



<b>Day 1</b>	<b>CIS</b>	<b>Day 2</b>	<b>CIS</b>	<b>Day 3</b>	<b>CIS</b>	<b>Day 4</b>	<b>CIS</b>
<b>AM - Principles of Care - Role of the Worker</b> Trainers – Mahip Singh		<b>AM - Health &amp; Safety</b> Trainers – Jonathan McGrath		<b>AM - Good Record Keeping</b> Trainers – Rachel Cullingham		<b>AM - Equality &amp; Diversity and Professional Development</b> Trainers – Nasreen Bhatti	
Responsibilities and limits of your relationship with an individual.	1.1.1 1.1.2	Know how to recognise and handle adverse events incidents, errors and near misses.	5.4.1 5.4.2 5.4.3	Be able to handle information in agreed ways. Be aware of how to keep records that are up to date, complete, accurate and legible.	1.4.1 1.4.2	Competence in your own work role within the sector.	2.1.2 2.1.3 2.3.3
Working in ways that are agreed with your employer. Policies and procedures of the organisation	1.2.1	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 agreed procedures for: recording information, storing information and sharing information. Be aware of how to and to whom to report if you become aware that agreed procedures have not been followed	1,4,3 1.4.4	Understand the importance of reflective practice	2.2.1 2.2.2
The importance of working in partnership with others, carers, families, advocates. The importance of working in teams Ways of working that help improve partnership with others	1.3.1 1.3.2 1.3.3	Health and safety risk assessments	8.2.1 8.2.2	Understand principles and practices relating to confidentiality.		Evaluate own performance Produce a personal development plan.	2.4.1 2.4.2 2.4.3
Competence within your own work role within the sector Professional boundaries GSCC codes of practice	2.1.1	Responding to accidents and sudden illness.	8.4.1 8.4.2	Recognise barriers to effective communication. Be aware of ways to reduce barriers to effective communication.	3.4.1 3.4.2	Use learning opportunities and reflective practice to contribute to personal development.	2.5.1 2.5.2 2.5.3 2.5.4
		Handling hazardous substances. Preventing the spread of infection.	8.6.1 8.6.2 8.7.1 8.7.2 8.7.3 8.7.4 8.7.5	Know how to check communication has been understood to minimise misunderstandings. Be aware of sources of information and support or services to enable more effective communication	3.4.3 3.4.4	The value and the importance of equality and inclusion.	4.1.1 4.1.2 4.1.3 4.1.4
		Promoting fire safety in the work setting.	8.8.1 8.8.2			Access information, advice and support about equality and inclusion.	4.3.2
		Security measures in the work environment.	8.9.1 8.9.2			Know how to recognise and handle adverse events, incidents, errors and near misses.	5.3.1 5.3.2 5.3.3 5.3.4
						Ways to reduce likelihood of abuse	6.2.2

