

NICE supporting preparing for adulthood

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NICE National Institute for
Health and Care Excellence



Session outline

1. The role of NICE and how it can support you
2. NICE guidance to support preparing for adulthood
3. NICE tools and resources

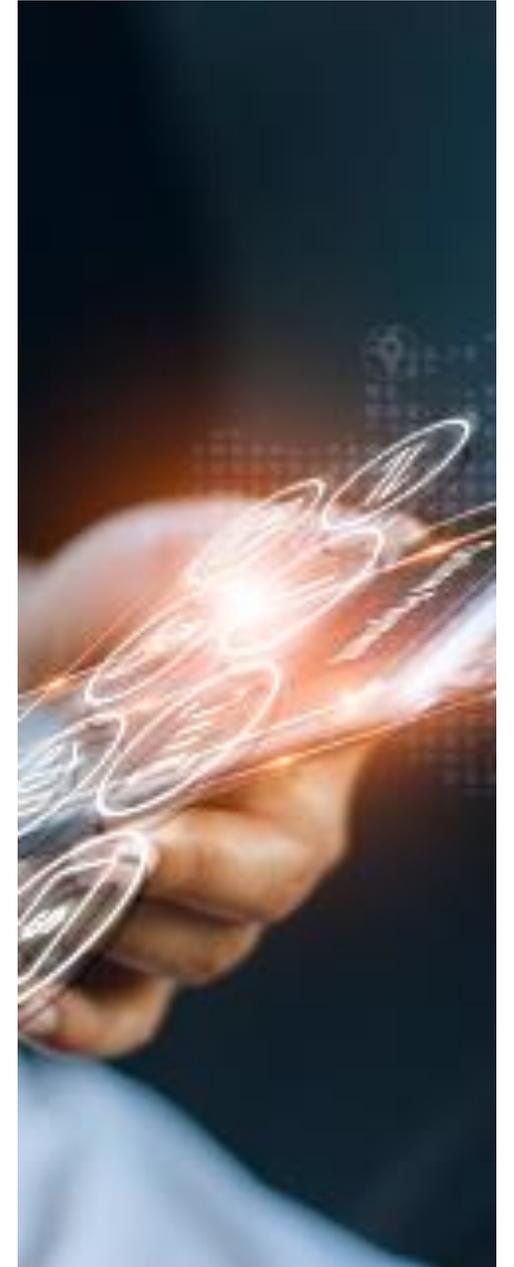
NICE



Poll question

1. Are you aware of and using NICE guidance to support your role/team/service in your work in relation to preparing for adulthood:
 - Yes I am aware and using NICE guidance
 - I am aware NICE guidance is available BUT I AM NOT using
 - I was NOT aware of NICE guidance in this area

NICE



Role of NICE

The national point of reference for advice on safe, effective and cost effective practice in health and social care, providing guidance, advice and standards aligned to the needs of its users and the demands of a resource constrained system



NICE

Systematic review of a range of evidence
Considered by committees of experts
(including providers and people using
services and their carers)

www.nice.org.uk

NICE guidelines and quality standards

Guidelines:

- Comprehensive set of recommendations
- Describe what good and cost-effective practice looks like
- Content for a range of audiences (often spanning health & social care)
- Show how the evidence led to each recommendation
- Aim to promote integrated care

Quality standards:

- Concise set of statements
- Set out priority areas for quality improvement in health & social care
- Focused on areas of poor quality or variation in practice
- Information on how to measure progress
- Can be used to monitor or evidence good quality care

Based on the best available evidence and consideration of economic impact. Shaped through public consultation. Developed by experts including practitioners and people with lived experience.

Using evidence from NICE in practice

"NICE guidance provides a rational evidence basis which supports person-centred decision making and individual choices."

Social worker

Recognised by the CQC in their inspection frameworks

Used by coroners as a robust source of guidance

Guidelines

Quality standards

Quoted in Deprivation of Liberties covert medication case law

Provides a common language between social care, health and public health

How do NICE guidelines support ?

