

LEARNING & DEVELOPMENT GUIDE

APRIL 2019 - MARCH 2020



ABOUT US	7
TRAINING & DEVELOPMENT ORGANISATION CHART.....	7
NATIONAL TRAINING OFFICES	8
ESSENTIAL INFORMATION	9
ATTENDANCE & TRAINING ALLOWANCE.....	9
TRAINING CHARGES.....	9
ESSENTIAL TRAINING REQUIREMENTS	9
INDUCTION PROGRAMME	11
INDUCTION.....	11
ONLINE CARE CERTIFICATE.....	12
STANDARD TRAINING	13
ADMINISTRATION OF MEDICATION	13
FIRST AID & BASIC LIFE SUPPORT.....	14
CUSTOMER CARE.....	15
FIRE SAFETY AWARENESS (E-LEARNING)	15
FOOD SAFETY & INFECTION CONTROL	16
DATA PROTECTION & INFORMATION GOVERNANCE.....	16
HEALTH & SAFETY	17
MENTAL CAPACITY ACT & DEPRIVATION OF LIBERTY (MCA & DoLs).....	17
MOVING & HANDLING FOR NON-CARE STAFF	18
MOVING & HANDLING.....	19
SAFEGUARDING PEOPLE AT RISK	20
PERSON CENTRED PRACTICE	21
END OF LIFE.....	21
LEARNING DISABILITIES	22
MENTAL HEALTH & DUAL DIAGNOSIS	23
OLDER PEOPLE.....	24
POSITIVE ABOUT AUTISM	25

MENTAL HEALTH SUITE	26
AFFECTIVE DISORDERS.....	26
INTRODUCTION TO MENTAL HEALTH & RECOVERY APPROACH.....	27
MENTAL HEALTH ACT & COMMUNITY PROTECTION ORDERS	28
MENTAL HEALTH FIRST AID	29
PERSONALITY DISORDER & DUAL DIAGNOSIS	30
SCHIZOPHRENIA & PSYCHOSIS.....	31
WORKING WITH SUBSTANCE MISUSE	32
EXTRA CARE.....	33
ASSISTIVE TECHNOLOGY IN EXTRA CARE	33
EXTRA CARE DOCUMENTATION	33
EXTRA CARE TOOL FOR ASSESSING CAPACITY	34
MCA, DoLs AND BEST INTERESTS	34
HEALTH PRACTICE	35
ACTIVE SUPPORT AND PROMOTING INDEPENDENCE	35
MANAGEMENT OF EPILEPSY AND ADMINISTRATION OF BUCCAL MIDAZOLAM.....	35
BASIC PRINCIPLES OF DE-ESCALATION	36
CATHETER CARE.....	36
CONTINENCE MANAGEMENT.....	37
DIABETES AWARENESS	37
DYSPHAGIA AND SWALLOWING SUPPORT	38
EPILEPSY AWARENESS	38
END OF LIFE CHAMPIONS	39
FALLS PREVENTION AND MANAGEMENT	40
NUTRITION AND HYDRATION	40
PERSONAL CARE NEEDS	41
PERSON-CENTRED PRACTICE	42
PREVENTION AND MANAGEMENT OF CONSTIPATION	42
PRESSURE INJURIES AND TISSUE VIABILITY	43
SENSORY IMPAIRMENT	43
SENSORY REGULATION	44
STOMA CARE	45
STOMP - STOP THE OVER-MEDICATION OF PEOPLE WITH LEARNING DISABILITIES & AUTISM.....	45
STROKE AWARENESS.....	46
WELLBEING	47

CREATIVE INTERVENTION TRAINING IN RESPONSE TO UNTOWARD SITUATIONS (C.I.T.R.U.S.)	48
POSITIVE BEHAVIOUR SUPPORT (PBS)	48
THEORY	49
BLOCKS & BREAKAWAY	50
PHYSICAL INTERVENTIONS	50
ADAPTIVE TECHNIQUES	51
LIGATURE TRAINING	51
MANAGEMENT TRAINING	52
COACHING & MENTORING FOR SUCCESS	52
EDHR: THE GOLDEN THREAD	53
EMOTIONAL INTELLIGENCE AND BASIC COUNSELLING SKILLS	54
HOW TO MANAGE EFFECTIVELY	54
IOSH HEALTH AND SAFETY FOR MANAGERS	55
MANAGING COMPLAINTS WELL	55
MEDICATION OBSERVATION FOR SENIOR STAFF	56
TEACHING & LEARNING SKILLS WORKSHOP	56
THE THREE CONVERSATIONS MODEL	57
BANK STAFF	58
TECHNOLOGY	59
BASIC COMPUTER SKILLS FOR BEGINNERS	59
EXCEL (MICROSOFT OFFICE) - FOUNDATION	60
EXCEL (MICROSOFT OFFICE) - INTERMEDIATE	60
E.C.C.O (EVIDENCE CLIENT CENTRED OUTCOMES)	61
OUTLOOK (MICROSOFT OFFICE)	62
WORD (MICROSOFT OFFICE) - FOUNDATION	63
WORD (MICROSOFT OFFICE) - INTERMEDIATE	63

INTERNAL E-LEARNING COURSES	64
AUTISM AWARENESS	64
DIABETES AWARENESS	64
ELECTRICAL SAFETY.....	65
EPILEPSY AWARENESS	65
FRAUD PREVENTION & CLIENT FINANCE	66
FIRE SAFETY AWARENESS.....	66
HEALTH & SAFETY AWARENESS	67
INFECTION CONTROL	67
DATA PROTECTION & INFORMATION GOVERNANCE.....	68
LIVING WELL WITH DEMENTIA.....	68
MOVING & HANDLING.....	69
MOVING & HANDLING FOR NON-CARE STAFF	70
MENTAL CAPACITY ACT AND DoLS.....	71
RECRUITING & ENGAGING VOLUNTEERS - REV.....	71
SAFEGUARDING PEOPLE AT RISK	72
UNDERSTANDING LEARNING DISABILITIES	72
UNDERSTANDING MENTAL HEALTH	73

SERVICE USER AND VOLUNTEER TRAINING..... 74

BEING ON A RECRUITMENT PANEL AT CREATIVE SUPPORT	74
CONFIDENCE, ASSERTIVENESS & RESILIENCE.....	74
KEEPING SAFE	75
MANAGING YOUR OWN BUDGET	75
MEET AND GREET TRAINING	75

AVAILABLE TRAINING ON REQUEST 76

CLIENT FINANCE.....	76
WELFARE RIGHTS AND BENEFITS.....	77
HOARDING.....	77
PERSONAL SAFETY & LONE WORKING.....	78
HEALTH ACTION PLANNING	78
ENVIRONMENTAL RISK ASSESSMENT	79
SELF-HARM	79
HEARING VOICES WORKSHOP	80
CONFIDENCE, ASSERTIVENESS & RESILIENCE.....	81

Training & Development Organisation Chart

Anna Lunts
Chief Executive Officer

Julie Cooke
Service Director

Ray Kendall-Corry
Head of Engagement & Learning

Leadership & Executive

Administration

Trainers

Assessment

Esther Frank
PA to Ray Kendall-Corry

James Perkins
Regional Training Coordinator

Luke Williams
Training & Marketing Administrator

Natalia Moreno
Training & Development Coordinator

Travis Robinson
Regional Training Coordinator

Lisa Souter
Training and Qualifications Administrator

Esther Cobblah
VQ Administrator

Matthew Brown
Training and Qualifications Administrator

Joshua Williams
Training Administrator

Nazia Maqsood
Training & Marketing Administrator

Harison Bescoby
Qualification Administrator

TBC
Reception Administrator

Leigh Fielding
Quality Enhancement Lead

Leah Stansfield
Training Officer

Ed Robinson
Training Officer

Paul Banister
Training Officer

Andy Matthews
Training Officer

Marco Guerreiro
Training Officer

Naomi Thomas-Gresty
Training Officer

Amanda Holt
Training Officer

Ben Hamilton
Training Officer

Mik Parr
Training Officer

Sophie Welch
Lead Internal Verifier

Miltos Baralos
Assessor West Yorkshire

Pauline Todd
Assessor North East

Diane Walker
Assessor Stoke

Alice Grimes
Assessor London

National Training Offices

Creative Support has a central training office for each of the main areas where we have services. The location can be found on [our website](#). Please see below the main contacts for training in each area:

