



Course Information Guide

Purpose:

This document is a supporting guide to the training courses that Creative Academy currently deliver. It includes courses and learning outcomes only.

The PDF of this can be found here:

<https://www.creativeacademy.org.uk/course-information-guide/>

Further information can be found here:

www.creativeacademy.org.uk

To log in to your Learning Pool account, click here:

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Induction and Essential Skills

Care Certificate

The Care Certificate was developed jointly by Skills for Care, Health Education England and Skills for Health.

The standards:

- Understand your role
- Your personal development
- Duty of care
- Equality and diversity
- Work in a person centered way
- Communication
- Privacy and dignity
- Fluids and nutrition
- Awareness of mental health, dementia and learning disabilities
- Safeguarding adults
- Safeguarding children
- Basic life support
- Health and safety
- Handling information
- Infection prevention and control

Please see:

Health Education England www.hee.nhs.uk

Skills for Care www.skillsforcare.org.uk

Skills for Health www.skillsforhealth.org.uk

An introduction to ECCO

- To understand the basics of how to use ECCO
- Logging in and how to request permissions
- Identifying the local ECCO administrator
- Understanding your service profile
- Searching for records
- Recording support entries accurately
- Good caseload management
- Deletions and closing accounts
- Using the calendar function
- Overview of reports and searching through the history
- Good practice and quality of support entries
- Outcome monitoring
- Using the guidance indicators
- Needs assessment recording, dates and adding sub actions
- Risk assessment recording
- Service specific training on bespoke forms
- Dashboard and completing allocated tasks
- The role of the central Online Systems Team
- Non-contact reporting
- How to raise issues and submit request for changes
- User guides and how to access these
- Accessing the ZenDesk and who to contact and when for support

Anti-Racism

- Be able to outline examples of what racism might look like in your service and staff team
- Be a better ally and be able to have healthy conversations about race
- Understand what white privilege is and what this looks like
- Have enhanced awareness of what culturally and racially specific issues staff of colour might experience in the workplace
- Be able to embrace acceptable language around race and ethnicity
- Be better informed of ways to help establish an anti-racist culture
- Have improved knowledge of the processes to report racism in the workplace and share details of the EDI Network and its purpose

Care Values Professionalism and Approach

- Describe person-centred values and how you can promote them in the service.
- Discuss the importance of working in a person-centred way
- Identify ways you can promote dignity in care
- Effectively promote an open culture to communicate and safeguard service users in health and social care settings
- Be aware of the reporting and escalation systems
- Understand the impact of institutionalisation, trauma, disrupted attachments, adverse life experiences, social model of disability and protective factors

Code of Conduct & Professional Boundaries

- Knowledge of - Creative Supports Code of Conduct and Professional Boundaries Corporate Policy
- Awareness of Skills for Care/Skills for Health - Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England

Confidence, Assertiveness, Resilience (CAR)

- Identify assertiveness skills
- State how to practice these skills in a safe environment
- Explain how to boost your confidence
- Recognise how to share your skills to benefit others
- Determine how to develop your resilience

Creative Academy Induction

- The history of Creative Support
- Our philosophy and aims
- Code of conduct of social care workers
- The Care Certificate
- Ongoing staff development and how this is achieved
- The role of the health and social care support worker
- Your duty of care
- How to work in a person-centred way
- Boundaries
- Dignity in care
- Whistle-blowing/code red
- Information handling
- Computer systems you need to know about
- Employee benefits

Creative Support WE CARE Induction

Day 1

- Describe the philosophy and aims of creative support and how this relates to your duty of care.
- Demonstrate an understanding of professional boundaries.
- Describe the procedures involved in whistleblowing and Code Red.
- Practice person-centred care while promoting dignity and privacy.
- Apply confidential principles in documentation and record keeping.
- Recognise good practices in record keeping.

Day 2

- Describe the cultural and organisational values of Creative Support
- Demonstrate the importance of active listening skills in care
- Discuss the meaning and importance of Unconditional Positive Regard
- Examine the relevance of self-actualisation within the care setting
- Explain the purposes of reflection within care settings
- State the importance of emotional intelligence (E.Q.)