- **Provide assurance** that resources are being used wisely, in effective service planning and commissioning
- Make sure that providers are offering **high-quality care** to service users
- Identify ways to **save money** or **redirect resources**
- Effectively **target resources** at the areas that offer the most substantial health and social care improvement (with NICE quality standards providing a focus for prioritising these)
- Meet **statutory requirements**
- **Shape the market** for health and social care for the benefit of all service users
- Use a **common framework** to work across sector or professional boundaries to solve problems or promote integrated care.

How to decide which guidance is relevant?

- Specific to **work settings, Transition from children's to adults' services for young people using health or social care services, NG43**
- Key to **practice**, such as **Decision-making and mental capacity, NG108**
- **Specific knowledge** for people you are supporting, **Diabetes (type 1 and type 2) in children and young people: diagnosis and management, NG18**

NICE





Read about [our approach to COVID-19](#)

A new strategy for

We've launched our new strategic plan.

The new strategy sets out how we'll work across the sciences sector to improve our products, processes,

Guidance

Evidence-based recommendations developed by independent committees, including professionals and lay members, and consulted on by stakeholders.

[View all guidance](#)

[Conditions and diseases](#)

[Health and social care delivery](#)

[Health protection](#)

[Lifestyle and wellbeing](#)

[Population groups](#)

[Settings](#)

[Conditions and diseases](#)

[Health and social care delivery](#)

[Health protection](#)

[Lifestyle and wellbeing](#)

[Population groups](#)

[Settings](#)

Health and social care delivery

[Acute and critical care](#)

[Adult's social care](#)

[Antimicrobial stewardship](#)

[Children's social care](#)

[Contraception](#)

[Emergency care](#)

[End of life care](#)

[Joint replacement](#)

[Maternity services](#)

[Medicines management](#)

[Mental health services](#)

[Multiple long-term conditions](#)

[Oral and dental health](#)

[Organ and tissue transplantation](#)

[Patient and service user care](#)

[Primary care management](#)

[Safeguarding](#)

[Service transition](#)

Find out more

Identified 4 overarching strategic pillars for the new strategy. They show the areas we believe we'll have the biggest impact.

Browse guidance by topic

[Conditions and diseases](#)

[Health and social care delivery](#)

[Health protection](#)

[Lifestyle and wellbeing](#)

[Population groups](#)

[Settings](#)

Population groups

[Behaviour change](#)

[Black and minority ethnic groups](#)

[Carers](#)

[Children and young people](#)

[Infants and neonates](#)

[Older people](#)

[People with learning disabilities](#)

[People with physical disabilities](#)

[Socio-economic status](#)

[Vulnerable groups](#)

Examples of guidance to support preparing for adulthood

NICE

Guideline	Quality standard
Transition from children's to adults' services for young people using health or social care services NICE guideline [NG43]	Transition from children's to adults' services [QS140]
Transition between inpatient mental health settings and community or care home settings (NG53)	Transition between inpatient mental health settings and community or care home settings [QS159]

Examples of relevant supportin g guidance

NICE

Topic specific guidance

Epilepsies: diagnosis and management
Clinical guideline [CG137]

Diabetes (type 1 and type 2) in children and young people: diagnosis
and management
NICE guideline [NG18]

Depression in children and young people: identification and
management
NICE guideline [NG134]

Autism spectrum disorder in under 19s: support and management
Clinical guideline [CG170]

Attention deficit hyperactivity disorder: diagnosis and management
NICE guideline [NG87]

What good looks like

Transition from children's to adults' services for young people using health or social care services

NICE guideline [NG43] Published: 24 February 2016 [Register as a stakeholder](#)

The screenshot shows the NICE guideline page for NG43. The left navigation menu has 'Recommendations' highlighted with a dark green arrow. The main content area is titled 'Guidance' and 'Recommendations'. The 'Recommendations' section lists five items: 1.1 Overarching principles, 1.2 Transition planning, 1.3 Support before transfer, 1.4 Support after transfer, and 1.5 Supporting infrastructure. Below this list is a text box containing a statement about the right to be involved in decisions and a link to 'Making decisions using NICE guidelines'.

