

North East Service User Learning and Development Calendar 2011 - 2012

| TRAINING | Time | Provider | Trainer | April 2011 | May 2011 | Jun 2011 | Jul 2011 | Aug 2011 | Sep 2011 | Oct 2011 | Nov 2011 | Dec 2011 | Jan 2012 | Feb 2012 | Mar 2012 |
|---|-----------------|----------------------------|-------------|------------|----------------|----------|------------|----------------|--------------|----------------|------------|----------|----------------|----------|------------|
| INDUCTION PROGRAMME | | | | | | | | | | | | | | | |
| Common Induction Standards Training initial 4 day course See Common Induction Standards breakdown for full details of trainers and when specific sessions need to be updated. | 9.00am – 4.30pm | Creative Support | Various | 4, 5, 6, 7 | 16, 17, 18, 19 | | 4, 5, 6, 7 | 22, 23, 24, 25 | | 10, 11, 12, 13 | 28, 29, 30 | 1 | 16, 17, 18, 19 | | 5, 6, 7, 8 |
| Medication Awareness (Boots Accredited and Creative Support Policies and Procedures) | 9.00am – 4.30pm | Boots and Creative Support | Various | 13 | 25 | | 13 | 31 | | 19 | | 7 | 25 | | 14 |
| Manual & People Handling Awareness | 9.00am – 5.00pm | North West First Aid | Various | 15 | 6 or 27 | 10 | 15 or 22 | 12 | 2 or 9 or 23 | 7 or 21 | 11 or 25 | 9 | 6 or 27 | 10 or 24 | 16 or 23 |
| Emergency First Aid in the Workplace 1 day course | 9.00am – 5.00pm | MPTC | Mark Purvis | 14 | 26 | 23 | 14 | | 1 or 22 | 20 | | 8 or 22 | 26 | | 15 or 22 |

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| ADDITIONAL INDUCTION TRAINING | | | | | | | | | | | | | | | |
| Introduction to Learning Disabilities | 9.00am – 12.30pm | Creative Support | Gill Hill Lynn H | 8 | 20 | | 8 | 26 | | 14 | | 2 | 20 | | 9 |
| Introduction to Basic Mental Health | 1.00pm – 4.30pm | Creative Support | Dale B Angela H | 8 | 20 | | 8 | 26 | | 14 | | 2 | 20 | | 9 |
| Introduction to Autism | 9.00am – 12.30pm | Creative Support | Dale B Anthony | 18 | 31 | | 18 | 5 | | 24 | | 12 | 30 | | 19 |
| Food Hygiene | 9.00am – 5.00pm | Stockton Riverside College | Larry Hamilton | 13 | | | 19 | | 4 | 18 | | 13 | | 2 | 13 |

