's contributions

What can co-production do?

- Increase customer satisfaction, customer skills and confidence
- Promote better customer service
- Gives added value to services
- Provides more personalised services – making services more bespoke and service-user focused
- Improve outcomes for service-users

What can be co-produced?

It's easier to ask what can't be co-produced! Some co-production case study examples are here: http://www.sitra.org/documents/elosh-training-co-production-examples/



SECTION 7
Background Reading for Delegates: Learning Outcome 3

Describe the rights of service-users

1 Consultancy and Representation

Service-users have the right to be consulted about matters relating to housing management and have their views taken into consideration before decisions are made:

- Could your organisation develop/improve the way it consults service-users?
- What would be involved in providing service-users with opportunity to participate in the decision making process of the organisation?

2 Complaints

All attempts to improve service-users' rights and good practice will be seriously undermined if service-users have no access to a complaints procedure.

- Does your organisation have a clear, written procedure which is attached to the service-users' occupancy agreement?
- Does the procedure include recognition of service-users' right to seek the assistance of an independent advocate?

3 Equal Opportunities & Diversity

Equality of opportunity is fundamental to the rights of service-users.

- Does your organisation have a clear policy statement on equal opportunities and diversity with systems for monitoring the policy and changing practice in the light of the results?
- Does your organisation encourage diversity in its staff and service-users, reflecting the community you work in and those who require your services?

4 Harassment

All service-users should be able to live free from harassment and the problem should be tackled within the context of a positive commitment to equal opportunities.

- Does your organisation have a policy about harassment which recognises the forms harassment can take, measures to prevent it, how compaints are dealt with and recognises harassment can also be perpetrated by staff?

5 Privacy

The provision of shared housing mitigates against service-users enjoying the same degree of privacy as people in self-contained accommodation. Organisations can take a number of steps to improve resident privacy:

- Is your organisation designed in such a way (e.g. institutional and large and given a name) that makes it easy for the local people to "label" those people living there?
- Do your service-users each have their own lockable room that they can personalise?
- Do staff respect service-users' privacy in terms of access to rooms, i.e. for specified reasons with prior notice?

6 Service-user Responsibilities

In specialist housing provision there are often very restrictive terms of the occupancy agreement, house rules or support provision. The rules are often perceived as "protecting" service-users but may be really imposed for the convenience of the staff:

- Do you have terms or rules that have remained unaltered even though the need for them no longer exists?
- Has your organisation consulted service-users about what terms or rules are needed and incorporated them into the occupancy agreement so that their legal status is clear?
- Some occupancy agreement terms, e.g. no pets have been challenged under the European directive on unfair contract terms

7 Selection of new service-users

Where service-users have to share communal facilities they have a legitimate right to make some input into the selection of new service-users:

- Has your organisation considered a selection process where the rights of service-users to have a say are balanced with meeting the overall aims and objectives of the scheme?

8 Access to support and care services

Housing with support organisations vary in the extent to which they provide support and care. Some provide an extensive package themselves, whilst others encourage service-users to make use of external services in the community.

- Do service-users in your organisation have a choice about which aspects of the care/support package they receive?
- Are service-users in your organisation provided with information about the care, support and health services provided in the community so they can make use of them like other people?

9 Staffing

The role of staff and the way they carry out their duties directly affects the lives of service-users.

- Does your organisation make explicit to referrals the extent, nature and style of the support services on offer?
- Are staffing levels in your organisation adequate to provide the services you wish to offer?
- Are staff in your organisation adequately experienced and provided with appropriate training for the work they are expected to do?

10 Finance

Service-users are directly affected by the way the finances of an organisation are arranged, but may not be consulted or properly considered when financial decisions are made.

- Are rents or charges for services affordable for service-users on a low income?
- Does your organisation have a clear, fair and consistently enforced arrears policy that minimises the possibility of service termination?
- Are service-users fully informed of how to maximise their income?
- Do service-users have a choice about the way they pay their charges and deal with their income?

11 Access to Information

A lot of written information is kept on file about service-users.

- Are all your records necessary?
- Do you support service-users to have full access to their personal files?
- Do you have a clear policy on confidentiality and information sharing?

12 Repairs and maintenance

- Are service-users informed about how to report repairs and maintenance problems and the procedure which will be followed to deal with them?
- Is your organisation achieving adequate standards of repairs and maintenance with full understanding of the health and safety and social implications of living in poorly maintained accommodation?



Service-Users Legal Rights

European Convention on Human Rights (ECHR)
The European Convention on Human Rights contains 18 articles that protect human rights and fundamental freedoms. The text of the Convention can be found at http://www.conventions.coe.int/ and can be translated into several languages using the buttons on the top of the page. The rights most relevant to housing with support are Article 2: the right to life: Article 3: freedom from torture or inhuman or degrading treatment; Article 6: the right to a fair trail; Article 8: the right to respect for private and family life; Article 10: freedom of expression; Article 12: freedom of assembly and association; Article 14: the right not be discriminated against.

UN Convention on the Rights of Persons with Disabilities
The Convention can be found at http://www.un.org/disabilities/ and can be translated into several languages using the links at the top. The Convention obliges signatories to ensure that their laws reflect and protect the rights of disabled people. Over twenty specific rights are outlined including: Article 19: living independently and being included in the community.

European Social Charter
The European Social Charter can be found in several languages at http://www.conventions.coe.int/.
It complements the ECHR by guaranteeing positive rights and freedoms.

EU Charter on fundamental rights
The Charter can be found in several languages at http://europa.eu/legislation_summaries/justice_fre edom_security/combating_discrimination/l33501_en.htm The Charter enshrines political, social, and economic rights for European Union citizens and residents.