Guidance

Download guidance (PDF)

Next

Recommendations

- [1.1 Overarching principles](#)
- [1.2 Transition planning](#)
- [1.3 Support before transfer](#)
- [1.4 Support after transfer](#)
- [1.5 Supporting infrastructure](#)

[Terms used in this guideline](#)

People using services have the right to be involved in discussions and make informed decisions about their care, as described in [your care](#).

[Making decisions using NICE guidelines](#) explains how we use words to show the strength (or certainty) of our recommendations, and has information about prescribing medicines (including off-label use), professional guidelines, standards and laws (including on consent and mental capacity), and safeguarding.

Recommendations

- [1.1 Overarching principles](#)
- [1.2 Transition planning](#)
- [1.3 Support before transfer](#)
- [1.4 Support after transfer](#)
- [1.5 Supporting infrastructure](#)

Identify priority areas for improvement

Transition from children's to adults' services

Quality standard [QS140] Published: 21 December 2016

Quality standard

Tools and resources

History

Overview

Quality statements

Quality statement 1: Planning transition

Quality statement 2: Annual meeting

Quality statement 3: Named worker

Quality statement 4: Introduction to adults' services

Quality statement 5: Missed first appointments after transfer to adults' services

About this quality standard

[Download \(PDF\)](#)

Quality standard

Quality statements

[Statement 1](#) Young people who will move from children's to adults' services start planning their transition with health and social care practitioners by school year 9 (aged 13 to 14 years), or immediately if they enter children's services after school year 9.

[Statement 2](#) Young people who will move from children's to adults' services have an annual meeting to review transition planning.

[Statement 3](#) Young people who are moving from children's to adults' services have a named worker to coordinate care and support before, during and after transfer.

[Statement 4](#) Young people who will move from children's to adults' services meet a practitioner from each adults' service they will move to before they transfer.

[Statement 5](#) Young people who have moved from children's to adults' services but do not attend their first meeting or appointment are contacted by adults' services and given further opportunities to engage.

How well are we doing?

What do we need to improve?

If we make a change, how do we know we are improving?

Transition from children's to adults' services

Quality standard [QS140] Published: 21 December 2016

Quality statement 1: Planning transition

[Quality statement](#)

[Rationale](#)

[Quality measures](#)

[What the quality statement means for different audiences](#)

[Source guidance](#)

Quality statement

Young people who will move from children's to adults' services start planning their transition with health social care practitioners by school year 9 (aged 13 to 14 years), or immediately if they enter children's services after school year 9.



Quality measures

Structure

Evidence of local arrangements to ensure that young people who will move from children's to adults' services start planning their transition with health and social care practitioners by school year 9 (aged 13 to 14 years), or immediately if they enter children's services after school year 9.

Data source: Local data collection.

Process

a) Proportion of young people in school year 9 (aged 13 to 14 years) who will move from children's to adults' services who have started planning their transition.

Numerator – the number in the denominator who have started planning their transition.

Denominator – the number of young people in school year 9 (aged 13 to 14 years) who will move from children's to adults' services.

Data source: Local data collection.

b) Proportion of young people entering children's services after school year 9 and who will move to adults' services who started planning their transition immediately.

Numerator – the number in the denominator who started planning their transition immediately.

Denominator – the number of young people entering children's services after school year 9 and who will move to adults' services.

Outcome

a) Satisfaction with planning for transition and transfer as reported by young people and their carers.

Data source: Local data collection.

b) Proportion of young people attending adults' services after transfer from children's services who continue to engage with services (for measurement purposes this could be engagement at 1-year after transfer).

Data source: Local data collection.

c) Proportion of young people who have transferred from children's services, who do not attend their first meeting or appointment with each adults' service.

Transition from children's to adults' services

Quality standard [QS140] Published: 21 December 2016

Quality statement 3: Named worker

[Quality statement](#)

[Rationale](#)

[Quality measures](#)

[What the quality statement means for different audiences](#)

[Source guidance](#)

[Definitions of terms used in this quality statement](#)

Quality statement

Young people who are moving from children's to adults' services have a named worker to coordinate care and support before, during and after transfer.