North West Stockport 0161 238 7664	Esther Frank, James Perkins, Matthew Brown, Esther Cobblah, Joshua Williams, Harison Bescoby, Luke Williams, Lisa Souter, Travis Robinson
Berkshire Reading 01189 573 709	Vilma Jamieson
London Archway 0207 272 2865	Emma Winup
London Tower Hamlets 0207 480 9085	Kitty Austen
Midlands Birmingham 0121 200 3147	Amy Dempster
North East Stockton 01642 661 890	Allyson Taylor, Charlotte Naisbitt
North Lincs Scunthorpe 07973 948 409	Jackie Hickson, Diane Ewen
Cumbria Barrow 01229 811 933	Rebecca Bamber, Shannon Allonby, Sandra Hudson
Cumbria Carlisle 01228 591 424	Sandra Hudson, John Butler
East Midlands Leicester 01162 546 520	Laura Newcombe, Patrycja Bulikowska

Attendance & Training Allowance

The training calendars clearly identify the duration of each course. Most courses start at 9.30am to allow you extra travel time. Please ensure you are on time. If you arrive late for a course you may be asked to return to your place of work and rebook for another date.

Trainers are not able to give an approximation of what time the course will end. Some courses may finish slightly earlier than scheduled. This is at the trainer's discretion. Please assume that all full day courses will finish at 5pm, unless otherwise specified.

Staff must not, under any circumstances, attend training unless they have been authorised to do so and confirmation has been received. We have maximum delegate numbers to ensure the health and safety of staff and a quality training experience. Any staff who do not have authority to attend may be asked to return to their place of work and inform their line manager.

If you are unable to attend booked training, please telephone the Training Department before 9.30am on the day of training. Do not assume you can attend the next available training date. You will need to reapply for the next available date using a training application form.

In line with the Skills for Care Code of Conduct and professional CPD guidelines, Creative Support have a standard training allowance for staff. All staff are allowed five standard days of training per year. However, this does not include induction for new staff or any additional training deemed necessary for your work role, such as training for staff who work in services where they are supporting service users who display challenging behaviours.

Training Charges

All courses provided by Creative Support incur a cost to the service of £45 for a half day course and £112.50 for a full day course. This cost is automatically charged to the service via the cost code and is a charge for booking. This will be charged to the service whether the delegate attends or not. It is therefore in the best interest of the manager to replace the delegate with another if they cannot attend; this will reduce wasted expenditure from the service budget.

There are a few cases when the service will not be charged:

- If we are given at least 14 days notice that the delegate cannot attend.
- If the delegate is replaced by another member of staff

Essential Training Requirements

All courses should be supported by in-house updates on all topic areas. These should be logged and recorded for CQC Inspection purposes and for employee development.

For manual tasks such as Medication or Moving & Handling, the manager should complete the first observations of new staff, once they have completed the classroom course, and sign off that the staff member is competent. A suggestion is also made that manual tasks are observed by a line manager at least annually.

The following should also be in place:

- Learning and development as a standard agenda item for supervisions – staff competency framework
- Learning and development as a standard agenda item for team and service user meetings

This should be included in employee reviews / appraisals as standard.

The following courses make up the essential training for all **support workers**, along with how often these need to be updated in order to maintain standards of care.

Staff only need to complete training which is relevant to their role though. E.g. Medication Administration and Food Hygiene are only mandatory for support workers who deal with medication and food respectively.

The primary method of training delivery for all bank staff will be e-learning. However if there are any concerns or issues regarding this, classroom-based training is always made available.

Data Protection & Information Governance	Initial classroom based training during Induction + E-learning training for all staff No update required
Mental Capacity Act & DoLS	Initial classroom based training must be completed within 12 weeks of employment Update every year by e-learning
Food Safety in Catering (Level 2 Award)	Initial training by e-learning or classroom (classroom recommended if the job role has a large percentage of food handling) No update required , but recommended every 3 years
Infection Control	Initial training by e-learning or classroom No update required , but recommended every 3 years
Fire Safety	Initial E-learning training + full annual fire drills in the service Update every year by e-learning
Health & Safety	Initial training by e-learning or classroom No update required , but recommended every 3 years by e-learning
First Aid and Basic Life Support	Initial classroom based training Update every 3 years in classroom
Safeguarding of Vulnerable Adults and Children	Initial classroom based training must be completed within 12 weeks of employment Update every year by e-learning
Moving & Handling	Initial classroom based training Update every 2 years by e-learning
Medication Administration	Initial classroom training and minimum of 3 successful observations before being deemed competent to administer Update every 3 years - unless otherwise stated on local policies- Annual observations of practice

Induction for care staff

Target Staff	New care staff
Explanatory Notes	Classroom based course for all new staff
Update	Full programme only needs to be completed once.
Open to Service Users and/or Volunteers	No

- The history of
- Staff benefits
- The role of the health and social care support worker
- Your duty of Care
- Equality, diversity and Human Rights
- How to work in a person centred way
- The importance of effective communication and handling information
- General Data Protection Regulations and Information Governance
- The importance of privacy and dignity
- The importance of infection prevention and control
- Fluids and Nutrition
- Your service type
- Safeguarding adults
- Safeguarding children
- Basic life support
- Health and Safety
- Personal and professional development

Induction for non-care staff

Target Staff	New non-care staff
Update	Full programme only needs to be completed once.
Open to Service Users and/or Volunteers	Yes

- Introduction to Creative Support
- Social care values in the third sector
- Communication in a business environment
- Principles of providing administrative services
- Understanding your employer organisation
- Manage personal performance and development
- Develop and maintain effective working relationships
- Overview of safeguarding adults and children at risk
- Customer service
- Managing compliments and complaints

Online Care Certificate

Target Staff	New care staff
Explanatory Notes	For staff who are new to care
Update	No update required
Open to Service Users and/or Volunteers	No
	Highfield

15 Standards

1. Understand your Role
2. Your Personal Development
3. Duty of Care
4. Equality and Diversity
5. Work in a Person Centred Way
6. Communication
7. Privacy and Dignity
8. Fluids and Nutrition
9. Awareness of Mental Health
10. Safeguarding Adults
11. Safeguarding Children
12. Basic Life Support
13. Health & Safety
14. Handling Information
15. Infection Prevention and Control



Administration of Medication

Target Staff	All care staff
Explanatory Notes	For all staff who deal with medication at any level
Update	Requires refresher every 3 years. Annual observation
Open to Service Users and/or Volunteers	No

The Medication Administration course is a classroom-based training which must be refreshed every 3 years, unless otherwise stated by the Local Authority.

Staff members who need to update their Medication Administration training will need to attend the classroom session. The E-learning session will be available for special circumstances only.