Resources from ENIL
The European Expert Group on the Transition from Institutional to Community-based Care have launched a set of key guidelines and a toolkit on how to make a sustained transition from institutional care to family-based and community-based alternatives for children, persons with disabilities, persons with mental health problems and older persons. http://www.enil.eu/recommended-readings-2/european-expert-group-on-the-transition-from-institutional-to-community-based-care-guidelines-and-toolkit/



SECTION 8
Background Reading for Delegates: Learning Outcome 4

Establish the importance of equality and diversity in good quality housing support

Good practice in equal opportunities within organisations

Getting the staff

- Be clear what the job entails and what the key duties are
- Ask applicants for information that will tell you they can do the job
- Don't ask questions unrelated to the job, get the facts and be open-minded
- Treat people on their merits
- Advertise a vacancy openly as this will help you attract better applicants
- Where reasonable, adapt your methods of recruitment so that disabled people can apply and attend for interview
- If you use a recruitment agency, make sure you don't ask them to act unlawfully

Keeping your staff

- Keep open channels of communication with all staff
- Make sure opportunities for promotion and training are made known to all staff and are available on a fair and equal basis
- Make new recruits feel welcome by showing them around the workplace, introducing them to their colleagues and familiarising them with 'house rules'

Harassment/Bullying

A firm stance taken will benefit all staff and help the organisation run smoothly:

- Make it clear to everyone that harassment and bullying will not be tolerated and tell staff who to go to if it does happen
- Don't be tempted to blame the person being harassed or bullied, and don't discipline or sack them; deal with the person causing the problem
- Don't ignore the situation – it won't go away

Discipline/Grievances

- Have a procedure for handling discipline and grievances. These should apply to all staff. This will help you to resolve problems quickly and before they become too serious
- Apply disciplinary action fairly and consistently regardless of race, sex or disability

Know your staff

Keep basic information on the staff make-up:

- How your staff group is made up, for example by men/women; ethnic group; those with a disability
- When asking for this information respect people's sensitivities and let staff know why you want the information

Practical approaches for the housing with support sector

Requirements related to recruitment and inductions of staff are:

- Provide ongoing training on valuing cultural diversity and racism awareness
- Monitor information on the sex and job grade of job applicants and employees, and use it to establish targets
- Have race equality targets to cover the recruitment and career development of staff
- Take steps to deal with any under-representation where appropriate and make full use of positive action provisions
- Ensure that recruitment and staff development programmes are open and accountable and in keeping with good equal opportunities practices. Consideration should be given to the under-representation of women at any level, particularly at middle and senior management levels and the introduction of positive action strategies
- Employers should not confine advertisements unjustifiably to those areas or publications which would exclude or disproportionately reduce the numbers of applicants from a particular racial group
- Analysis should be carried out of the ethnic composition of the workforce of each department, section and job category, and of changes in distribution over periods of time
- Language fluency should be only what is needed for the safe and effective performance of the job
- Comparable overseas degrees, diplomas and other qualifications should be accepted as equivalents

Challenging offensive behaviour effectively

One challenge to establishing an environment of equality and diversity is working with service-users who may make hateful remarks or behave in offensive ways. So here are some tips to deal with those situations.

What?

Challenging is a particular way of giving feedback, done to help people to be more aware of what they do/say and to consider alternatives. Offensive remarks and behaviour include racist, sexist and homophobic expression but does not exclude other inappropriate behaviour.

Why?

It is important to challenge because:

- It helps to ensure that organisations are welcoming and user-friendly for everyone
- Failure to challenge could suggest that you agree (collusion) or are unconcerned by the harm done to others. It also allow such remarks to flourish
- It is not possible to follow anti-discriminatory practice without confronting discriminatory behaviour – attitude is not enough.

When?

A challenge is necessary when what is said or done reveals a conflict between the behaviour of that person and issues about which you or your organisation have a commitment. Offensive remarks are made at least as often in the 'public' area (i.e. where users are waiting) of agencies as in confidential situations. It is particularly important to challenge such remarks as evidence of commitment to Equal Opportunities. The quality of the relationship and the timing of the challenge will have an impact on the outcome or effect of the challenge.

How?

Effective challenges:

- Require assertion rather than aggression
- Do not belittle the person making the statement. Confronting such statements with "you make me sick, don't be stupid, get out", for example, is unlikely to produce the desired effect or aim. It may even reinforce their view
- Invite questions. "Have you ever thought about… considered… what makes you say that?" offers a more effective approach in allowing the person to rethink or retract their view
- Refer to how such statements make you feel – own your challenge by using "I" statements e.g. "I don't agree with that", "I find that offensive"
- Refer to impact the behaviour has, or has the potential to have
- Give information and statistics. Knowledge is power – know your facts
- Be specific and concrete e.g. please use the term gay rather than queer
- Challenging doesn't have to be long winded – know when to stop
- Think about your timing – challenging doesn't have to be immediate
- Think about the situation and structure your challenge accordingly

Expose contradictions

You may at some stage have to assert the position of your organisation if nothing else has any effect. Although it is hoped that workers in agencies will not make offensive remarks, it needs to be clear what redress users will have, as part of a complaints procedure, if this happens.

It also needs to be clear what action the organisation will take if staff break policy in this way.



What an equality and diversity policy should include

Aims and public commitment
A statement that the organisation is committed to equality and diversity in all areas of their work and why this is important; for example, enabling the needs of the diverse community and stakeholders to be met. The statement should also include the aims of the policy; for example, to eliminate discrimination and to ensure that all service-users feel welcomed, safe and valued etc.

Responsible persons
State who is responsible for the implementing and monitoring of the policy and practices and who it applies to; for example, all staff, service-users etc.

Information
Set out how the policy will be developed to take account of the needs and interests of all sections of the community, and how the policy will be publicised to existing and potential staff, volunteers, service-users and stakeholders. For example, the project will consult with service-users, the local authority, local organisations representing discriminated against groups in drafting this policy. A copy of the policy will be issued to all service-users, staff, relatives or carers and other stakeholders.

Action Planning
Identify the project's present position on engagement of workers and contractors and applications from service-users from discriminated against groups Set out where the project should be in the future and what short and long term action is needed if the position needs to be changed.

Example: the project currently employs x and accommodates x compared to the general population/needs of the area, x group is under-represented among employees/residents. Our action plan is to: change our public image; improve our working practices; remove other identified barriers to joining; train staff; develop links with communities etc.

Monitoring
It is critical that you monitor a number of areas; for example, the characteristics of who you employ to deliver services and their access to training and development; the characteristic of those who apply and are accepted to receive your services; details of incidents of harassment or discrimination; characteristics of those making complaints and those responding to satisfaction surveys and their responses; access to move-on options etc.

Review
When the policy will be reviewed formally, how and by whom and how practices will be reviewed in the meantime to ensure that the action plan is met.

Key concepts in discrimination law*
There are some basic approaches which are common throughout discrimination law. There are three types of discrimination which are unlawful: direct discrimination, indirect discrimination and victimisation. Key terms will give definitions and examples to illustrate these legal concepts. Harassment is also included as part of this legislative framework.