Definitions of terms used in this quality statement

Named worker

The named worker is a role rather than a job title. This should be one of the people from among the group of workers providing care and support to the young person, who has been designated to take a coordinating role. The young person should help decide who this person should be. It could be, for example, a support planner, a nurse, a youth worker, an allied health professional or another health or social care practitioner. It could also be someone who already has the title keyworker, transition worker or personal adviser. The transition process is lengthy and it would be expected that the named worker may change over time.

A named worker should oversee, coordinate and deliver transition support. They should be the main link with other practitioners, particularly if a young person receives care from more than one service. They should arrange appointments for the young person, act as their representative, direct them to other services and sources of support, and support the young person's family if appropriate.

The named worker should be involved throughout transition, supporting the young person before and after transfer until a time agreed with the young person and their family. The named worker should hand over responsibilities to a practitioner in adults' services (if they are based in children's services).

[NICE's guideline on [transition from children's to adults' services for young people using health or social care services](#), recommendations 1.2.5, 1.2.6, 1.2.7 and 1.2.9]

Transition from children's to adults' services

Quality standard [QS140] Published: 21 December 2016

< Next >

Quality statement 2: Annual meeting

[Quality statement](#)

[Rationale](#)

[Quality measures](#)

[What the quality statement means for different audiences](#)

[Source guidance](#)

[Definitions of terms used in this quality statement](#)

Quality statement

Young people who will move from children's to adults' services have an annual meeting to review transition planning.

Definitions of terms used in this quality statement

Annual meeting

The annual meeting should involve the young person, their parents or carers and input from the lead practitioners providing support.

The meeting can take place either in person or via teleconferencing or video.

The meeting should identify what is working well in the transition planning and what can be improved. The young person should be treated as an equal partner and their views taken into account. At the meeting there should be a review of the young person's current:

- clinical needs
- psychological status
- social and personal circumstances
- caring responsibilities
- educational and vocational needs
- cognitive abilities, and
- communication needs.

[NICE's guideline on [transition from children's to adults' services for young people using health or social care services](#), recommendations 1.1.2, 1.1.4, 1.2.4 and expert opinion]

Tools and resources

Tools to help you put the guidance into practice.

Implementation support

- [Measuring the use of NICE guidance: NICE impact children and young people's healthcare](#)

Resource impact

- [Resource impact report](#)
PDF 184 KB

24 February 2016

Do not do

- [Do not do information](#)

Guidance into practice

- [About the Into practice guide](#)

- [Practical steps to improving the quality of care and services using NICE guidance](#)

Education

- [Vlog: 5 key points to help young people succeed in moving from child to adult services \(NICE/SCIE July 2019\)](#)

- [Podcast: Improving mental health transitions for young people \(NICE/SCIE May 2019\)](#)

- [Quick guide: Building independence through planning for transition - for practitioners supporting young people](#)

- [Education information](#)

- [Transcript](#) Word 30 KB

14 April 2016

Audit and service improvement

- [Tailored resource](#)

- [Baseline assessment tool](#)
Excel 504 KB

24 February 2016

Shared learning

- [Shared learning information](#)

Research recommendations

- [Research recommendations information](#)

Baseline assessment tool

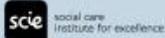
Resource Impact report

Podcasts & Blogs

Shared Practice

Quick Guide

Quick guide



NICE National Institute for Health and Care Excellence

QUICK GUIDE

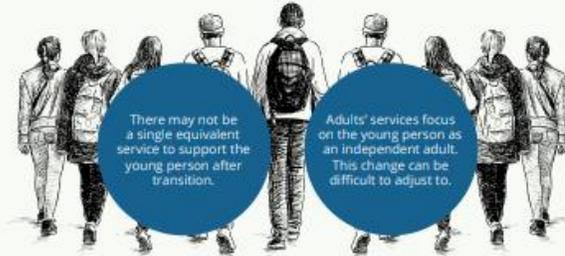
Building independence through planning for transition
A quick guide for practitioners supporting young people



"Every young person needs to be involved in their transition, if that's what they want... it leads to a better outcome and works for everyone."
Young person who has experienced transition

"From the pond, you are picked up and put in the sea"

For young people and their families, the transition from children's to adults' services can feel confusing and difficult:



Planning and preparing early will help make it a more positive experience and build confidence and independence for transition to adults' services.