<b>PM - Effective Communication</b> Trainers – Mahip Singh	<b>CIS</b>	<b>PM - Safeguarding Adults &amp; Children</b> Trainers – Alice Grimes	<b>CIS</b>	<b>PM - Person Centred Approaches</b> Trainers – Rachel Cullingham	<b>CIS</b>	<b>PM – Dementia Awareness Stress &amp; Nutrition</b> Trainers – Nasreen Bhatti	<b>CIS</b>
Importance of effective communication in the work setting. Be aware of the reasons why people communicate Understand how communication affects relationship in the work setting. Know why it is important to observe an individual's reactions when communicating with them.	3.1.1 3.1.2 3.1.3	Provide inclusive support.	4.2.3	Provide inclusive support.	4.2.1 4.2.2	Recognising possible signs of dementia. Be aware of the differences between depression, confusion and dementia. Understand the importance of early diagnosis. Know who to tell if you suspect the symptoms are associated with dementia	7.3.1 7.3.2 7.3.3 7.3.4
Meeting the communication and language needs, wishes and preferences of individuals. Know how to establish an individual's communication and language needs, wishes and preferences. Understand a range of communication methods and styles that could help meet an individuals communication needs. Non verbal communication	3.2.1 3.2.2 3.2.2	Understand how duty of care contributes to safe practice. Know how to address dilemmas that may arise between an individual's rights and duty of care.	5.1.2 5.2.1 5.2.2 5.2.3	Understand how duty of care contributes to safe practice. Promote person centred values in everyday work.	5.1.1 7.1.1 7.1.2 7.1.3	Managing stress. Recognise common indicators of stress in yourself and others. Be aware of circumstances that tend to trigger stress in yourself and others. Know ways to manage stress	8.10.1 8.10.2 8.10.3
Overcoming difficulties in promoting communication. Recognise barriers to communication Be aware of methods to reduce barriers to communication Be aware of sources of support and information that are available	3.3.1 3.3.2 3.3.3	Recognising signs of harm or abuse Ways to reduce likelihood of abuse. Responding to suspected or disclosed abuse.	6.1.1 6.1.2 6.1.3 6.1.4 6.2.1 6.2.2 6.3.1 6.3.2 6.3.3	Work in a person centred way. Recognise the features of person centred support Understand why it is important to find out the history and preferences of individuals. Understand how the changing needs of individuals are reflected in the support plan. Understand the importance of consultation with individuals Supporting active participation.	7.2.1 7.2.2 7.2.3 7.2.4 7.4.1 7.4.2 7.4.3 7.4.4 7.5.1 7.5.2 7.5.3 7.5.4 7.6.1 7.6.2 7.6.3	Food safety, nutrition and hydration Understand the importance of food safety. Understand the importance of good hydration and nutrition. Recognise signs and symptoms of poor nutrition and hydration. Be aware of ways in which to promote good nutrition and hydration.	8.11.1 8.11.2 8.11.3 8.11.4
		National and local context of protection from harm and abuse	6.4.1 6.4.2 6.4.3	Supporting individual's rights to make choices. Promoting spiritual and emotional well being.			

# South East Service User Learning and Development Calendar 2011 - 2012

Training	Time	Provider	Trainer	May 2011	Jun 2011	Jul 2011	Aug 2011	Sep 2011	Oct 2011	Nov 2011	Dec 2011	Jan 2012	Feb 2012	Mar 2012	Apr 2012
<b>STAND ALONE LEARNING &amp; DEVELOPMENT SESSIONS</b>															
<b>WORKING WITH PEOPLE WITH LEARNING DISABILITIES</b>															
Introduction to Learning Disability	10:00 am – 4:30 pm	Creative Support	TBC	TBC											
Basic Introduction to Autism	10:00 am – 1:00 pm	Creative Support	Mary Tennyson						Wed 19 <sup>th</sup>						
Successfully Supporting People on the Autistic Spectrum (2 Day Course)	10:00 am – 4:30 pm	Creative Support	Chris Hindle		Thur 23 <sup>rd</sup> & Fri 24 <sup>th</sup>										
Epilepsy Awareness	10:00 am – 4:30 pm	Antiflame Training	Antiflame Training			Tue 19 <sup>th</sup>				Tue 29 <sup>th</sup>					
Diabetes Awareness	10:00 am – 4:30 pm	Antiflame Training	Antiflame Training								Wed 25 <sup>th</sup>				
Personal Safety, Lone Working and De-escalation	10:00 am – 3:00 pm	Rose Mercer Brown	Rose Mercer Brown			Thur 28 <sup>th</sup>				Thur 24 <sup>th</sup>					Wed 25 <sup>th</sup>
Health Action Planning, Providing Personal Care & Promoting Health	10:00 am – 4:30 pm	Creative Support	Ellen Allan								Thur 8 <sup>th</sup>				
Basic Welfare Rights, Service User Finances & Promoting Financial Independence	10:00 am – 4:30 pm	Creative Support	Catherine Reilly-Cooper						Tue 25 <sup>th</sup>						
Makaton Signing – Foundation Course (2 Day Course)	<b>Staff must attend both days to be awarded a certificate of attendance</b>														
Day One Makaton Signing – Foundation Course	10:00 am – 4:30 pm	West Berkshire Council	Neil Dewdney	TBC											
Day Two Makaton Signing – Foundation Course	10:00 am – 4:30 pm	West Berkshire Council	Neil Dewdney	TBC											
Makaton Signing – Enhancement Course (3 Day Course)	<b>Staff must attend all three days to be awarded a certificate of attendance</b>														
Day One Makaton Signing – Enhancement Course	10:00 am – 4:30 pm	West Berkshire Council	Neil Dewdney	TBC											
Day Two Makaton Signing – Enhancement Course	10:00 am – 4:30 pm	West Berkshire Council	Neil Dewdney	TBC											
Day Three Makaton Signing – Enhancement Course	10:00 am – 4:30 pm	West Berkshire Council	Neil Dewdney	TBC											
Mental Health Act 1983 – 2007 Care Programme Approach	10:00 am – 4:30 pm	Creative Support	Margaret Littlejohn							Tue 22 <sup>nd</sup>					
Supporting People with Sensory Needs <b>New Course.</b>	10:00 am – 4:30 pm	Antiflame Training	Antiflame Training										Wed 8 <sup>th</sup>		