** UK Commission for Equalities: Code of Practice on Racial Equality on Renting Homes*

Key Terms

Direct discrimination

Direct discrimination occurs when someone is treated less favourably than someone else in similar circumstances on the grounds of their gender/race/disability/age and the treatment was detrimental.

Example:

- A provider refuses to let a room to someone with a guide dog because of its 'no pets' policy

Indirect discrimination

When a condition or requirement is applied equally to everyone but in practice:

- The proportion of one race or gender who can comply is considerably smaller than other groups
- An employee or potential employee is unable to comply because of their race or gender

The employer cannot show the condition or requirement is objectively justifiable. Note that it is lawful to indirectly discriminate if the condition or requirement imposed is objectively justifiable.

Example:

- A housing with support provider relies on its members to spread information about vacant properties by word of mouth. As its members are predominantly from one racial group, people from other racial groups would be very unlikely to hear about housing vacancies.

Multiple discrimination

'Multiple discrimination takes place when someone is discriminated against for more than one reason, for example on the basis of gender and religion, age and ethnicity, etc. See http://fra.europa.eu/en/publication/2012/inequalities-and-multiple-discrimination-healthcare

Victimisation

A person is victimised if he or she is treated detrimentally because they have made a complaint or allegation or have given evidence against someone else in relation to a complaint of discrimination.

Example:

- A housing with support provider dismisses a temporary worker who has informed a relevant agency that the manager instructed her not to show properties to enquirers of Roma origin, because they were 'all time wasters and will not use services appropriately.'

Harassment

Harassment occurs when someone is subjected to harassment by their employer or by someone for whom the employer is responsible on the basis of their sex/race/disability/age.

Example:

- A service-user brings a complaint of racial harassment against his housing manager when the manager persists in making racially offensive remarks to him, despite his attempts to explain his unhappiness.

Racism

The belief that races have distinctive cultural characteristics determined by hereditary factors and that this endows some races with an intrinsic superiority over others. Discriminatory behaviour towards members of another race on the basis of such a belief.

Hate crime

A hate crime is a crime motivated by racial, sexual, disability or other prejudice, typically involving violence. The European Court of Human Rights has held that overlooking the bias motivation behind a crime amounts to a violation of Article 14 of the European Convention of Human Rights.

Institutionalised racism

"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin." The Macpherson Report www.gov.uk/government/publications/the-stephen-lawrance-inquiry.

Equality analysis

Organisations should think about the following points when conducting an equality analysis:

- Transparency means that organisations should be open about the information on which they base their decisions, about what they are seeking to achieve, and about their results
- An equality analysis can take place at different stages of the decision making process but it is important that it is integrated into mainstream policy development, not seen as add-on
- Staff and service-users should be involved in decision making process which affect them, so that the equality analysis is informed by their experiences and views
- Findings and actions resulting from the equality analysis should be supported and 'signed-off' by staff in the organisations with clear authority
- An equality analysis should be regularly reviewed against outcomes

SECTION 9
Background Reading for Delegates: Learning Outcome 5

Demonstrate good practice in referral, assessment and support planning

Maslow's Hierarchy of Needs[2]

Maslow's hierarchy of human needs functions on the premise that the fundamental needs of food, shelter, safety and security must be sustainably achieved before the higher needs of health, social activity, belonging and achievement can be sought. Maslow's model is often used as a model for assessing vulnerable people's needs. Need (defined by others) and wants (defined by the person) will vary with cultural differences.

First of all, ask yourself two questions:

- What purpose does the assessment need to achieve?
- Does the assessment need to be judged against a criteria, e.g. funder, and if so, is the service-user aware of this?

Referrals and applications

When developing a referral process it is really important to be clear about exactly what the service is, who it is aimed at and what it is trying to achieve.

Ask yourself four questions:

- Who are we working with?
- What are we offering them?
- What outcomes are we hoping to achieve with people?
- How will people access our service?

It is a good idea to draw up criteria on who the service is designed to benefit:

- To satisfy your funders that you are providing a service in line with your objectives and service specification
- To give clear guidance to potential service-users and those referring to the scheme
- To enable staff to make accountable decisions

You then need to think about practical details like:

- Whether self-referrals are accepted
- Which agencies can refer and when
- Whether an application form is needed
- Whether an interview will be conducted and by whom
- Whether visits to the applicant's home for an initial assessment can take place
- How applicants are prioritised

This all needs to be written down in a policy with a procedure for staff to use so that practice is consistent and should also include a statement of aims and objectives of the service alongside a statement of intent around equal opportunities. There should also be a written down procedure to explain how decisions are made and the criteria for managing a waiting list if you hold one (this is not always practical in direct access services but in most other circumstances will be possible). Potential service-users should also be told how to appeal the decision if they are unhappy with the outcome and should also be made aware of your organisation's complaints procedure if they want to complain about the way their application/referral was handled.

The following equal opportunities checklist should also be considered when developing a referral/ application procedure:

- Acknowledgement of limitations and ability to tap into appropriate external community resources
- Awareness of cultural, social and racial issues
- Acknowledgement of how your service-user is likely to perceive you and your place in the system
- Recognition, appreciation and encouragement of differences in lifestyle, culture
- Awareness of the effects of discrimination

Assessment

'Assessment is the process of obtaining, with the service-user's agreement, information to establish the need for service and agree on the desired outcome of any involvement.' (Richmond Fellowship Recovery Star)

A good assessment doesn't just happen – it needs planning and useful recording mechanisms. Many providers have utilised service-user involvement to review their assessment tools and processes or co-produced tools

[2] Maslow Human Needs Model. Source: Maslow, A Theory of Human Motivation. See PowerPoint slide for diagram

and processes with service-users. It will be most useful if the assessment is from the individual's perspective to establish whether the services will support them to achieve their aspirations and goals. Every potential service-user should undergo a needs and risk assessment before entering the service. The provider should carry out the assessment as soon as possible when the service-user presents or is referred to the service.

A note about risk assessments: the method and goal of a risk assessment needs to be clearly defined, given the danger that risk assessments may further discriminate against service-users. Risk assessments can provide a legal protection for a service, security for staff and security for service-users. Given that independent living is a goal of housing with support, positive risk taking should be considered and discussed.