- Understand the legislative framework, policies and guidance for the use of medication in social-care settings
- Know about common types of medication and their use
- Understand roles and responsibilities in the use of medication in social care settings
- Know how to promote the rights of the individual when managing medication
- Understand procedures and techniques for the administration of medication
- Prepare for the administration of medication
- Administer and monitor individuals' medication

Practical learning outcomes; requiring the demonstration of skill:

- Be able to receive, store and dispose of medication supplies safely
- Be able to support use of medication
- Be able to record and report on use of medication

First Aid & Basic Life Support

Target Staff	All staff
Explanatory Notes	n/a
Update	Certificates accepted from other employers. Certificates are valid for 3 years
Open to Service Users and/or Volunteers	Yes - practical element involved

- Demonstrate cardio pulmonary resuscitation
- Demonstrate how to apply and use an AED
- Discuss and demonstrate how to manage a choking person
- Demonstrate how to treat wounds
- Discuss how to treat burns and scalds



Customer Care

Target Staff	All non-care staff
Explanatory Notes	For anyone in a non-care position
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Understand how to have a positive approach to customer service
- Understand positive language
- Understand what good customer service is

Fire Safety Awareness (E-Learning)

Target Staff	All staff
Explanatory Notes	Mandatory for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- The science of fire
- What causes fire?
- How to stop a fire
- Sources of ignition, fuel and oxygen
- Legislation
- Fire risk assessment
- Fire safety preparations: emergency procedure, means of escape, personal emergency evacuation plans, fire drills
- Which fire extinguisher to use on different types of fire
- Types of fire signs and their purpose
- Fire checks
- What to do if you discover a fire
- Fire drills

Food Safety & Infection Control

Target Staff	All care staff
Explanatory Notes	Mandatory for staff who handle food or cook meals regularly as part of their job role
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes - test involved

Food Safety

- The Law
- Roles and responsibilities
- Hazard Analysis Critical Control Points (HACCP)
- Hazards
- Pathogenic bacteria
- Controlling bacterial growth
- Food poisoning/ avoiding food poisoning
- Handling practices and temperature controls relating to food
- High risk and low risk foods
- Cross contamination
- Common faults in food safety
- Cleaning and disinfection
- Storage
- Consequences of good and poor food safety

Infection Control

- What is infection control?
- The chain of infection
- Care Quality Commission compliance criteria
- Case studies - roles and responsibilities
- Infectious agents - bacteria, viruses, fungi, parasites
- What is a reservoir?
- Portal of exit
- Mode of transmission
- Portal of entry
- Susceptible host

Data Protection & Information Governance

Target Staff	All staff
Explanatory Notes	Mandatory for all staff
Update	No refresher required
Open to Service Users and/or Volunteers	Yes

- Confidentiality
- Caldicott Principles
- Data Protection Principles
- Freedom of Information
- Subject Access Requests
- Personal Data
- Information Security
- Good Record Keeping Principles
- Data Protection Act and GDPR

Health & Safety

Target Staff	All staff
Explanatory Notes	Mandatory for all staff
Update	No refresher required
Open to Service Users and/or Volunteers	Yes

- Understand their own responsibilities, and the responsibilities of others, relating to health and safety in the workplace
- Understand Risk Assessment
- Understand procedures for responding to accidents and other emergencies
- Work securely and lone working
- Handle hazardous substances
- Understand infection control
- Promote fire safety

Mental Capacity Act & Deprivation of Liberty Safeguards (DoLS)

Target Staff	All staff
Explanatory Notes	Mandatory for all staff
Update	Requires refresher every year
Open to Service Users and/or Volunteers	Yes

- Have an understanding of the Mental Capacity Act and Deprivation of Liberty Safeguards
- Understand 'Capacity'
- Understand 'Best Interest'
- Be able to outline DoLS including restraint and restriction limitations
- Be able to apply to practice

Moving & Handling for Non-Care Staff

Target Staff	Required for all non-care staff
Explanatory Notes	Required for all non-care staff
Update	Annual refresher (either by E-Learning or classroom-based)
Open to Service Users and/or Volunteers	Yes - practical element involved

- Definition of Manual Handling
- Legislation, policies and procedures
- Health and Safety At Work Act
- Manual Handling Operations Legislation
- The Management of Health and Safety at Work Regulations
- The Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR)
- The Lifting Operations and Lifting Equipment Regulations
- The Provision and Use of Work Equipment Regulations
- Creative Support policies
- Manual handling injuries
- Injury statistics
- The spine - structure and function
- Main causes of injury
- Risk factors
- Preventing accidents
- Posture
- Ergonomics
- Handling whilst seated
- Lifting and lowering limits
- Risk assessment
- Moving objects - principles
- Moving objects - team lifts

Moving & Handling

Target Staff	All care staff
Explanatory Notes	Mandatory for care staff
Update	Requires refresher every 2 years
Open to Service Users and/or Volunteers	No - they can attend the non-care version of this course

- Definition of Manual Handling
- Legislation, policies and procedures
- Health and Safety at Work Act
- Manual Handling Operations Legislation
- The Management of Health and Safety at Work Regulations
- The Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR)
- The Lifting Operations and Lifting Equipment Regulations
- The Provision and Use of Work Equipment Regulations
- Creative Support policies
- Manual handling injuries
- Injury statistics
- The spine - structure and function
- Main causes of injury
- Risk factors
- Preventing accidents
- Posture
- Ergonomics
- Handling whilst seated
- Lifting and lowering limits
- Risk assessment
- Moving objects - principles
- Moving objects - team lifts
- Supporting someone to move back and forward in their chair
- Supporting someone to stand and sit
- What to do when someone falls
- Getting up from the floor
- Transfer boards and slide sheets
- Types of hoists
- Using a hoist
- Slings
- Wheelchairs
- Incorrect ways to move people

Safeguarding People at Risk

Target Staff	All care staff
Explanatory Notes	Mandatory for all staff
Update	Requires refresher every year
Open to Service Users and/or Volunteers	No

- Understand the systems which protect vulnerable adults
- Understand the importance of support staff in safeguarding vulnerable adults
- Gain confidence in recognising, recording and reporting safeguarding issues
- Understanding of the PREVENT Strategy



Person Centred Practice - End of Life

Target Staff	Identified staff
Explanatory Notes	Recommended for appropriate services
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Identify person-centred practice that recognizes the circumstances, concerns, goals, beliefs and cultures of the person, their family and friends
- Describe practice that keeps the person at the centred of multi-agency integrated care and support
- Outline practice that is sensitive to the support needs of family and friends, both as part of end of life care, and following bereavement
- Demonstrate awareness of the importance of contributing to the ongoing improvement of care and support, participating as appropriate in evaluation and development, and of involving the people receiving care and support in that process
- Understanding of the principles underpinning end of life care: pain relief, delivery of medication, alternative therapies, communication skills, advanced care planning, key elements of advanced care planning

Person Centred Practice - Learning Disabilities

Target Staff	Staff who support SU with learning disabilities
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Develop knowledge of the nature and characteristics of individuals with learning disability
- Understand the historical context of individuals with a learning disability
- Describe which legislation guides our approach when supporting individual with learning disability
- Understand Stomp and Hate and mate crime
- Outline the different types of advocacy
- Know how to promote communication methods

Person Centred Practice - Mental Health & Dual Diagnosis

Target Staff	Staff working in mental health services
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Meaning of the term 'Dual Diagnosis'
- Definition of some mental health conditions
- Distinctions between 'learning disability' and 'learning difficulty'
- Implications of dual diagnosis
- Diagnosis of mental health and substance abuse
- Impact of aging for people with LD who may be at risk of developing dementia

Person Centred Practice - Older People

Target Staff	Staff who support older people
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- To implement the principles of good practice
- To understand own duty of care
- To promote independence and wellbeing
- To understand local assets and needs assessment
- To encourage participation in activities

Person Centred Practice - Positive about Autism

Target Staff	Staff working in autism services
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Main characteristics of autistic spectrum conditions
- How autistic spectrum conditions can impact on the lives of individuals and those around them
- Legal and policy framework that underpins good practice
- Support of individuals with autistic spectrum conditions
- Autism favourable environments
- SPELL framework