Every young person's development will be different, so plans and services need to take account of this.

Planning for transition: what to think about

- Working in partnership with young people and their families, start planning for transition from year 9 (age 13 or 14) at the latest.
- Help the young person choose one practitioner (a **named worker**) from those who support them to take on a coordinating role. The worker should act as a link to other professionals and provide advice and information.
- For many young people, transition plans will be part of their Education, Health and Care plan (EHCP). Other types of planning (including pathway plans for looked after young people) may be going on at the same time.
- Review and update these plans at least annually. This meeting should include the young person, their family, and all those who support them, either in person or via teleconference, videolink or report.

Who should be the named worker?
Someone who the young person already has a meaningful relationship with.
For example:

- existing keyworker, transition worker or personal adviser
- health, social care or education practitioner
- GP
- youth worker
- allied health professional
- nurse

*Parent, cited in: Care Quality Commission (2014) From the pond into the sea.

- The named worker should consider each of the Preparing for Adulthood outcomes when helping the young person to plan and set goals:



Education and employment



Being part of the community and having friends and relationships



Health and wellbeing



Independent living and housing options

Work with the young person and their family to create a personal folder to share with adult services. Although the folder should link with existing plans, the young person should choose what information to include and how to present it. It could cover:

- 1 One-page profile – the young person's skills and character, what's important to them, how to support them in the best way possible
- 2 Their strengths, achievements, hopes for the future and goals
- 3 Information about their education, health condition, social care and communication needs, and EHCP if applicable
- 4 Preferences about parent and carer involvement, taking the young person's capacity into account
- 5 Emergency care plans

Transition support to promote independence: questions to consider

Being fully involved
What would help the young person play a full part in their transition planning? Think about:

- Physical, psychological and social development
- Communication needs
- Mental capacity
- Peer support, or coaching and mentoring
- Advocacy
- Mobile technology

Having the right information
Has the young person and their family got access to enough information to feel informed and make decisions? Do they know about:

- What will happen before, during and after the transition process?
- What support will be available before, during and after transfer?
- Different ways of managing their care and support, including personal budgets?
- Other sources of support and advice, including about their condition/s, how to access advocacy and information, Advice and Support Services?
- Where to get advice about benefits and financial support?

Assess where you are currently

NICE

Baseline assessment tools – guidelines

Use to evaluate current practice as well as identify gaps and plan activity to meet guideline recommendations

Baseline assessment tool for spondyloarthritis in over 16s: diagnosis and management (NICE clinical guideline NG65)

	Number of	0
	Number of	0
	Percentage of	

NICE recommendation	Guideline reference	Is the recommendation relevant?	Current activity/evidence met?	Recommendation met?	Actions needed to implement recommendation	Is there a risk associated with not implementing this recommendation?	Is there a cost or saving?	Deadline	Lead
1.5 Non-pharmacological management of spondyloarthritis									
Refer people with axial spondyloarthritis to a specialist physiotherapist to start an individualised, structured exercise programme, which should include:									
<ul style="list-style-type: none"> stretching, strengthening and postural exercises deep breathing spinal extension range of motion exercises for the lumbar, thoracic and cervical sections of the spine aerobic exercise. 	1.5.1								
Consider hydrotherapy as an adjunctive therapy to manage pain and maintain or improve function for people with axial	1.5.2								
Consider a referral to a specialist therapist (such as a physiotherapist, occupational therapist, hand therapist, orthotist or podiatrist) for people with spondyloarthritis who have difficulties with any of their everyday activities. The specialist therapist should:									
<ul style="list-style-type: none"> assess people's needs provide advice about physical aids 	1.5.3								