The question is: *'Is this the right service for this person at this time?'* It is not just a question for the provider '*can we offer this person a service'* but for the service-user too *'could I benefit from this service and do I want to?!'*. The assessment should be a two way process which gives both sides an opportunity to find out more about their potential future relationship. It is a chance to dispel myths and to gather information. It is a chance for staff to give the service-user information about the nature of the service and for the service-user to find out more about the project.

The assessment should be carried out in a positive way by focussing on strengths rather than weaknesses, e.g. *'what are your skills/what are you good at'* rather than *'in which areas do you need support?'* Clearly a need for service has to be ascertained but it is important that this is done in a positive way.

Carrying Out Assessments

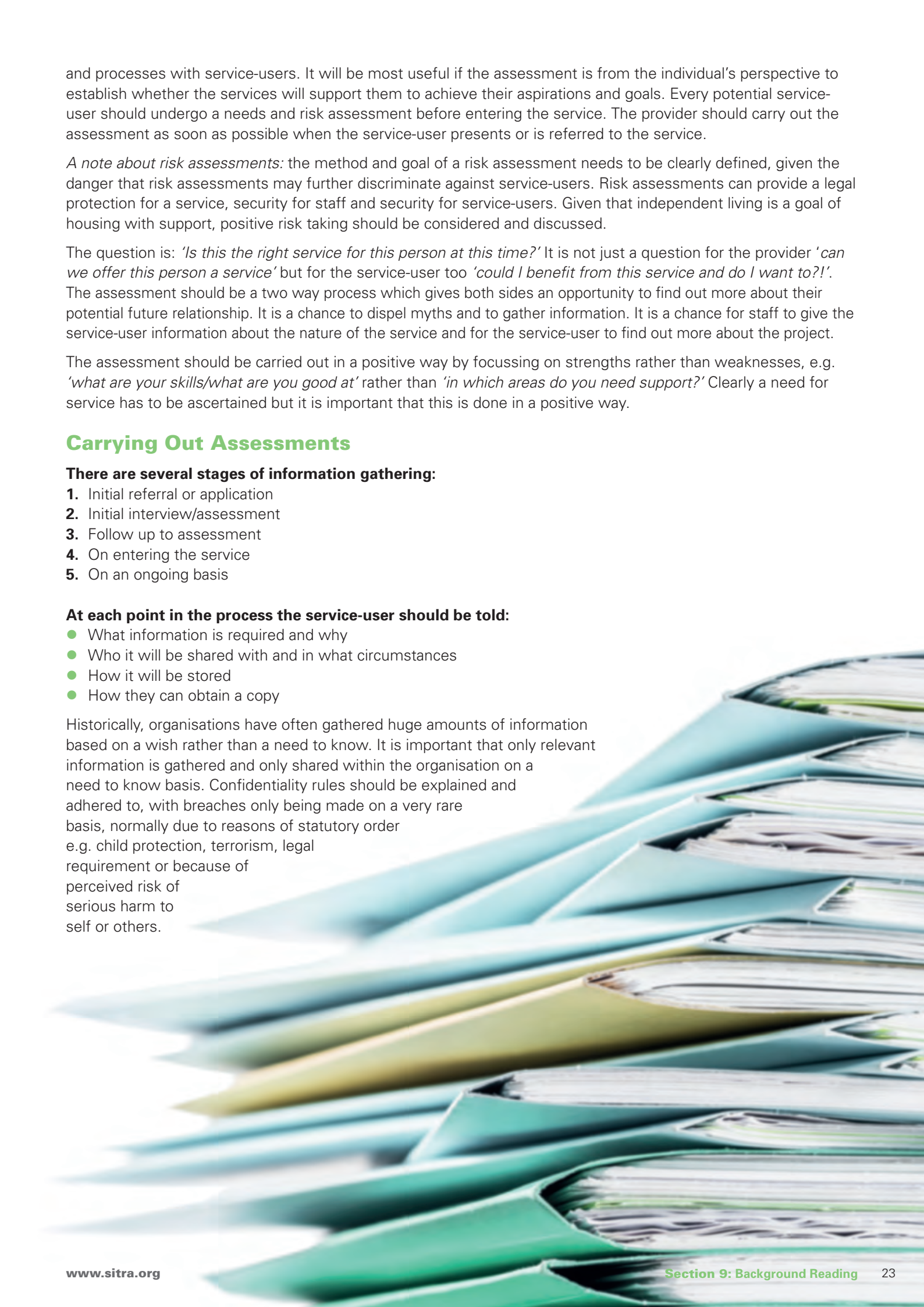
There are several stages of information gathering:

1. Initial referral or application
2. Initial interview/assessment
3. Follow up to assessment
4. On entering the service
5. On an ongoing basis

At each point in the process the service-user should be told:

- What information is required and why
- Who it will be shared with and in what circumstances
- How it will be stored
- How they can obtain a copy

Historically, organisations have often gathered huge amounts of information based on a wish rather than a need to know. It is important that only relevant information is gathered and only shared within the organisation on a need to know basis. Confidentiality rules should be explained and adhered to, with breaches only being made on a very rare basis, normally due to reasons of statutory order e.g. child protection, terrorism, legal requirement or because of perceived risk of serious harm to self or others.



Vulnerability
Simply being a certain age (over 60, under 25) or gender, having a disability or being in a particular situation (homeless, fleeing domestic violence) does not confer an automatic right to a place in a housing with support project or a service. The applicant has to demonstrate some level of need for support whether with managing a tenancy, sorting out benefits, dealing with debt, accessing other services or developing a sustainable social network.

Engagement
In order to benefit from the service, the service-user will need to agree to engage with it. This is a very common grey area as many people will agree to accept support in principle and then once they have received accommodation are not so keen to engage with staff. Similarly, some may not be keen to engage initially but after a period of time will be fully involved and engaged. Staff need to fully use the assessment procedure as way of gauging whether a service-user is likely to engage in a realistic time scale.

Conflict
Accommodation based providers often report a conflict of interest between support and housing management. All projects, whether statutory, voluntary or private, need to make sure they keep voids to a minimum ('heads in beds') and this can sometimes cause pressure to fill spaces with people who either:

- Do not meet the criteria of the project
- Do not want to engage with the project
- Have support needs which cannot be met by the project
- Present/face risks which cannot be managed by the project

All services need to make sure that their funding is being used to provide services to people who:

- Meet the criteria of the project
- Will engage with the project
- Need housing related support
- Present/face risks that can be managed by the project

Therefore, providers need to use the assessment process to make sure that they put the 'right heads in the right beds'.