Affective Disorders

Target Staff	Staff working in mental health services
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Recognising and managing affective disorders in adults
- Assessing suspected affective disorders in adults
- Managing affective disorders, mania, hypomania and bipolar depression
- Managing affective disorders in the longer term
- Promoting recovery

Introduction to Mental Health & Recovery Approach

Target Staff	Staff working in mental health services
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Definitions of mental health
- The biological and social model of mental health
- Definitions of recovery
- The recovery approach
- Ways to manage mental health
- The importance of workplace support for mental health

Mental Health Act & Community Protection Orders

Target Staff	Staff working in mental health services
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Assessing, diagnosing and managing mental health problems in adults (aged 18 and over) who are in contact with the criminal justice system
- Coordinated care planning and service organisation across the criminal justice system

Mental Health First Aid

Target Staff	Staff working in mental health services
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- An in depth understanding of mental health and the factors that can affect wellbeing
- Practical skills to spot the triggers and signs of mental health issues
- Confidence to step in, reassure and support a person in distress
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help someone recover their health by guiding them to further support

Personality Disorder & Dual Diagnosis

Target Staff	Staff working in mental health services
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Discuss how people can develop Personality Disorders
- Explain different categories and types of Personality Disorder
- Show understanding of the difference between Personality Disorders and Mental Health Problems
- Demonstrate knowledge of treatment options available
- Discuss how to help people with a Personality Disorder

Schizophrenia & Psychosis

Target Staff	Staff working in mental health services
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Recognising and preventing psychosis
- Early intervention for a first episode of psychosis
- Treating and referring people with an acute episode of psychosis or schizophrenia
- Promoting recovery and long-term care
- Preventing and treating physical health problems and continuing to check for physical health problems
- Support for carers

Working with Substance Misuse

Target Staff	All staff
Explanatory Notes	Recommended for appropriate services
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Increase understanding of attitudes towards alcohol and substance use
- Recognise signs and symptoms of substance use
- Raise awareness of substance names and paraphernalia
- Be aware of classifications for substances
- Effects and consequences of substance and alcohol abuse
- Discuss actions to take in emergency situations

Assistive Technology in Extra Care

Target Staff	Staff who work in older people services
Explanatory Notes	Recommended for appropriate services
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- The role of an Assistive Technology Assessor
- Benefits and limitations
- Ethics
- Assessment
- Dementia and falls and desired outcomes
- Case studies
- Medication delivery and desired outcomes
- Epilepsy support and desired outcomes
- Personal and environmental safety and desired safety

Extra Care Documentation

Target Staff	
Explanatory Notes	Recommended for appropriate services
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- TO BE CONFIRMED

Extra Care Tool for Assessing Capacity

Target Staff	
Explanatory Notes	Recommended for appropriate services
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- TO BE CONFIRMED

Mental Capacity Act, Deprivation of Liberty Safeguards and Best Interests

Target Staff	
Explanatory Notes	Recommended for appropriate services
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- 5 key principles of MCA
- Key points of DoLS
- Definition of capacity
- Best interests
- Restraints and restrictions
- Mental Capacity Act 2005, Deprivation of Liberty Safeguards 2007, SCIE, CoP

Active Support and Promoting Independence

Target Staff	All staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	

- Individual autonomy
- The opportunity to be actively involved in decision making processes
- The opportunity to access the physical, social, economic and cultural environment

Management of Epilepsy and Administration of Buccal Midazolam

Target Staff	Staff who work with people with epilepsy
Explanatory Notes	Required for staff who work with people with epilepsy
Update	Every two years
Open to Service Users and/or Volunteers	No

- Understand what Buccal Midazolam is
- Administer Buccal Midazolam safely
- Be aware of the complications and precautions you need to take

Basic Principles of De-escalation

Target Staff	All Staff
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	

- Work proactively to recognise and remove triggers to challenging behaviour
- Promote effective communication
- Follow the least restrictive practice when responding to challenging behaviours

Catheter Care

Target Staff	All staff
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Know the reasons why people have catheters
- Differentiate the types of catheters
- Understand the different types of catheters and supporting equipment
- Know how to support a person with a catheter
- Understand how problems can develop and how to rectify these

Continence Management

Target Staff	All staff
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Understand the reasons for incontinence
- Know the ways of promoting continence
- Appreciate the problems/issues of incontinence for the service user
- Understand the various facilities and aids for continence care

Diabetes Awareness

Target Staff	All experienced care Staff
Explanatory Notes	Recommended for staff supporting service users with diabetes
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- About diabetes
- Causes of diabetes
- Symptoms of diabetes
- Types of diabetes
- Nutrition and exercise
- Monitoring and managing diabetes

Dysphagia and Swallowing Support

Target Staff	All staff
Explanatory Notes	Recommended for appropriate services
Update	No refresher required
Open to Service Users and/or Volunteers	

- Definition and understanding of dysphagia
- Risk of incidence of dysphagia
- Symptoms and complications
- Thickeners
- Appropriate assessments
- International Dysphagia Diet Standardisation Initiative (IDDSI)

Epilepsy Awareness

Target Staff	Staff who work with people with epilepsy
Explanatory Notes	Required for staff who work with people with epilepsy
Update	Every year
Open to Service Users and/or Volunteers	No

- What is epilepsy?
- Causes of epilepsy
- Seizure classification
- Seizure description
- Seizure monitoring
- First aid in seizures
- Treatments – Behaviour and epilepsy, rescue medicines
- Positively supporting clients through seizures
- Aftercare
- Supporting clients to manage their conditions and its effect

End of Life Champions

Target Staff	All staff
Explanatory Notes	Recommended for appropriate services
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

The 6 Ambitions for Palliative and End of Life Care: A national framework for local action 2015-2020:

- Each person is seen as an individual
- Each person gets fair access to care
- Maximising comfort and wellbeing
- All staff are prepared to care
- Care is coordinated
- Each community is prepared to help
-

The 8 Daffodil Standards:

- Professional and competent staff
- Early identification of patients and carers
- Carer support – before and after death
- Seamless, planned, co-ordinated care
- Assessment of unique needs of the patient
- Quality care during the last days of life
- Care after death
- General practices being hubs within compassionate communities

Falls Prevention and Management

Target Staff	All staff
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Guidance to staff in relation to the safe management of a service user that has fallen
- Risks and prevention strategies to reduce the number of falls
- Processes for effective assessment
- Appropriate management and support for those who have fallen, or those who are at risk of falling
- Health, safety and wellbeing in relation to falls
- Compliance with current legislation/reporting requirements

Nutrition and Hydration

Target Staff	All staff
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Principles of hydration, nutrition and food safety
- Support individuals to have access to fluids in accordance with their plan of care
- Support individuals to have access to food and nutrition in accordance with their plan of care.
- Requirements under The Health and Social Care Act 2008 (Regulated Activities) Regulations 2014: Regulation 14

Personal Care Needs

Target Staff	Staff who provide personal care
Explanatory Notes	Mandatory for all staff who provide personal care
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Definition of personal care
- Personal care tasks
- Considerations when delivering personal care: gender and preference, cultural and religious needs, sensory needs and aids, adaptations and mobility
- Considering emotional and psychological needs
- A task centred approach
- Problems with providing personal care using a task centred approach
- A person centred approach
- How to move to a more person centred approach
- The advantages and disadvantages of task and person centred approaches
- Encouraging participation and recognising the service user's strengths and abilities
- Treating service users with dignity and respect
- Practical activity: feeding one another to gain experience of what it is like to receive personal care
- Practical issues to consider
- What to do when tasks become difficult
- Tips for: bathing, helping someone use the toilet, oral care, helping someone to dress
- Pressure area care: contributing factors and prevention of pressure ulcers