Coordinating Shifts Effectively

- Recognise roles and responsibilities of the shift leader
- Explain how to manage tasks in the service for the duration of the shift, including good time management and use of the diary
- Outline the key aspects of shift coordination
- Determine what to consider when allocating tasks and coordinating the team
- Explain the importance of documentation compliance and the purpose of records
- Describe how to provide a comprehensive handover

Data Protection and Information Governance

- Understanding of confidentiality and data protection
- Awareness of the process on freedom of information
- Understanding of the General Data Protection Regulation
- Awareness of the 'Caldicott Principles' for sharing information
- The ability to record and store information safely
- Understanding of good practice for electronic records

Dignity in Care

- Define what dignity means to them
- Describe what delivering services with dignity might mean
- Challenge behaviours and practices that do not ensure dignity
- Demonstrate in their own practice an understanding of dignity

Effective Key Working, Daily Care Notes & Support Planning

- Understand regulations concerning writing/recording
- Understand roles and responsibilities
- Understand Duty of Care.
- Be aware and name types of records kept
- Understand functions of reports/records
- Understand the effects off good/poor records
- Be able to carry out principles of writing accurate records/reports

Electrical Safety (e-learning)

- Discuss the importance of the Health and Safety at Work Act 1974
- Explain the Management of Health and Safety at Work Regulations Act 1992
- Review the Provision and Use of Work Equipment Regulations 1992
- Outline the Electricity at Work Regulations 1989
- Revise electrical safety responsibilities

This includes:

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

Emotional Intelligence

- 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

Equality, Diversity and Human Rights

- Understanding of the principles of Equality, Diversity and Human Rights
- Awareness of relevant legislation, organisational policies and processes
- Promote a proactive inclusive approach to equality, diversity and human rights
- Understanding the benefits of an effective approach to equality, diversity and human rights
- Understanding the importance of valuing people as individuals and treating everyone with dignity, courtesy and respect
- Know what to do if there are concerns about equality and diversity practices

Fire Safety Awareness

- Examine the science of fire
- Outline relevant legislation
- Develop awareness of the fire risk assessment
- Outline fire safety preparations: emergency procedure, means of escape, personal emergency evacuation plans, and fire drills
- Associate which fire extinguisher to use on different types of fire
- Identify fire checks at the service
- Describe what to do if you discover a fire
- Recognise procedures for a fire drill

First Aid and Basic Life Support (Classroom)

- Understand the role and responsibilities of a first aider
- Demonstrate how to perform cardio-pulmonary resuscitation
- Practice how to use and how to apply an AED
- Recognise how to manage a head injury
- Apply new skills to place someone in the recovery position
- Demonstrate how to manage a choking person
- Understand how to manage a person suffering a seizure
- Demonstrate to treat bleeds/wounds and apply a bandage
- Know how to treat burns and scalds
- Recognise how to treat a person with a splinter
- Understand how to treat a casualty for the potential of shock

First Aid and Basic Life Support Online

- Develop knowledge about the role and responsibilities of a first aider
- Observe how to perform cardio-pulmonary resuscitation and how to use an AED
- Recognise the signs of and how to manage a head injury
- Observe how and when to place someone in the recovery position
- Observe how to manage a choking person
- Learn how to manage a person having a seizure
- Observe how to treat bleeds/wounds and apply a bandage
- Learn how to treat burns and scalds
- Develop knowledge of how to treat a person with a splinter
- Learn how to treat a casualty for the potential of shock

Food Safety

- Describe how individuals can take personal responsibility for food safety
- Clarify the importance of keeping him/herself clean and hygienic
- Determine the importance of keeping the work areas clean and hygienic
- State the importance of keeping food safe

Food Safety Level 2 CPD

- Describe how individuals can take personal responsibility for food safety
- Food safety procedures/ Risk assessment/ Handling and behaviour/ Reporting hazards/ Legal responsibilities of all parties
- Clarify the importance of keeping him/herself clean and hygienic
- Personal hygiene practices/ P.P.E./ Hand washing/ Illnesses/ It's role in reducing risk of contamination
- Determine the importance of keeping the work areas clean and hygienic
- Cleaning and disinfecting of areas and equipment/ Safe use and storage of chemicals and materials/ Waste disposal/ How work flow, surfaces and equipment can reduce risks/ Pest control
- State the importance of keeping food safe
- Risks to food safety/ Cross-contamination/ Spoilage (recognition, reporting and disposal)/ Handling practices and temperature controls (preparing, cooking, chilling, reheating, holding, serving and transporting of food)



Fraud Prevention and Client Finance

- Understand what is meant by fraud and financial abuse
- Identify the signs of fraud and financial abuse
- Understand the company policies relating to client finances
- Understand responsibilities in relation to managing client finances
- Accurately complete a range of finance records
- Locate and correct common errors which occur in managing client finances

Health & Safety Awareness (e-learning)

- Understand their own responsibilities, and the responsibilities of others, relating to Health and safety in the workplace
- Understand procedures for responding to accidents and other emergencies
- Understand medication and healthcare tasks
- Understand risk assessment
- Work securely and lone working
- Handle hazardous substances
- Move and assist safely
- Promote fire safety
- Work securely
- Manage stress

Health Action Planning (e-learning)

- Outline how can we support people with their action plan
- Define what you should do as a facilitator
- Outline how the health action plan contributes to Creative Support's integrated support plan
- Define how this relates to positive risk taking
- Understand the Provider Assessment and Market Management Solution (PAMMS) and how it works with the health action plan