Before the assessment:

- Explain to the service-user the purpose of the assessment exercise and what it aims to achieve
- Be clear in advance about how long it is likely to last, how many people are likely to be present and the likely timescales following the meeting
- Arrange a time and location which is comfortable and convenient for the service-user – thinking about avoiding possible distractions if possible (consider whether children, other family members or pets might be an issue)
- Does the service-user need an advocate or interpreter there and who arranges this?
- Give the service-user notice of the time, place and date
- Ensure that the information you gather is 'need to know' information, and only relates to the purpose of the assessment
- Have you checked with the service-user if they would like you to invite anyone else to the meeting, for example, mental health worker, social worker, etc? It is good practice to engage a user-led organisation to provide support.
- Have you given the service-user any information about the project (in an appropriate format) in advance?
- Is the service-user aware of your role/boundaries as a worker?
- Is the service-user aware that you may have access to information about them prior to your meeting?
- Ensure the service-user is aware of the confidentiality policy you as a worker would uphold in the assessment and afterwards
- Make sure the service-user knows where they are coming and has a contact telephone number in case they get lost or delayed (or vice versa if you are the one doing the visiting)

At the assessment:

- Meet at the time and place arranged and ensure that it is a place where the service-user feels comfortable
- Introduce everyone and state their involvement if there are different agencies and explain any interagency working
- Always allow enough time, work at the service-user's pace and take regular breaks
- Ensure you have the correct paperwork (and a pen) to do the assessment
- Recap the purpose and aims of the assessment and ensure they understand why the information is required and how it will be stored and used
- Use a variety of questioning styles and active listening skills while keeping focused
- Record only relevant information and make sure service-user's views are taken into account whether they agree or disagree with the assessor
- Be respectful and non judgemental
- Explain the organisation's commitment to equality and diversity and explain how to use the complaints policy
- Explain how and when you will make a decision and what the service-user can do if they are unhappy with this (appeals and complaints procedures)
- Ask how the service-user would like to be contacted in future e.g. letter, phone, text, and how they will contact you

And finally, if it all gets too much – have a break. Come back another day!

After the assessment:

- Let the service-user know the outcome of the assessment in the manner of their choosing
- Let the referrer know the outcome of the assessment
- What happens next – make sure those involved know what is happening, who is doing what and what are the timescales
- If the service-user has been unsuccessful, explain your reasons for this and give information on how to challenge the decision or process if they wish (appeals, complaints, etc) as well as other services they may wish to apply for
- If the service-user is being put on a waiting list, give them information on how that is managed and what they need to do to stay in touch

Support Planning

'Support planning is negotiating the most appropriate ways of achieving the objectives identified by the assessment of need and incorporating them into an individual support plan.' It should be based on the referral and assessment information including managing risk and promoting positive risk taking. See Annex 5.

It can be broken down into six steps:

- What needs to be addressed
- What is the solution or goal
- How can the solution/goal be reached
- Who will be involved
- What is the timescale
- When will it be reviewed

Each objective needs to be SMART. There are a number of versions of this mnemonic which we have included below:

- Specific (small)
- Measurable
- Achievable (agreed/attainable)
- Realistic (relevant person)
- Time related (trackable)

SECTION 10
Background Reading for Delegates: Learning Outcome 6

Appreciate the importance of the lived environment

Variety of living environments

There are a plethora of living arrangements where support can be delivered including:

- Shared Housing
- Hostels
- Self-contained units
- Support provided in service-users own home

It is good practice for providers to audit their housing provision by asking the following questions:

- What can each of these environments look like?
- How does the physical space contribute to the health and wellbeing of service-users and workers?
- How does it contribute to the safety, security and enjoyment of the people using the space?
- Is there a way to maximise the wellbeing offered by the lived environment?

A growing body of research suggests that the lived environment can provide multiple benefits for service-users including improved self-esteem and willingness to engage in services. Benefits can stem from both the physical environment and the psychological environment of the housing.

The Concept of Home

As put forth in the European Typology of Homelessness and housing exclusion (ETHOS), having a home consists of three domains: physical, social, and legal. The physical domain is having an adequate dwelling (or space) over which a person and his/her family can exercise exclusive possession. The social domain involves having privacy and being able to enjoy relations. The legal domain is having a legal title to occupation. The absence or any one of these domains would make a person homeless defined as roofless, houseless, insecurely housed or inadequately housed. The presence and quality of each of these domains has a direct effect on a person's physical and psychological wellbeing.

Occupancy Agreements[3]

Occupancy agreements provide a protection for both service-users and providers of housing with support. The agreement lays out the rights and responsibilities of each of the parties as well as the expectations for safety, security and behaviour. Generally it is the responsibility of the housing provider to maintain a structurally safe environment and the responsibility of the service-user to refrain from dangerous or destructive behaviour on the property. The agreement should also spell out, in plain language, the repercussions of failure to meet obligations by either party.

European Law

European Convention on Human Rights (ECHR)

The rights afforded by ECHR interact with both the physical and psychological housing environment. The two most frequently cited provisions are Article 8: right to respect for private and family life, home and correspondence and Article 14: the prohibition against discrimination. Providers should ask themselves

- Is the housing accessible to all users?
- Are the disciplinary actions in the occupancy agreement proportional?
- Are restrictions on service-users rationally related to an express purpose of the organisation?

Good Practice Example: Housing First

The success of Housing First programs in Europe and North America document the importance of the lived environment in housing with support[4]. Generally, participants in Housing First programs have a long history of homelessness and have been considered not 'housing ready.' Yet, once in a Housing First program, a high percentage of participants are able to maintain their housing after 12 months and many experience gains in their physical, psychological and social wellbeing.

[3] Occupancy agreement is used as an umbrella term for any agreement that covers a service-users legal right to live in a property e.g. lease, tenancy or licence.

[4] The discussion below will focus on the value of the lived environment as demonstrated by Housing First programs and a detailed evaluation of the aims and outcomes of Housing First in Europe can be found here http://www.socialstyrelsen.dk/housingfirsteurope/copy4_of_FinalReportHousingFirstEurope.pdf.