Person Centred Practice

Target Staff	All staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Awareness of own values, beliefs, prejudices, assumptions and stereotypes when working with people
- Understand the value of really listening as an active process
- Communication as a two-way process
- The impact of conversations and different verbal and non-verbal communication styles for a person during the conversation and afterwards
- How to meet the communication and language needs, wishes and preferences of individuals
- Person-Centred Approaches: Empowering people in their lives and communities to enable an upgrade in prevention, wellbeing, health, care and support: A core skills education and training framework

Prevention and Management of Constipation

Target Staff	All staff
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Continence/Incontinence
- How to prevent urine and faecal incontinence
- How to manage bowel movements/constipation
- The impact of medication
- How to treat incontinence
- How to recognise constipation signs and symptoms
- How to monitor toileting
- Duty of care

Pressure Injury and Tissue Viability

Target Staff	All staff
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Increase education to help prevent avoidable pressure injuries
- Increase the amount of knowledge around pressure injuries prevention
- How to complete a pressure area risk assessment chart

Sensory Impairment

Target Staff	Identified staff
Explanatory Notes	For identified services
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- How we communicate using the senses
- Terms and definitions of Dual Sensory Impairment (DSI)
- Types of sensory impairment
- Facts and statistics of dual sensory impairment
- Acquired and congenital deaf blindness
- Methods and techniques of communication
- Objects of reference, Braille etc.
- Effects and implications of dual sensory impairment on the individual - life, mobility, communication, relationships, life experiences and learning
- Identification and assessment of individuals with dual sensory impairment
- Identifying changes in residual sight and hearing
- Approaching a deaf-blind person and communication good practice
- Supportive communication environments
- Planning services and activities

Supporting Sensory Regulation

Target Staff	Staff who support SU with learning disabilities
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- To look at behaviour from a sensory perspective
- To increase understanding of sensory processing
- To consider sensory preferences
- Think about strategies to support sensory regulation



Stoma Care

Target Staff	All staff
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Understand what a stoma is
- Know the different types of stoma
- Know the hygiene and management of the stoma
- Identify the different products and equipment used in stoma care
- Understand the physical, psychological and social effects of having a stoma

STOMP - Stop the Over-Medication of People with Learning Disabilities & Autism

Target Staff	All staff
Explanatory Notes	Recommended for identified staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Develop awareness of the background to STOMP
- Commit to improve the quality of life of people with a learning disability, autism or both
- Improved understanding that people should only receive psychotropic medication for the right reasons and in the right amount
- Improved understanding of psychotropic medicines and when they should or should not be given
- Improved understanding of non-medication interventions
- Better understanding of how to make sure that people with a learning disability, autism or both are involved in decisions about their health and treatment

Stroke Awareness

Target Staff	All staff
Explanatory Notes	Recommended for identified staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- What a stroke is and what can be done to prevent stroke & vascular disease
- Understanding the wide-ranging effects of stroke and what help is available- key information and signposting
- Developing an awareness of the different ways communication can be impaired after a stroke and knowledge of how you can support an individual's communication
- How to recognise when somebody is having a stroke or a TIA (transient ischaemic attack) and what to do about it
- Awareness of the causes and effects of vascular dementia



Wellbeing

Target Staff	All staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Explore definitions and theories of wellbeing and its application
- Become more conscious of the choices we make
- Explore theories and tools to support self-awareness, resilience and autonomy
- Understand habitual patterns of thinking, feeling and behaviour
- Understand and manage stress and anxiety
- Introduction to Mindfulness theory and practice
- Understand relationships
- Understand how to make and break habits
- Create a personal plan to put learning into practice in personal and work lives

Positive Behavioural Support

Target Staff	Staff who work in a learning disability / autism service
Explanatory Notes	For identified services
Update	Every 2 years
Open to Service Users and/or Volunteers	No
Trainers	C.I.T.R.U.S Team

To develop knowledge and understanding of:

- How Positive Behavioural Strategies evolved
- PBS ethical based principles
- Key statutory and non-statutory HSC documents
- PBS conceptual practice model – The Creative Support methods
- The PBS Practitioner Role
- How to access support from the PBS Team
- Understand value based working
- How to support the PBS Practitioner- value based approaches

C.I.T.R.U.S. Theory

Target Staff	All staff working in C.I.T.R.U.S. approved services
Explanatory Notes	For identified services
Update	Every 2 years
Open to Service Users and/or Volunteers	No
Trainers	C.I.T.R.U.S. Team

To develop knowledge and understanding of:

- Behaviours that challenge - what they are and why they are present
- The message and function of these behaviours
- Understand the different triggers of behaviours
- Risk factors that increase the likelihood behaviours will happen
- What is anger
- How information is processed in a stressful / high risk situation
- How we meet the service users' support needs
- How the support of service users has changed and why
- Positive Behaviour Support (P.B.S.) - its importance and how this is successfully achieved
- Mindfulness and how this impacts on practice
- Restrictive practices
- Social validity
- Consequences
- Definitions of challenging and complex behaviour
- Why can people we support display challenging and complex behaviours?
- What are the negative consequences of challenging behaviour - punishment or coercion examples?
- Winterbourne video example
- Communication (effective, verbal/nonverbal, maintaining effective relationships, the communication process, diversity & cultural awareness, conflict resolution & behaviour)
- Behaviour Support Plans
- Primary/secondary and tertiary responses
- Environmental needs and responses
- Documentation/recording procedures

C.I.T.R.U.S. Blocks & Breakaway

Target Staff	All staff working in C.I.T.R.U.S. approved services
Explanatory Notes	For identified services
Update	Annual refresher
Open to Service Users and/or Volunteers	No
Trainers	C.I.T.R.U.S. Team

- Blocks and Breakaway techniques specific to service

C.I.T.R.U.S. Physical Interventions

Target Staff	All staff working in C.I.T.R.U.S. approved services
Explanatory Notes	For identified services
Update	Annual refresher
Open to Service Users and/or Volunteers	No
Trainers	C.I.T.R.U.S. Team

- Positional asphyxia
- Physical Intervention Techniques specific to service



C.I.T.R.U.S. Adaptive Techniques

Target Staff	All staff working in identified C.I.T.R.U.S. approved services
Explanatory Notes	n/a
Update	Annual refresher
Open to Service Users and/or Volunteers	No
Trainers	C.I.T.R.U.S. Team

Adaptive techniques are the modification of blocks/breakaway and physical intervention training modules. These are based on individuals needs where the standard training techniques do not work or additional medical needs are apparent.