| Day 1 | CIS | Day 2 | CIS | Day 3 | CIS | Day 4 | CIS |
|--|----------------|--|----------------------------------|---|----------------|---|----------------------------------|
| Am - Introduction to Creative Support & Principles of Care/Role of the Worker | | Am - Safeguarding Adults & Children | | Am - Good Record Keeping | | Am - Equality & Diversity & Professional Development | |
| Trainer: Denise Rabbetts, Barbara Jones, Dan Garton | | Trainer - Pauline Todd, Louise Johnson | | Trainer - Valda Maidment, Lynn Hamer | | Trainer - Gill Hill | |
| Responsibilities and limits of your relationship with an individual. | | Provide inclusive support. | | Be able to handle information in agreed ways. | | Competence in your own work role within the sector. | |
| Working in ways that are agreed with your employer. Policies and procedures of the organisation | 1.1.1 1.1.2 | Understand how duty of care contributes to safe practice. | 4.2.3 5.1.2 | Be aware of how to keep records that are up to date, complete, accurate and legible. | 1.4.1 1.4.2 | Understand the importance of reflective practice | 2.1.2 2.1.3 2.3.3 |
| The importance of working in partnership with others, carers, families, advocates. | 1.2.1 | Know how to address dilemmas that may arise between an individual's rights and duty of care. | 5.2.1 5.2.2 5.2.3 | Be aware of agreed procedures for: recording information, storing information and sharing information. | 1,4,3 | Evaluate own performance Produce a personal development plan. | 2.2.1 2.2.2 |
| The importance of working in teams | 1.3.1 | Recognising signs of harm or abuse | | Be aware of how to and to whom to report if you become aware that agreed procedures have not been followed | | | |
| Ways of working that help improve partnership with others | | | | Understand principles and practices relating to confidentiality. | 1.4.4 | Use learning opportunities and reflective practice to contribute to personal development. | 2.4.1 2.4.2 2.4.3 |
| Competence within your own work role within the sector. Professional boundaries GSCC Codes of Practice | 1.3.2 1.3.3 | Ways to reduce likelihood of abuse. | 6.1.1 6.1.2 6.1.3 6.1.4 | Recognise barriers to effective communication. Be aware of ways to reduce barriers to effective communication. | 3.4.1 | The value and the importance of equality and inclusion. | 2.5.1 2.5.2 2.5.3 2.5.4 |
| | 2.1.1 | Responding to suspected or disclosed abuse. | 6.2.1 6,2,2 | Know how to check communication has been understood to minimise misunderstandings. | 3.4.2 | | |
| | | National and local context of protection from harm and abuse | 6.3.1 6.3.2 6.3.3 | Be aware of sources of information and support or services to enable more effective communication | 3.4.3 | Access information, advice and support about equality and inclusion. | 4.1.1 4.1.2 4.1.3 4.1.4 |
| | | | 6.4.1 6.4.2 6.4.3 | | 3.4.4 | Know how to recognise and handle adverse events, incidents, errors and near misses. | 4.3.2 |
| | | | | | | Ways to reduce likelihood of abuse | 5.3.1 5.3.2 5.3.3 5.3.4 |
| | | | | | | | 6.2.2 |

| Pm - Person Centred Approaches | CIS | Pm - Health & Safety | CIS | Pm - Effective Communication | CIS | Pm - Dementia, Awareness Stress & Nutrition | CIS |
|--|----------------------------------|--|---|---|------------|--|---------------------------|
| Trainer - Gill Hill, Allison Bellwood-High, Barbara Jones | | Trainer - Pauline Todd & Brian Coles | | Trainer - Heather Philipson, Richard Glass | | Trainer - Barbara Jones, Brian Coles | |
| Provide inclusive support. | 4.2.1 4.2.2 | Know how to recognise and handle adverse events incidents, errors and near misses. | 5.4.1 5.4.2 5.4.3 | Importance of effective communication in the work setting. | 3.1.1 | Recognising possible signs of dementia. Be aware of the differences between depression, confusion and dementia. | 7.3.1 |
| Understand how duty of care contributes to safe practice. | 5.1.1 | Roles and responsibilities relating to health and safety in the work setting. | 8.1.1 8.1.2 8.1.3 8.1.4 8.1.5 | Be aware of the reasons why people communicate Understand how communication affects relationship in the work setting. | 3.1.2 | Understand the importance of early diagnosis. Know who to tell if you suspect the symptoms are associated with dementia | 7.3.2 7.3.3 |
| Promote person centred values in everyday work. | 7.1.1 7.1.2 7.1.3 | Health and safety risk assessments | 8.2.1 8.2.2 | Know why it is important to observe an individual's reaction when communicating with them. | 3.1.3 | Managing stress. Recognise common indicators of stress in yourself and others. Be aware of circumstances that tend to trigger stress in yourself and others. | 7.3.4 8.10.1 8.10.2 |
| Work in a person centred way. Recognise the features of person centred support | 7.2.1 | Responding to accidents and sudden illness. | 8.4.1 8.4.2 | Meeting the communication and language needs, wishes and preferences of individuals. | 3.2.1 | Know ways to manage stress | 8.10.3 |
| Understand why it is important to find out the history and preferences of individuals. | 7.2.2 | Handling hazardous substances. | 8.6.1 8.6.2 | Know how to establish an individual's communication and language needs, wishes and preferences. | 3.2.2 | Food safety, nutrition and hydration | |
| Understand how the changing needs of individuals are reflected in the support plan. | 7.2.3 | Preventing the spread of infection. | 8.7.1 8.7.2 8.7.3 8.7.4 8.7.5 | Understand a range of communication methods and styles that could help meet an individuals communication needs. Non verbal communication | 3.2.2 | Understand the importance of food safety. | 8.11.1 |
| Understand the importance of consultation with individuals | 7.2.4 | Promoting fire safety in the work setting. | 8.8.1 8.8.2 | Overcoming difficulties in promoting communication. | 3.2.2 | Understand the importance of good hydration and nutrition. | 8.11.2 |
| Supporting active participation | 7.4.1 7.4.2 7.4.3 7.4.4 | Security measures in the work environment. | 8.9.1 8.9.2 | Recognise barriers to communication | 3.3.1 | Recognise signs and symptoms of poor nutrition and hydration. | 8.11.3 |
| Supporting individual's rights to make choices. | | | | Be aware of methods to reduce barriers to communication | 3.3.2 | Be aware of ways in which to promote good nutrition and hydration. | |
| Promoting spiritual and emotional well being. | 7.5.1 7.5.2 7.5.3 7.5.4 | | | Be aware of sources of support and information that are available | 3.3.3 | | 8.11.4 |
| | 7.6.1 7.6.2 7.6.3 | | | | | | |