All three of the ETHOS domains are addressed in a Housing First program and there is a high degree of personalisation involved. In regards to the physical domain, participants are offered more than one option for a home. Giving participants choice and control over their living environment is seen as a key feature of Housing First as this gives people the opportunity to determine which features of a home matter the most to them and will best help them achieve their goals. The legal domain is addressed with a standard lease or tenancy agreement. Housing First participants are placed on the same legal footing as the general public. The social domain is achieved by a 'harm reduction' or 'recovery' approach in the support services. Abstinence is not required and the service-user directs the goals of the support plan. Initially, support often focuses around the lived environment: setting up a home with furniture, getting the utilities established, 'managing the door,' and dealing with landlords and neighbours.

Psychologically informed services for homeless people

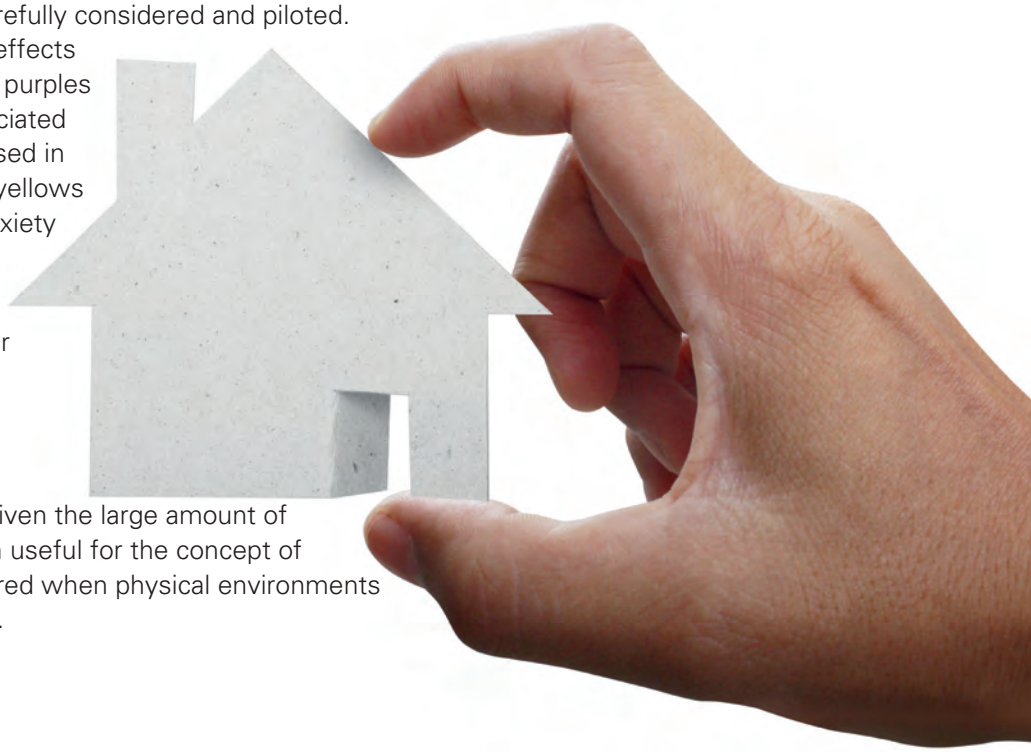
Good Practice Guide, St. Mungos February 2012

Designing and managing the social environment is central to developing a psychologically informed service. Thoughtful design, preferably one with service-user input, based on thinking through the intentions behind a service, can result in useful changes in the way a building is used, and how it is valued by staff and service-users. There are 5 outcomes to be achieved are similar to those needed within a psychologically aware service:

- Creating a healthy environment
- Reinforcing positive relationships
- Developing opportunities for meaningful occupation
- Offering specific health related services
- Access to healthcare

These factors have been found to impact on psychological, emotional and physiological factors which contribute to or impede health. There are a number of points to draw out from this approach.

1. Noise and acoustics can have a significant impact on mood, which makes the consideration of materials used in public areas important, those which dampen noise being favoured. Noise is also cited as a significant problem in sleep disturbance in large environments.
2. Light, whether natural or artificial appears to be an important factor which may be beneficial in a number of health areas, both generally and in specific situations (e.g. seasonal affective disorder being positively affected by broad spectrum light at 10,000 lux plus.). However, it is possible to get light levels wrong in both directions, either too little or too much.
3. Open, green areas can promote a lower arousal and the opportunity to socialise, although the evidence is mixed.
4. Art and aesthetics can be an important contribution to health, both in terms of the activity and the appreciation. However some evidence indicates that 'inappropriate' art can have detrimental effects on mental health. The form of art should therefore be carefully considered and piloted.
5. Colours have been found to have effects on mental health. For example greys, purples and reds have been found to be associated with depression and tend not to be used in therapeutic environments. Reds and yellows have been found to promote more anxiety than blues and greens.



These are just a few of the factors which may affect mood and behaviour within hostel or other environments. Others, such as the use of ventilation systems, furniture, use of televisions and temperature levels could also be considered in the light of evidence. Given the large amount of work done in this area, it would seem useful for the concept of evidence-based design to be considered when physical environments are being commissioned or improved.

Trainer Guidance Notes

ELOSH Training module: housing with support

Preparation

Aims:

- To agree how the course will be delivered and how the service-users lived experience will be applied
- Identify legal and regulatory requirements, local resources and case studies
- Establish how participants individual needs are going to be met

Tasks:

- Organisation: identify a lead trainer who must be experienced in delivering training and knowledgeable on the housing with support sector (Annex 1 for guidance for training organisation and lead trainer). Resources: Sitra has a trainer handbook which is available from post@sitra.org
- Organisation: identify a service-user facilitator and establish principles of co-delivery with people who have lived experience (see Annex 2 for guidance and Annex 3 for code of conduct).
- Lead trainer and service-user facilitator to familiarise themselves with the training module the slides background reading links to external resources and exercises
- Lead trainer and service-user facilitator to agree how lived experience will be used and who will lead on different areas
- Lead trainer and service-user facilitator to establish the participants to whom the training will be delivered and the service-user group(s) they work with to ensure that the trainer, service-user facilitator resources and case studies are appropriate e.g. single service-user group adults with learning disabilities or a mixture of participants or those who work with more than one service-users group
- Lead trainer and service-user facilitator to identify if there are any physical or training needs of participants that require the room, furniture or literature adapting e.g. special seating, lighting, large print or packs printed on coloured paper or sent out in advance
- Organisation and lead trainer and service-user facilitator to arrange for the resources to be in the training environment and the layout of the room should be small desks surrounded by 3 or 4 chairs to allow for group work
- Lead trainer and service-user facilitator to identify junctures where participants need to work with a variety of others during the day and ways of achieving this quickly, for example, asking people to form a line in the middle of the room based on their birthday and month January to December and then split them into groups of 3 or 4
- Lead trainer and service-user facilitator on day one to refer to the course outlines to ensure that the room and they are ready for the two days ahead