Adaptive techniques could include:

- Blood test
- Therapeutic holds

These would be trained with the blocks/breakaway and physical intervention practical sessions. Where they would be individually identified has a need with the service users name

C.I.T.R.U.S. Ligature Training

Target Staff	All staff working in C.I.T.R.U.S. approved services
Explanatory Notes	For identified services
Update	Annual refresher
Open to Service Users and/or Volunteers	No
Trainers	C.I.T.R.U.S. Team

- Definitions of ligature
- Types of ligature
- Risk Factors
- Effects and signs of ligature
- Behaviour and responses
- Practical skills
- Relevant follow up

Coaching & Mentoring for Success

Target Staff	All staff
Explanatory Notes	Recommended for all senior support workers and above
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- What is coaching?
- Skills, tools and interventions
- The coaching process
- How coaching can help individuals
- Coaching administration documents



Equality, Diversity & Human Rights (EDHR): The Golden Thread

Target Staff	All staff
Explanatory Notes	Recommended for all senior support workers and above
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Understand how services that have the improvement of equality and the recognition of human rights at their core, provide better services for the public
- Understand how improving the rights of people is a mainstream part of the delivery of health and social care
- Explore how we can put equality and human rights at the heart of improvement work so that the quality of care gets better for everyone
- The Equality Act 2010, CQC Equally outstanding: Equality and human rights - good practice resource, November 2018
- Requirements of CQC
- The Human Rights Act 1998
- Social capital
- Links to external groups (e.g. Carers Groups/LGBT Groups)
- Person-centred care and equality
- Accessible information and communication
- Equality and the well-led provider
- Equal access to pathways of care
- Removing barriers at a service level
- The business case
- Practice examples

Emotional intelligence and Basic Counselling Skills

Target Staff	All staff
Explanatory Notes	Recommended for all senior support workers and above
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Assertive behaviour and how it differs from passive and aggressive behaviours
- Recognise we have a choice in our behaviour
- Develop resilience
- Limitations to our assertiveness
- Assert your rights
- Practice the skills and techniques
- Listening
- Basic empathy
- Probing or questioning
- Summarising
- Integrating communication skills
- Reflecting back

How to Manage Effectively

Target Staff	Senior staff
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Leadership
- KLoEs/WERCS
- Emotional intelligence
- Team cohesion
- Motivation
- Improve confidence of staff and efficiency of services.
- Practice examples

IOSH Health and Safety for Managers

Target Staff	Senior staff
Explanatory Notes	n/a
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No
	External provider

- Understanding of your safety and health responsibilities as a manager
- How to assess and control risks and hazards
- How to investigate incidents
- How to measure your own performance
- Personal reflections on good practice

Managing Complaints Well

Target Staff	Senior Support Workers and above
Explanatory Notes	Highly recommended for all senior staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Have an increased understanding of the impact of complaints on the organisation (Case Studies)
- Have a range of strategies for reducing the fear of complaints
- Confidently manage an investigation
- Be aware of tools to assist in undertaking a complaints investigation resulting in a professional outcome
- Be aware of how to complete complaints templates
- Have a range of strategies for learning from complaints

Medication Observation for Senior Staff

Target Staff	Required for Senior Support Workers and above
Explanatory Notes	For all senior staff who supervise medication administration
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Requirements - Skills for Care and Competency Frameworks
- The observation of practice
- What to do if you have concerns
- How to minimise risk
- Recording
- Inspection
- The four s to the observation
- Medication assessment
- The grading scale

Teaching & Learning Skills Workshop

Target Staff	Required for Senior Support Workers and above
Explanatory Notes	Highly recommended for all senior staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

The workshop is aimed at new and/or aspiring trainers

- Explore some theory
- Try out new tools that can be implemented in training sessions
- Practice new ideas
- Supportive observations and constructive peer reviews
- Nano-Teach exercise - a brief role play with fellow trainees whereby teaching techniques can develop organically
- Contribute to the planning and evaluation of teaching and learning activities

The Three Conversations Model

Target Staff	All staff
Explanatory Notes	Highly recommended for all senior staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- The model and its application
- How the model can deliver on the demands and opportunities of the Care Act 2014
- How it works for people and families needing support
- Costs and benefits
- The tools and techniques deployed by the model

Bank staff must complete the below standard training for care staff within 3 months of the start of employment. This is usually booked by personnel prior to commencement of employment. If this has not been booked or if the dates are unsuitable you should contact the training department.

The primary method of training delivery for all bank staff will be e-learning, however if there are any concerns or issues regarding this, classroom-based training is always made available.

You will be paid your usual hourly rate for the amount of time you spend on training. You will not be paid for breaks, lunch or travel time, although you can still claim travel expenses. Please take your timesheet with you to the training session and ask the trainer to complete it showing the hours you have spent on training. For E-learning courses, you will be paid your usual hourly rate for the time you have spent on the E-learning.

ADMINISTRATION OF MEDICATION - PAGE 13

FIRST AID & BASIC LIFE SUPPORT - PAGE 14

FIRE SAFETY AWARENESS - PAGE 15

FOOD SAFETY & INFECTION CONTROL- PAGE 16

DATA PROTECTION & INFORMATION GOVERNANCE - PAGE 16

HEALTH & SAFETY - PAGE 17

MENTAL CAPACITY ACT & DEPRIVATION OF LIBERTY (MCA & DoLs) - PAGE 17

MOVING & HANDLING - PAGE 19

SAFEGUARDING PEOPLE AT RISK -PAGE 20

Basic Computer Skills for Beginners

Target Staff	All staff new to computers
Explanatory Notes	For staff or service users new to computers
Update	No
Open to Service Users and/or Volunteers	Yes

Addressed to those who are not computer-literate

- Computer
- Monitor
- Keyboard
- Mouse
- Laptop
- Desktop
- Folders
- Saving a document
- Internet



Excel (Microsoft Office) - Foundation

Target Staff	Open to all staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required staff may want to or need to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- What is excel?
- Basic parts of a spreadsheet
- Creating and saving workbooks
- Navigating in worksheets
- How to enter data in a worksheet
- How to cut, copy and paste
- Formatting numbers
- Formatting cells
- How to sort and filter data
- Basic formulas
- How to print a spreadsheet

Excel (Microsoft Office) - Intermediate

Target Staff	Open to all staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required staff may want to or need to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Customising and view options
- Special formatting
- Formulae and functions
- The excel function categories
- Use databases
- Advanced use of filters
- Pivot tables

Introduction to E.C.C.O. (Evidence Client Centred Outcomes)

Target Staff	Staff working in services that use ECCO
Explanatory Notes	Recommended for staff needing a refresher on ECCO
Update	Although no update is required, staff may want/need to refresh their knowledge since the course structure is subject to updates in the system
Open to Service Users and/or Volunteers	No

- Introduction to ECCO
- Navigating ECCO and inputting data
- Completing Risk and Needs Assessments
- Reviews and Service User Questionnaires
- Using the system offline
- Recording individualised support plans
- Zendesk online help desk
- Implementing ECCO in your service



Outlook (Microsoft Office)

Target Staff	Open to all staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Overview of Microsoft Outlook
- The navigation pane
- Opening emails
- Replying, forwarding and deleting emails
- Printing emails
- Composing emails
- Entering e-mail addresses and sending emails
- Adding attachments
- Arranging meetings
- Folders
- Automatic replies (out of office)
- Creating, assigning and deleting tasks
- Calendar - creating appointments, setting reminders
- Contacts
- Notes

Word (Microsoft Office) - Foundation

Target Staff	Open to all staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- The ribbon and backstage view
- Creating and opening documents
- Formatting text
- Creating, opening and saving documents
- Modifying page layout
- Printing
- Line and paragraph spacing
- Bulleted and numbered lists
- Multi-level list
- Adding breaks
- Working with columns

Word (Microsoft Office) - Intermediate

Target Staff	Open to all staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Useful tips
- Inserting, editing and deleting text boxes, shapes, clip art and web pages
- Working with tables in Word
- Advanced formatting
- Creating a mail merge

All e-learning courses run monthly, from the beginning to the end of every month. They must be completed within the dates given on the calendar, otherwise staff members will need to re-apply for another date. Please check carefully the exact dates. The e-learning cohorts have been extended from two weeks to a month this year, meaning that no extra time will be given under any circumstances. All incomplete courses will be removed from learners' accounts after the end date.

If you do not complete the course within the allocated time your service will incur a non-completion fee.

Ideally, this training should be completed in work time in agreement with your manager. If you do not have a computer with internet access at your service you will need to make arrangements with your manager.