| Day 5 | Day 6 | Day 7 | Day 8 | Day 9 |
|--|--|---|--|--|
| Am - Introduction to Learning Disabilities <i>Trainer - Gill Hill, Lynn Hamer</i> | Am - Boots Accredited Medication <i>Trainer - Boots Pharmacy</i> | Am - First Aid <i>Trainer - MPTC</i> | Am - Manual Handling <i>Trainer - North West First Aid</i> | Am - Autism <i>Trainer - Dale Breach, Anthony Puckrin</i> |
| Agency Philosophy & Charter of Rights Intro to Creative Support SVCS History and Policy background What is Learning Disability Labelling Medical and social models Causative factors Valuing people O'Brien's five accomplishments | Legal requirements Types of Drugs Routes of Medication Administration of drugs Health & Safety & drugs | Understand the role of the First Aider Understand basis hygiene Assess situations and act safely in an emergency How to administer First Aid effectively to someone unconscious; in seizure; wounded; shocked; bleeding or choking. Demonstrate how to administer CPR Provide First Aid for minor injuries | Legislation Risk Assessment Ergonomic principles Physiology Body movement & posture Base Movement TILE Individual and Team Lifts Moving awkward loads Identify and use appropriate Manual Handling Equipment People Handling Correct Posture | To provide basic awareness of Autistic Spectrum Disorder The support needs of people with Autism Your role in providing support Shared learning |

| Pm - Introduction to Mental Health | Pm - Corporate Medication | Pm - First Aid | Pm - Manual Handling | Pm - Challenging Behaviour |
|---|---|---|--|--|
| Trainer - Phil Martin, Angela Hutchinson | Trainers - Jenny Pearson, Pam Cowley | Trainer - MPTC | Trainer - North West First Aid | Trainer - Dale Breach, Anthony Puckrin |
| Concepts of Mental Health Building of self esteem and good MH Depression Bi-polar Disorder Schizophrenia Dual Diagnosis Self Harm Suicide Therapeutic approaches The Recovery Model | What is Medication Medication & the Law Understand CS Medication Policy & Procedures Understand how to apply the Policies in relation to your Service Users Compliance understanding and side effects Records Storage Disposal Self harm and accidental overdoes Responsibility - Accountability Understand what you cannot do in relation to medication and procedures | Understand the role of the First Aider Understand basis hygiene Assess situations and act safely in an emergency How to administer First Aid effectively to someone unconscious; in seizure; wounded; shocked; bleeding or choking. Demonstrate how to administer CPR Provide First Aid for minor injuries | Legislation Risk Assessment Ergonomic principles Physiology Body movement & posture Base Movement TILE Individual and Team Lifts Moving awkward loads Identify and use appropriate Manual Handling Equipment People Handling Correct Posture | Definition of Challenging Behaviour Behaviours Communication skills Environmental factors Function of challenging behaviour Avoiding confrontation 5 stages of emotional arousal The actual cycle Support networks |