Guidance to running the training modules

The training pack for the trainers and facilitators comprises course outlines, a power point presentation with trainer notes, questionnaire and role play examples (Annex 4) plus background reading. The course outlines and notes to trainer on power point slides provide guidance on running the course along with this document. All modules should have been adapted to local environments by the Local Coalitions and the lead trainer and service-user facilitators should ensure these are up to date plus any local examples are referenced. The exercises and resources should also be adapted to the participants for example if they are from homeless, learning disability or mental health services or a mixture.

Resources required

- Printed packs to include cover sheet, programme, copies of slides (minus the trainer notes) and the background reading on the learning outcomes (ensure they are appropriate for people with visual impairment and other learning needs)
- PowerPoint projector
- Laptop with audio system and connected to the internet to allow for video clips
- Flipchart stand and paper
- Coloured Pens and BluTac for displaying work

Annex 1
Guidance for organisation and trainers

1. Course Planning and Preparation

Target Audience:
The organiser and trainer should establish who the participants are going to be: do they work with one service-user group; are from the same or different organisations; what is their level of knowledge and their role in providing housing with support.

Training Programme:
Trainers may be required to attend at least one pre-course planning meeting with their co-trainer.

The aims of pre-course planning meetings are as follows:
- To agree how the course objectives shall be achieved
- To agree what local resources will be included/added to the programme
- To draw up/review a teaching plan
- To prepare a programme
- To discuss and agree the nature and extent of written material that will be produced (hand-outs)
- To agree audio-visual and other equipment required for the course

2. Course Administration

Hand-outs and Course Materials
The trainer will ensure that the course content, methods, presentation and other materials used are accessible and reflect an equal opportunities policy.

In the course of contributing local examples to the PowerPoint slides please adhere to the following:
- Use Calibri font
- Text size to be as large as possible
- Try to keep to no more than eight lines per slide
- Key words only should appear on the slide to emphasise the point the trainer wants to make
- Make sure the slides are clearly visible and readable

Evaluation
Course evaluations are used to identify participant's initial reactions to their training experience and to continuously monitor and improve the quality of service provided.

Evaluation forms are to be provided by the trainer and included with the course materials. Participants should complete and hand the forms back to the trainer at the end of the course

Attendance Form
Trainers should take a register of the attendees. The attendance form will act as an official register and only those signed on it may receive a certificate of attendance.

Certificates/records of attendance
Certificates or records of attendance should be provided by the trainer. The trainer is expected to sign and hand out attendance records/certificates to participants on the course. If a participant attends only a part of the course, a note to this effect should be made by the trainer on the certificate/attendance record.

3. Course Delivery – Code of Conduct

- The trainer is expected to arrive at least 30 minutes before the training commences to ensure that everything including room layout, equipment and course materials are in order
- The trainer is responsible for ensuring they are familiar with the location of toilets, heating, lighting and ventilation
- The trainer is responsible for the health, safety and welfare of all participants on the training course in so far as it is reasonable to be so
- The trainer is responsible for providing a productive learning environment
- The trainer should establish 'ground rules' at the beginning of each course comprising of confidentiality, equal opportunities, respect and participation
- The trainer must challenge and deal with discrimination if and when it arises during an event

- After the training delivery, the trainer is responsible for clearing any left over training materials and leaving the room in a good condition
- After the training delivery, the trainer is responsible for ensuring evaluation sheets are collated and returned to the relevant organisation

4. Quality Assurance Procedures

Keeping up to Date with Sector developments
You are expected to maintain current with developments in the housing with support sector.

Quality Assurance
Course evaluations are expected to provide a mechanism for quality assurance.

5. Training Equal Opportunities Policy

This policy covers the following areas which relate to the provision of learning opportunities:
- To monitor participation in the course on the basis of gender, ethnicity, sexuality, disability and managerial status
- To promote equal opportunities and anti-discriminatory practice throughout the course
- If a learner feels that they are experiencing discrimination of any kind, they will be encouraged to make the fact known

6. Disability Statement

The ELOSH project believes that people with disabilities should have equal access to quality learning opportunities. We are committed to providing services which meet the needs of disabled people and are committed to complying with the anti-discrimination legislation and good practice.

The training programme should:
- Not treat disabled students less favourably for a reason related to their disability
- Provide reasonable adjustments for disabled learners

Student requirements should be planned for in advance.

Aim to provide as accessible a service as possible, and to support individual learners' access requirements where possible.

To promote this access, take the following positive actions where required:
- Provide large print materials
- Provide sign language interpreters
- Provide training venues which are wheelchair accessible
- Provide training venues which have access to a loop system
- Provide additional support for participants with language difficulties

If a learner feels that they are experiencing discrimination of any kind because of their disability, they will be encouraged to make the fact known. If complaints cannot be satisfactorily resolved through internal complaints procedures, learners should be directed to the public bodies responsible for resolving discrimination complaints in the locality.

Annex 2
Top Tips for Co-Training

Co-delivered training can be an inspirational experience for the trainer, the co-trainer and the participants. The benefits of training delivered with a service-user include sharing real, lived experiences which add an extra, invaluable dimension to the learning experience.

Tips for the lead trainer

- Value the co-trainers input: they are the experts with real experience of the issues
- Be open to changing some of the ways you work to incorporate valuable discussions around real experiences (these experiences may be different from the "theory")
- Contact the co-trainer before the training delivery to check practical arrangements i.e. venue, numbers of participants expected, arrival & finish times
- Make sure that the co-trainer has a copy of the session plan and where possible colour code co-trainers areas of agreed input
- Spend some time prior to the training (either face to face or on the phone) going through the session plan with the co-trainer and discussing where they may like to input into specific areas – this may include leading on discussions or exercises
- If you work with the same co-trainer more than once check again as their preferences may change

Tips for the service-user trainer

- Let the trainer know if you will require any support or have any special requirements in advance
- Ask the trainer for the session plan & access to any relevant materials in advance: they will want to talk through this with you before the session
- Your personal experiences are invaluable and you can agree in advance with the trainer how comfortable you feel about sharing these with learners
- If you feel comfortable leading on exercises or standing up and presenting information that's great but you will not be expected to do anything you feel uncomfortable with e.g. role play
- You are not expected to be a technical expert in the topic: the trainer will be there to help answer participants questions

Tips for Both

- Make sure you know where you are going and timings
- Enjoy the experience!