Autism Awareness

Target Staff	For experienced staff who work in an autism or learning disability specific service
Explanatory Notes	Recommended
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- What is autism?
- Areas of development affected by autism
- Autism statistics
- Types of autism
- Triad of impairments
- Common characteristics of autism
- Communication
- Autism and mental health conditions
- Autism and associated conditions
- Challenging behaviour

Diabetes Awareness

Target Staff	All experienced care Staff
Explanatory Notes	Recommended for staff supporting service users with diabetes
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- About diabetes
- Causes of diabetes
- Symptoms of diabetes
- Types of diabetes
- Nutrition and exercise
- Monitoring and managing diabetes

Electrical Safety

Target Staff	All staff
Explanatory Notes	This can only be used as a refresher course
Update	As required
Open to Service Users and/or Volunteers	Yes

- Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations Act 1992
- The Provision and Use of Work Equipment Regulations 1992
- The Electricity at Work Regulations 1989
- Electrical safety responsibilities
- Checking plug tops, socket outlets and cables and flexes
- Electrical hazards
- Electrical overloads
- Fuses
- Fuse amp sizes
- Matching electrical equipment and amp size
- Extension lead safety
- Distribution board
- Residual current device
- Building Regulations 2000, Part P – Electrical Safety
- Types of smoke and fire alarms
- Emergency lighting
- Resetting a residual current device

Epilepsy Awareness

Target Staff	All experienced care Staff
Explanatory Notes	Recommended for staff supporting service users with epilepsy
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- About epilepsy
- Types of epilepsy
- Causes of epilepsy
- Diagnosis and treatment
- Responding to a seizure
- Living with epilepsy

Fraud prevention & Client Finance

Target Staff	All care staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Understand responsibilities in relation to managing client finances
- Understand the company policies relating to client finances
- Accurately complete a range of finance records
- Be aware of the systems which prevent fraud occurring.
- Be able to recognise and report financial irregularities
- Identify problems which occur in managing client finances.
- Identify and correct common errors which occur in managing client finances

Fire Safety Awareness

Target Staff	All staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- The science of fire
- What causes fire?
- How to stop a fire
- Sources of ignition, fuel and oxygen
- Legislation
- Fire risk assessment
- Fire safety preparations: emergency procedure, means of escape, personal emergency evacuation plans, fire drills
- Which fire extinguisher to use on different types of fire
- Types of fire signs and their purpose
- Fire checks
- What to do if you discover a fire
- Fire drills

Health & Safety Awareness

Target Staff	New Staff
Explanatory Notes	Suitable for new staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Understand their own responsibilities, and the responsibilities of others, relating to health and safety in the workplace
- Understand Risk Assessment
- Move and assist safely
- Understand procedures for responding to accidents and sudden illness
- Understand medication and healthcare tasks
- Handle hazardous substances
- Promote fire safety
- Work securely
- Manage stress

Infection Control

Target Staff	New Staff
Explanatory Notes	Suitable for new staff
Update	Although no update is required, staff may wish to refresh their knowledge every 3 years
Open to Service Users and/or Volunteers	Yes

- The roles and responsibilities of staff
- Legislation and policies guide our approach
- The systems of prevention and control
- The impact of infections
- Risk assessment in relation to infection control
- The use of Personal Protective Equipment (P.P.E.)
- The role good personal hygiene plays

Data Protection & Information Governance

Target Staff	All staff
Explanatory Notes	Mandatory training
Update	As required
Open to Service Users and/or Volunteers	No

- Confidentiality
- Caldicott Principles
- Data Protection Principles
- Freedom of Information
- Subject Access Requests
- Personal Data
- Information Security
- Good Record Keeping Principles
- Data Protection Act and GDPR

Living Well with Dementia

Target Staff	All experienced staff
Explanatory Notes	For staff who work with people with dementia
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- National strategy for dementia support: 'Living Well with Dementia'
- The aims of the strategy
- Common core principles for supporting people with dementia
- Definition of dementia
- Dementia statistics
- Memory assessment services
- Individual strategy
- VIPS – value, individual, perspective, social environment
- How to put in place a strategy for each area
- Key messages
- Traffic light system
- Risk management – environment, service user and support worker
- Elements of cognitive decline
- Medical model – treatments and support
- Social model – treatments and support
- Managing challenging behaviour

Moving & Handling

Target Staff	All experienced staff
Explanatory Notes	This can only be used as a refresher course
Update	Every two years
Open to Service Users and/or Volunteers	Yes

This e-learning course can be used as refresher following completion of the classroom based course. After which refresher training for the above course should be alternated between e-learning and classroom based training i.e. initial course – classroom, 1st refresher - e-learning, 2nd refresher – classroom, 3rd refresher – e-learning etc.

- What is manual handling?
- Manual handling facts and figures
- Legislation: Health and Safety at Work Act, Manual Handling Operations Regulations, Provision and Use of Work Equipment Regulations, Lifting Operations and Lifting Equipment Regulations
- Risk assessment: what it is and what it needs to identify, what to consider
- Definition of a hazard and a risk
- Causes of back pain, the function of the spine and risk of injury
- What to consider when preparing to lift: load, individual, task, equipment, environment
- Principles of safe handling
- Demonstration of incorrect and correct manual handling technique
- Demonstration of incorrect and correct turning technique
- Assistance
- Handling while seated
- Controversial techniques: drag lift, orthodox lift, through arm lift, bear hug/pivot transfer, Australian lift, poles and canvas lift
- Transporting or supporting a load by hand or bodily force
- Importance of using safe handling practices
- What is a hoist and the reasons for using a hoist
- What to consider before, during and after using a hoist
- Demonstration of correct and incorrect hoist technique
- Lifting and lowering limits

Moving & Handling for Non-Care Staff

Target Staff	All non-care staff
Explanatory Notes	This can only be used as a refresher course
Update	Every two years
Open to Service Users and/or Volunteers	Yes

This e-learning course can be used as refresher following completion of the classroom based course. After which refresher training for the above course should be alternated between e-learning and classroom based training i.e. initial course – classroom, 1st refresher - e-learning, 2nd refresher – classroom, 3rd refresher – e-learning etc.

- What is manual handling?
- Legislation, policies and procedures
- Health and Safety At Work Act
- Manual Handling Operations Legislation
- The Management of Health and Safety at Work Regulations
- The Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR)
- The Lifting Operations and Lifting Equipment Regulations
- The Provision and Use of Work Equipment Regulations
- Creative Support policies
- Manual handling injuries
- Injury statistics
- The spine - structure and function
- Main causes of injury
- Risk factors
- Preventing accidents
- Posture
- Ergonomics
- Handling whilst seated
- Lifting and lowering limits
- Risk assessment
- Moving objects - principles
- Moving objects - team lifts

Mental Capacity Act and DoLS

Target Staff	All experienced staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- What is capacity?
- Capacity test
- Mental Capacity Act principles: assume capacity, support, unwise decision, best interests, least restrictive
- What areas it covers: healthcare, money and finances, wandering vs. freedom, sexuality and relationships, medication and personal care
- What the mental capacity act doesn't cover
- Legal matters
- Deprivation of liberty safeguards (DoLS)
- Examples of DoLS
- DoLS authorisations
- Sources of information

Recruiting & Engaging Volunteers - REV

Target Staff	Anyone interested in volunteering
Explanatory Notes	n/a
Update	No update is required
Open to Service Users and/or Volunteers	No

- Benefits of volunteering for our service users, our volunteers and Creative Support as an organisation
- To understand Creative Support's commitment to volunteers and what this means in practice
- To be able to identify meaningful volunteering opportunities within services and develop appropriate role descriptions
- To know how to support our volunteers by providing an induction, regular supervision, training and personal development opportunities
- To know what volunteers can and can't do as part of their role
- To gain an understanding of how to positively and proactively manage difficult situations relating to volunteers
- To develop strategies to recognise and celebrate the contributions of our volunteers