Quality standard service improvement template tools

- Support initial assessment and an action plan
- Modifiable sheets
- Drop down menu selection

Quality standard template: Assessment and action plan

Assessor:

[Instructions on use](#)

Ref	Quality standard	Selected statement	Initial assessment			
			How does the current service compare with the statement?	What is the source of evidence to support this?	What are the risks associated with not making these improvements? This should be an initial high-level assessment.	Has this statement been prioritised for quality improvement? If no, record a date for the review of the decision; if yes, use the remaining columns to record an action plan and monitor delivery
(i)						
(ii)						

Shared learning examples

- [Transforming the care of children and young people in London with asthma: Development of the London Asthma Standards](#)
- [Establishing Transition Pathways for Young People with Attention Deficit Hyperactivity Disorder \(ADHD\)](#)
- [Developing and Implementing the Newcastle Adolescent and Young Adult Transitional Care Service](#)
- [Implementing transition care locally and nationally using the 'Ready Steady Go' programme](#)

The screenshot shows the NICE website header with navigation links for NICE Pathways, NICE Guidance, Standards and Indicators, Evidence services, and a Sign in button. Below the header is a search bar labeled 'Search NICE...'. The main content area is titled 'Shared learning case studies' and includes the text 'Over 500 examples of using our guidance and standards to improve local health and social care services.' There are two main buttons: 'Submit an example' and 'Find a case study'. The 'Submit an example' button is accompanied by a list of bullet points: 'Share best practice.', 'Showcase innovation.', and 'Get shortlisted for the annual NICE Shared Learning Awards.' The 'Find a case study' button is accompanied by a list of bullet points: 'Quality improvement.', 'Integration of services.', and 'Efficiency changes.'

Help with submitting an example

The infographic features a blue background with a human silhouette and a glowing heart. The text reads: 'Using NICE guidance or quality standards to improve services? Share your experience and you could win the NICE Shared Learning Award.' It includes a section 'Have you used NICE guidance or quality standards to improve the quality of care provided by your organisation? Are you willing to share your own experience with others whilst getting recognised for your own great work?' and another section 'Examples using any NICE guidance or quality standard are welcomed. We are particularly keen to receive examples showing how our guidance has been used to deliver new models of care, integrated services, social care and cost saving implementation of technology approved guidance.' There is also a 'Tell us your story' section with instructions on how to submit an example, including details about the word count (1500 words) and the deadline (30th November).

Break out rooms

Look at these areas

NICE

- In your group pick one of the areas listed below that is the biggest challenge to you ?
- Can the NICE guideline, quality standard or resources to help

Planning transition

Annual Meeting

Named Worker

Introduction to adult services

Missed appointments after transfer

NICE tools and resources



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Health and Care Excellence

Social Care training resources

Social care trainers resource:

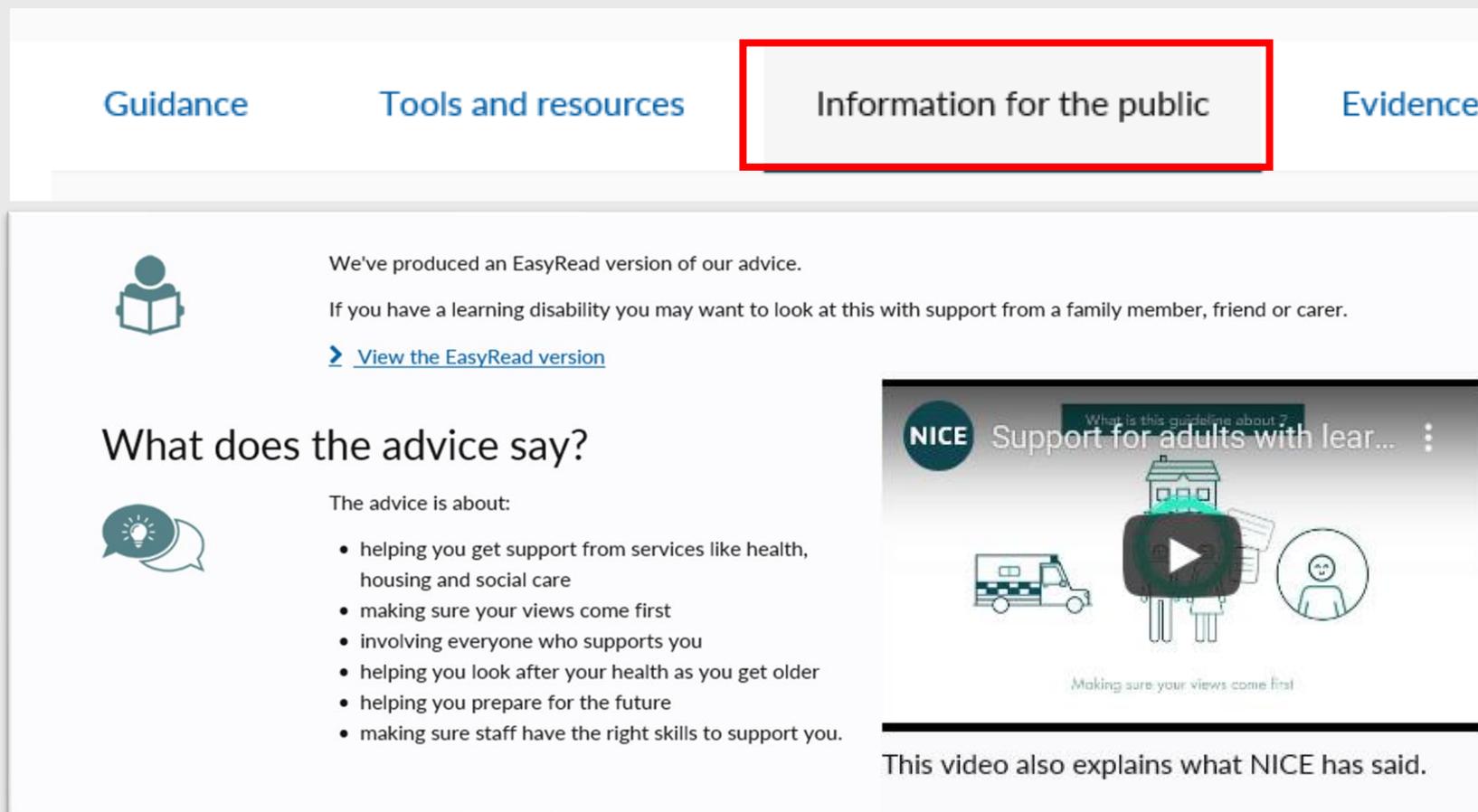
<https://www.nice.org.uk/about/nice-communities/social-care/social-care-trainers-resource>

NICE



Accessible information for people with learning disabilities [NG96](#) & [NG11](#)

Under 'information for the public' tabs, easy-reads and videos:



[Guidance](#) [Tools and resources](#) **Information for the public** [Evidence](#)

 We've produced an EasyRead version of our advice.

If you have a learning disability you may want to look at this with support from a family member, friend or carer.

[View the EasyRead version](#)

What does the advice say?