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| STAND ALONE LEARNING & DEVELOPMENT SESSIONS | | | | | | | | | | | | | | | |
| HEALTH & SAFETY TRAINING | | | | | | | | | | | | | | | |
| Environmental Risk Assessment | 2.00pm – 4.00pm | Creative Support | Angela Nimmo | | | 1 | | | | | 23 | | | | |
| Infection Control in the Workplace | 9.30am – 1.30pm | Creative Support | Pauline Todd Angela E | 26 | | | | | | 25 | | | | | |
| Fire Safety | 2.00pm – 4.00pm | Creative Support | Pauline Todd | | 11 | | | 10 | | | 22 | | | 21 | |

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| STAND ALONE LEARNING & DEVELOPMENT SESSIONS | | | | | | | | | | | | | | | |
| WORKING WITH PEOPLE WITH LEARNING DISABILITIES | | | | | | | | | | | | | | | |
| Management of Violence and Aggression (MOVA) | As required | PCT | TEWVNHS Trust | Dates to be arranged | | | | | | | | | | | |
| Management of Violence and Aggression (MOVA) Refresher Course | As required | PCT | TEWVNHS Trust | Dates to be arranged | | | | | | | | | | | |
| In-Depth Risk Assessment and Essential Lifestyle Support Plans | 10.00am - 4.00pm | Creative Support | Jenni P Valda M | 11 | | | 25 | | | 3 | | | 23 | | |
| Intensive Interaction | 10.00am - 4.00pm | Concept Training | Phoebe Caldwell | | | | | | 23 | | | | | | |
| 2 Day Autism Training | 10.00am - 4.00pm | Creative Support | Dale Breach | | | 13 & 14 | | 15 & 16 | | | 7 & 8 | | | 8 & 9 | |

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| STAND ALONE LEARNING & DEVELOPMENT SESSIONS | | | | | | | | | | | | | | | |
| WORKING WITH PEOPLE WITH MENTAL HEALTH NEEDS | | | | | | | | | | | | | | | |
| Hearing Voices Training | 11.00am - 3.00pm | Hearing Voices Network | Hearing Voices Network | | | 20 | | | | | | 14 | | | |
| Drug and Alcohol Awareness | 9.30am - 1.00pm | Creative Support | Ange H Ange E | | | | 27 | | | | | | 11 | | |