Safeguarding People at Risk

Target Staff	All experienced staff
Explanatory Notes	This can only be used as a refresher course
Update	Annual Refresher
Open to Service Users and/or Volunteers	No

- Understand the changes in safeguarding in relation to the Care Act 2014
- Safeguarding in relation to the Human Rights Act 1998
- The values needed to be an effective support worker
- Whistleblowing
- Know how to recognise signs of abuse
- Organisations responsible for safeguarding people at risk
- Know how to respond to suspected or alleged abuse
- The importance of child protection
- Understand ways to reduce the likelihood of abuse
- Know how to recognise and report unsafe practices
- Staff support through safeguarding incidents
- Understand deprivation of liberty safeguards (DOLS)
- Understand the meaning of mental capacity in relation to how care is provided

Understanding Learning Disabilities

Target Staff	All experienced staff
Explanatory Notes	For staff supporting people with learning disability
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Definition of learning disability
- Causes of learning disabilities
- The social and medical model
- Characteristics of the different models
- Benefits and limits of the different models
- Working with the models
- Legislation: Human Rights Act, Equality Act, Valuing People White Paper, National Health Service and Community Care Act, Mental Capacity Act
- History of learning disability services
- Key changes in learning disability services
- Social inclusion
- Advocacy: case, peer, self, paid independent and citizen
- Positive and negative impact of labels
- Communication: verbal and non-verbal

Understanding Mental Health

Target Staff	All experienced staff
Explanatory Notes	For staff supporting people with mental health needs
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- What is mental health?
- Factors that impact mental wellbeing
- 12 points of wellness
- Mental health myths
- Stereotypes: social exclusion, bad press, assumptions, labelling and discrimination
- Impact: psychological impacts, practical and financial, the impact of using services, social exclusion, positive impacts
- Classification systems: DSM and ICD
- Disorder groups: mood disorders, personality disorders, anxiety disorders, eating disorders, cognitive disorders, substance related disorders, psychotic disorders
- Classification of disorders
- Symptoms of different conditions
- Strengths and limitations of classification systems and alternative frameworks
- Legislation: Mental Health Act, Mental Capacity Act, National Health Service and Community Care Act
- Early intervention
- Treatments and management of condition
- Types of medication
- Therapies
- Wellness Recovery Action Plan (WRAP)
- Recovery star
- Helping people to manage symptoms
- The role of the support worker

Being on a Recruitment Panel at Creative Support

- Recruitment process
- Job adverts
- Job descriptions
- Qualities of a support worker
- Confidentiality
- Equal opportunities
- Shortlisting
- Group interviews
- Scoring sheet
- Points to consider
- Individual interviews
- Employment checks
- Payment

Confidence, Assertiveness & Resilience

A one day introductory group coaching course to develop the foundations of confidence and fulfilment in your life and workplace.

This course is for people who are looking to build their confidence, assertiveness and resilience skills.

- Assertive behaviour
- The past influences the future!
- Barriers to being assertive
- Practicing the skills and techniques
- Listening/communicating

Keeping Safe

- Who is a vulnerable adult?
- Physical abuse & Signs of physical abuse
- Sexual abuse & Signs of sexual abuse
- Financial abuse & Signs of financial abuse
- Emotional abuse & Signs of emotional abuse
- Neglect & Signs of neglect
- Discriminatory abuse & Signs of discriminatory abuse
- Who can abuse?
- Why do we abuse others?
- What you should do if you or someone you know is being abused?
- How do I keep myself safe?

Managing your Own Budget

- Looking at basic budgeting advice
- Going through a budget planner
- Common problems you may have with finances
- How to resolve financial problems

Meet and Greet

- Gain an understanding of the Meet & Greet Volunteer role at Head Office or Creative Together and what is expected of you
- Develop your customer service skills to communicate with customers and handle their enquiries effectively

Client Finance

Target Staff	All staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

Please note the processes regarding financial records in Tameside is different and therefore this training will not be entirely applicable

- Causes of fraud
- Reporting financial abuse
- Appointeeships and informal arrangement
- Finance files – evidence support
- Completing safe contents books
- Completing safe checks
- How to complete standard money books
- How to complete folios
- Evidencing transactions
- Joint funds - differences with standard money books
- Petty cash - differences with standard money books
- Banking money book - rent and social enterprises
- Page total checks
- Check the errors - using skills learnt to identify errors

Welfare Rights and Benefits

Target Staff	All staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

- Welfare reform and its impact on Creative Support and service users
- The different types of benefits
- Eligibility criteria
- Where to claim benefits from

Hoarding

Target Staff	All staff
Explanatory Notes	Recommended for appropriate services
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Be aware of myths around hoarding
- Know the history of hoarding
- Recognise signs of hoarding
- Understand why a person may hoard
- Understand Health and Safety and the legislation around this
- Be aware of practical interventions - dos and don'ts.

Personal Safety and Lone Working

Target Staff	All staff
Explanatory Notes	Recommended for appropriate services
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Confident lone working
- Legal status
- Formal risk assessment
- Dynamic risk assessment
- Potential personal risk
- Action planning to reduce/eliminate risk
- Policy

Health Action Planning

Target Staff	All staff
Explanatory Notes	Required for all learning disability staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Definition of health and wellbeing
- Identifying health issues
- Multi-dimensional approach: social, occupational, spiritual, physical, intellectual and emotional
- Exploring health issues: 5 a day, diabetes, stroke and heart attack, alcohol, smoking, exercise and omega fatty acids
- Barriers to a healthy lifestyle
- Developing motivation
- Examining individual issues and support approaches
- Draw up a plan to develop a healthier lifestyle
- Positive reinforcement

Environmental Risk Assessment

Target Staff	Line Managers
Explanatory Notes	For Senior Support Workers and above
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- The importance of risk assessment
- The concept of risk assessment
- Legal implications of risk assessment
- What is meant by risk assessment?
- Definition of hazard and harm
- Who needs to undertake assessment?
- How detailed does the assessment need to be?
- How far must the risk of injury be reduced?
- When should a risk assessment be reviewed?
- Understand the steps involved in a risk assessment
- Looking for hazards
- Decide who might be harmed
- Record the existing controls
- Evaluate the risk and consider if further controls are needed
- Priority for action
- Risk assessment exercise

Self-harm

Target Staff	All staff
Explanatory Notes	Recommended for appropriate services
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes

- Awareness of features of self harm
- Support and understanding for people who self harm

Hearing Voices Workshop

Target Staff	Staff who work in mental health services
Explanatory Notes	For North West services only
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	Yes
Training Provider	Hearing Voices Network

- History of Hearing Voices Network
- Building constructs of the voices
- Deconstructing voices
- How voices can be experienced in different ways
- Voice profiling
- Focusing techniques
- Thought stopping
- Short term coping strategies
- Experiences of hearing voices and recovery



Confidence, Assertiveness & Resilience

Target Staff	All staff
Explanatory Notes	Recommended for all staff
Update	Although no update is required, staff may wish to refresh their knowledge
Open to Service Users and/or Volunteers	No

A one day introductory group coaching course to develop the foundations of confidence and fulfilment in your life and workplace.

This course is for people who are looking to build their confidence, assertiveness and resilience skills.

- Assertive behaviour
- The past influences the future!
- Barriers to being assertive
- Practicing the skills and techniques
- Listening/communicating



INVESTORS
IN PEOPLE | Silver
Until 2020

Contact Us

Creative Support

Mansion House
167, Wellington Road South
Stockport
SK1 3UA

Phone 0161 238 7664

Fax 0161 228 0560

training@creativesupport.co.uk

<http://www.creativesupport.co.uk/creative-academy/>



Aspirational | Compassionate | Hardworking | Inclusive | Effective | Valued Based | Empowering