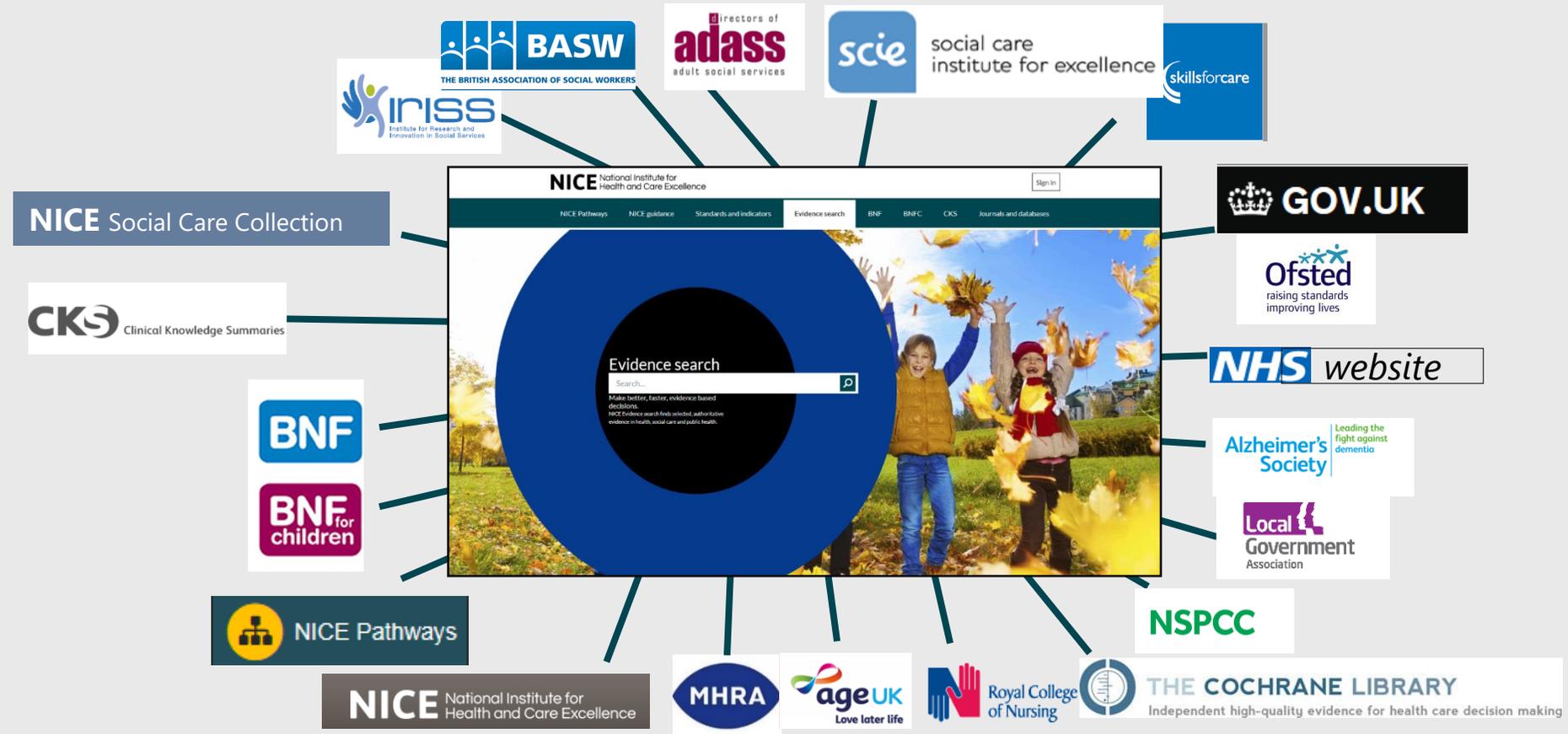
 The advice is about:

- helping you get support from services like health, housing and social care
- making sure your views come first
- involving everyone who supports you
- helping you look after your health as you get older
- helping you prepare for the future
- making sure staff have the right skills to support you.



This video also explains what NICE has said.

Evidence search – authoritative evidence



Staying up to date with NICE

- www.nice.org.uk
- nice@nice.org.uk for general enquiries
- [NICE in Social Care](#)
 - monthly e-bulletin
 - [mental health edition](#)
- [NICE News](#)
 - monthly e-newsletter
- 216,800+ people follow us on Twitter [@NICEcomms](https://twitter.com/NICEcomms)

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NICE in Social Care



June 2020
Supporting people in inpatient mental health settings

In your e-bulletin this month:

- [Transitions to and from inpatient mental health hospitals](#)
- [Using NICE guidance in social work: examples for principal social workers](#)
- [Topic expert recruitment: integrated health and care for people who are homeless through being roofless](#)
- [Educational opportunity for a social work fellow for NICE guideline development](#)

Thank you

Any questions?

NICE