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| STAND ALONE STAFF DEVELOPMENT SESSIONS | | | | | | | | | | | | | | | |
| WORKING WITH ALL SERVICE USERS | | | | | | | | | | | | | | | |
| Safeguarding Vulnerable Adults (SOVA) | 9.30am - 12.30pm or 1.30pm - 4.30pm | Creative Support | Pauline Todd & Louise Johnson | | 9 | | 11 | | 12 | | 14 | | 9 | | 12 |
| Finance Training | 9.30am - 1.00pm | Creative Support | Valda M Fiona C | | | 16 | | | | 27 | | | | 13 | |
| CPA & Legislation | 10.00 - 4.00pm | Creative Support | Jo Pearce Laura White | | | | | | 26 | | | | | | 28 |
| End of Life | 9.30am - 1.00pm | Creative Support | Gillian H Barbara J | | | | 12 | | | | | | | 6 | |
| Code of Practice & Professional Boundaries | 10.00am - 4.00pm | Creative Support | Jo Pearce & Alison Walton | | | 29 | | | | | | 15 | | | |
| Epilepsy Awareness Training | 9.30am - 1.00pm | Creative Support | Tracey Bell Janet Peart | | | | 28 | | | | | | 12 | | |
| Health Action Planning | 9.30am - 1.00pm | Creative Support | Ann H Kathryn N | 27 | | | | | 30 | | | | | | |
| Personal Care | 1.30pm - 4.30pm | Creative Support | Gill Hill & Lynne Hamer | 27 | | | | | 30 | | | | | | |
| Personalisation Awareness | 10.00am - 4.00pm | Anti-Flame | June Doolan | | | 8 | | | 8 | | | 19 | | | 29 |
| Basic Counselling Skills | 10.00am - 4.00pm | Creative Support | Chris Fagg | | | 30 | | | | | | | | | |
| Assertiveness | 10.00am - 4.00pm | | Chris Fagg | | | | 1 | | | | | | | | |
| Stress & Wellbeing | 9.30am - 4.00pm | Craig Alker | Craig Alker | | | 17 | | | | | 4 | | | | |
| Marketing | 11.00am - 4.00pm | Creative Support | Alannah Gale | | | 6 | | | | | | | | | |
| Delivering Presentations | As Required | Creative Support | Margaret W Richard G | Dates to be arranged | | | | | | | | | | | |
| Customer Service Training | As Required | Creative Support | Margaret Wadrop | Dates to be arranged | | | | | | | | | | | |
| Diabetes | | | | Dates to be arranged | | | | | | | | | | | |
| Elder Abuse | | | | Dates to be arranged | | | | | | | | | | | |
| Mental Capacity Act | 9.30am - 1.00pm | Creative Support | Laura White Jo Pearce | | | 15 | | | | | 21 | | | | |
| Deprivation of Liberty Safeguards | 1.30pm - 5.00pm | Creative Support | Laura White Jo Pearce | | | 15 | | | | | 21 | | | | |

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| STAND ALONE LEARNING & DEVELOPMENT SESSIONS | | | | | | | | | | | | | | | |
| WORKING WITH PEOPLE IN SUPPORTED HOUSING | | | | | | | | | | | | | | | |
| Welfare Rights/Benefits | 10.00am – 4.00pm | Creative Support | Valda Maidment | | | 27 | | | | | | | | | 1 |
| Advocacy Awareness | 10.00am - 4.00pm | Anti-Flame | June Doolan | | | 9 | | | | | 17 | | | | |
| Senior Finance and Housing Management | 10.00am - 4.00pm | Creative Support | Catherine Reilly-Cooper | | | | | 2 | | | | | 24 | | |

Learning and Development Calendar 2011 - 2012

E-Learning Courses

We are now offering a number of e-learning courses. These courses are computer based and you will need to have access to the internet. Courses must be completed within the stated two week period. Each course should take no more than three hours to complete.

To apply for an e-learning course please complete a service user application form, which is available on the Creative Support website. Application forms are also available to be copied from the Training Handbook or you can request a form from the Training Department at Head Office. Application forms must be returned before the commencement of the course.

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| E-Learning Courses | | | | | | | | | | | | | | | |
| Safeguarding Vulnerable Adults & Children Refresher | 3 hours (approx) Online course | Creative Support | Creative Support | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | | 1-14 | 1-14 |
| Health & Safety in the Workplace | 3 hours (approx) Online course | Creative Support | Creative Support | | | | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | | 1-14 | 1-14 |
| Mental Capacity Act Awareness | 3 hours (approx) Online course | Creative Support | Creative Support | | | | | | 1-14 | 1-14 | 1-14 | 1-14 | | 1-14 | 1-14 |
| Introduction to Microsoft Access 2003 New Course. | 3 hours (approx) Online course | Creative Support | Creative Support | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | | 1-14 | 1-14 |
| Introduction to Microsoft Excel 2003 New Course. | 3 hours (approx) Online course | Creative Support | Creative Support | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | | 1-14 | 1-14 |
| Introduction to Microsoft Outlook 2003 New Course. | 3 hours (approx) Online course | Creative Support | Creative Support | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | | 1-14 | 1-14 |
| Introduction to Microsoft PowerPoint 2003 New Course. | 3 hours (approx) Online course | Creative Support | Creative Support | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | | 1-14 | 1-14 |
| Introduction to Microsoft Word 2003 New Course. | 3 hours (approx) Online course | Creative Support | Creative Support | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | 1-14 | | 1-14 | 1-14 |