# South East Service User Learning and Development Calendar 2011 - 2012

TRAINING STAND ALONE LEARNING & DEVELOPMENT SESSIONS	Time	Provider	Trainer	May 2011	Jun 2011	Jul 2011	Aug 2011	Sep 2011	Oct 2011	Nov 2011	Dec 2011	Jan 2012	Feb 2012	Mar 2012	Apr 2012
<b>WORKING WITH PEOPLE WITH MENTAL HEALTH NEEDS</b>															
Introduction to Mental Health	10:00 am – 4:30 pm	Creative Support	Nasreen Bhatti						Thur 22 <sup>nd</sup>					Tue 21 <sup>st</sup>	
Mental Health Act 1983 -2007 Care Programme Approach	10:00 am – 4:30 pm	Creative Support	Margaret Littlejohn							Tue 22 <sup>nd</sup>					
Schizophrenia, Diagnosis and Mental Health Disorders	10:00 am – 4:30 pm	Elizabeth Hammond	Elizabeth Hammond		Mon 27 <sup>th</sup>										
Affective Disorders, Anxiety & Depression	10:00 am – 4:30 pm	Elizabeth Hammond	Elizabeth Hammond		Tue 28 <sup>th</sup>										
Self Harm & Suicide	10:00 am – 4:30 pm	Elizabeth Hammond	Elizabeth Hammond			Fri 1 <sup>st</sup>									
Personality Disorders	10:00 am – 4:30 pm	Michael Halsey	Michael Halsey								Tue 13 <sup>th</sup>				
Hearing Voices	10:00 am – 1:30 pm	Michael Halsey	Michael Halsey	TBC											
Dual Diagnosis <b>New Course.</b>	10:00 am – 1:00 pm	Michael Halsey	Michael Halsey						Thur 29 <sup>th</sup>						
De-escalation Techniques for Mental Health Services	10:00 am – 4:30 pm	Rose Mercer Brown	Rose Mercer Brown							Tue 11 <sup>th</sup>					

# South East Service User 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.

TRAINING	Time	Provider	Trainer	May 2011	Jun 2011	Jul 2011	Aug 2011	Sep 2011	Oct 2011	Nov 2011	Dec 2011	Jan 2012	Feb 2012	Mar 2012	Apr 2012
<b>E-Learning Courses</b>															
<b>WORKING WITH ALL SERVICE USERS</b>															
Safeguarding Vulnerable Adults & Children Refresher	3 hours (approx) Online course	Creative Support	Creative Support		1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>		1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>
Health & Safety in the Workplace	3 hours (approx) Online course	Creative Support	Creative Support			1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>		1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>
Mental Capacity Act Awareness	3 hours (approx) Online course	Creative Support	Creative Support					1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>		1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>
Introduction to Microsoft Access 2003 <b>New Course.</b>	3 hours (approx) Online course	Creative Support	Creative Support	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>		1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>
Introduction to Microsoft Excel 2003 <b>New Course.</b>	3 hours (approx) Online course	Creative Support	Creative Support	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>		1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>
Introduction to Microsoft Outlook 2003 <b>New Course.</b>	3 hours (approx) Online course	Creative Support	Creative Support	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>		1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>
Introduction to Microsoft PowerPoint 2003 <b>New Course.</b>	3 hours (approx) Online course	Creative Support	Creative Support	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>		1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>
Introduction to Microsoft Word 2003 <b>New Course.</b>	3 hours (approx) Online course	Creative Support	Creative Support	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>		1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>	1 <sup>st</sup> -14 <sup>th</sup>