Annex 3

Code of Conduct

This Code of Conduct sets out the standard of personal attitude and behaviour that you as the Trainer /Service-user Facilitator must observe. Keeping to these guidelines is critical to the success and credibility of this project.

Your role

You are expected to:

- Be honest and open
- Be positive and highlight issues and areas of improvement constructively
- Be friendly, polite and courteous. You must not insult, abuse or use any kind of offensive language or behaviour towards anyone with whom you have contact.
- Keep to rules (group agreement etc) and policy

Conduct

- Discrimination against any participant, trainer, facilitator or member of the public will not be tolerated. Discriminatory language will not be used in discussions
- Everyone has the right to be treated with dignity and respect regardless of their nationality, gender, marital status, age, sexuality, religion or any other matter which causes people to be treated with injustice

Confidentiality

All those who train, facilitate and participate should respect each other's confidentiality. Any information or items of a confidential nature that is shared must not be disclosed to anyone else apart from other members of the training. Some of this information will be personally or commercially sensitive. You should treat all information you receive as confidential unless there is a clear reason to share it more widely. You should not share information about those attending or providing the training.

If the service-user facilitator experiences anything that worries them, for example if they suspect fraud or criminal activity, they are advised to get in touch with the lead trainer. If they are concerned about the lead trainer, then they must get in touch with another member of [Training Provider] staff.

Being fair

During your involvement, you must show respect for the people you deal with and take their circumstances and personal differences into account. The key is to respect differences fairly so that you do not exclude anyone or treat anyone inappropriately or unfairly.

Being professional

- Allow each other the opportunity to speak and comment
- Be polite, respectful and courteous, relaxed and professional. Deal with people sensitively and fairly
- Be organised and punctual
- Never carry out your role if you have recently had alcohol, drugs or are too tired or have done anything which may affect your concentration
- Not seek to make any personal gain through delivery

Please sign here to state that you have read and agree to the code of conduct

Signed _____ Date _____

Annex 4
Training Module exercises

Questionnaire for Good Practice in referral, assessment and support planning

1 How do you plan your first meeting with potential service-users?

2 How do you find out what communication method works for the service-user?

3 How do you establish what is important to service-users, how they like to be supported and what their aspirations are?

4 How can your service support potential service-users achieve their outcomes?

5 How do you find out if your service is the best for the service-user or another would better meet their outcomes?

6 Do service-users get the opportunity to visit and meet others in the service, if yes how does this happen, if no why not?

7 Do service-users have the opportunity to try out the service, if yes how does this happen, if no why not?

8 If the service is not right for them what do you do?

9 Are alternatives offered to the service-user, if yes what, if no why not?

10 Are decisions made quickly and communicated using the service-users preferred method, if yes how, if no why not?

11 Do you have a simple application process that has been developed with service-user input, if yes how did you do this, or if no why not?

12 What information could you share with service-users about staff skills and interests?

13 What do you ask service-users about their current support networks and social links?

14 Do service-users get a Personalised Offer, giving them real choice and control in four key aspects of their support:
- Choice of Support Worker
- Choice of time and place of support
- Control over resources
- Designing and delivering their own services

If yes, how does this happen? If not, why not?

Annex 5
Role play exercise on support planning

One member of the group has the role of the service-user, the other the support worker and one person is an observer. The object of the training is to establish a support plan with SMART goals that incorporates positive risk taking. The observer should note what has been positive, useful tools and how the process might have been enhanced.

Case studies

Mental Health

Tunde has a diagnosis of bi-polar disorder and has had episodes in the past that have led to voluntary and involuntary hospital admission. She is on medication and has been stable for the last 5 years. Tunde lives alone in a housing association self-contained, first floor flat. She has a few hundred pounds' worth of savings, and no relatives.

Six weeks ago, Tunde fell and broke her leg. Her next-door neighbour, who is elderly but who looks in on Tunde every day, found her and arranged for medical help. Tunde subsequently had an operation and is still in hospital.

Tunde's operation was not fully successful, although she has made a partial recovery and is able to walk with a stick. It is likely that she'll need to have a second operation on the same leg in a year or two's time.

Since being admitted to hospital, Tunde has become very anxious about whether or not she'll be able to cope when she goes home. Prior to her accident, Tunde attended a local drop in centre for people with mental health problems from the African and Caribbean communities. She was also supported by the Community Psychiatric Team.

Homelessness

Andy is 42 years old and is charged with drugs-related offences. He has been using drugs problematically for four or five years, and this has been a factor in him losing his job and his housing. Since the relationship that he was involved in broke up two years ago he's been sleeping on friends' floors', and in doorways as a last resort. He is likely to receive a non-custodial sentence as the charges are relatively minor and he has no criminal record, but he has talked at length to a probation officer about seeking help with his drug problems.

Andy is under-weight and is suffering from a chronic but not acute skin disorder, related to his nutrition and his drug use. His main drug of choice is crack, and this has led to a break in contact with his family.

Learning Disability

Tobias, who is 18, has a learning disability and has been in local authority care for the past seven years. Tobias lived with his mother until he was 11, when her periodic bouts of depression led to him being placed in a series of foster homes and children's homes. His mother committed suicide four years ago. His relationship with authority has been categorised by conflict, seen by some of the people who've worked with him, as a result of aggressive and difficult behaviour on his part.

Tobias has been described by his last foster family as quiet but was starting to take an active part in their house where his sense of humour has been appreciated. Unfortunately he cannot stay with the family as foster care ceases at 18 and he is looking forward to having more freedom.

Tobias has enjoyed working on a go-karting project for young people who commit driving offences, and he is considering either an apprenticeship as a mechanic, or further education. He wants to live independently but feels under-confident about his ability to manage the practical and emotional aspects of living alone.


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of Support and Housing


Lifelong
Learning
Programme


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Irish Council
for Social Housing


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