Infection Control (Classroom & Webinar)

- Identify the Personal Protective Equipment (PPE) needed in work
- Be able to demonstrate appropriate donning and doffing
- Effective hand washing
- Effective cleaning of an environment
- Define the risks from different pathogens
- Recognise how infections spread
- Identify the legislation and policies to follow in work
- Know your role and responsibilities
- Apply your knowledge and find solutions
-

Legionella Awareness

- Outline what legionella is and how it can be harmful
- Identify how legionnaire's disease can be caught
- Describe how to maintain healthy water systems in service
- State how to prevent the spread of legionella
- Define the process of risk assessment for legionella

LGBTQ+ Awareness (e-learning)

- Identify what LGBTQ+ means and the history of the LGBTQ+ movement
- Identify the benefits of having an inclusive workforce
- Consider issues for LGBTQ+ staff
- Learn about challenging inappropriate language
- The history of LGBTQ+ rights
- The impact of bullying and misinformation
- Managing prejudice
- Stigma and stereotyping
- Equality law
- Homophobia and transphobia
- Sexuality, gender and gender dysphoria
- Equality Act 2010
- Gender Recognition Act 2004

Lone Working and Personal Safety

- Feel more confident about your own safety when lone working
- Have an understanding of what is involved in formal risk assessment
- Have an understanding of what is involved in dynamic risk assessment
- Have identified potential personal risk
- Have made an action plan to reduce/eliminate risk.

Medication Administration

- 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



Medication Administration Online

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- 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
- 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

Mental Capacity Act (MCA) and Deprivation of Liberty Safeguards (DoLS)

- Develop awareness and knowledge of the 5 key principles of MCA
- Define capacity
- Define 'best interests'
- Awareness of 'closed cultures'
- Outline DoLS including restraints, restrictions, & limitations
- State the key points of DoLS
- Be able to apply the above to practice

Moving & Positioning (Care staff)

- Develop awareness of the key legislation
- Evaluate how to assess risk and formal risk assessments
- Maximise your own back care and health
- Explain principles and techniques of safe moving and handling
- Demonstrate use of different assistive equipment
- Outline how to prevent and manage falls

Open and Closed Cultures

- Training offered by the Quality Team

Person Centred Moving & Positioning

- Bespoke training delivered in services. Learning outcomes devised according to service users moving and handling plans and techniques demonstrated

Practical Assessment of Medication Administration (PAMA)

- Understand roles and responsibilities in the use of medication in social care settings
- Prepare for the administration of medication and identify the techniques for effective administration
- Discuss the controlled medications relevant to your service
- Explain how to undertake a risk assessment on controlled medication
- Be able to record and report on use of medication
- How to respond to medication errors

Safeguarding People at Risk

- Understand the changes in Safeguarding in relation to the Care Act 2014
- Safeguarding in relation to the Human Rights Act 1998
- Why are there new categories of abuse?
- Why are people vulnerable to abuse?
- The values needed to be an affective support worker
- Duty of candour Whistleblowing
- Know how to recognise signs of abuse
- Organisations responsible for safeguarding people at risk
- Know how to respond to suspected or alleged abuse
- Understand the national and local context of Safeguarding and protection from 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 incident

Staying Safe and Healthy in the Office Environment (S.S.H.O.E.)

- Develop awareness of the key legislation
- Maximise your own back care and health - The spine
- Prepare for office based working
- Outline awareness of the policy
- Analyse the importance of ergonomics
- Consider how to protect yourself
- Apply exercises at your desk
- Evaluate how to assess risk and formal risk assessments (formal and not)
- Ascertain how to move objects safely

Person Centred Practice & Specialised Skills

Acquired Brain Injury

- Define Acquired Brain Injury
- Identify areas of the brain affected by brain injury
- Consider effects of ABI on the brain
- Consider effects of ABI on the person
- Identify support needed following ABI and potential barriers
- Recognise professionals involved (and their role)

Angelman Syndrome

- Understand the characteristics of Angelman syndrome and how it impacts individuals
- Identify potential day-to-day support issues and solutions for care staff
- Learn strategies to support the social needs of someone with Angelman syndrome

Awareness and Care of Service Users with Lymphoedema

- Demonstrate an awareness of lymphoedema including causes and risk factors.
- Identify and describe the causes of lymphoedema.
- Recognise the signs and symptoms of lymphoedema.
- Manage and provide care for service users with lymphoedema.

Cerebral Palsy

- Awareness of cerebral palsy and its impact on individuals
- Understanding of theory and knowledge around cerebral palsy
- A better understanding of how to support people with cerebral palsy
- Aids to help support people with Cerebral Palsy

Dementia Awareness

- Learning outcomes from the Alzheimer Society

Dyspraxia Awareness

- Insight and knowledge of Dyspraxia
- How Dyspraxia co-exists with other conditions
- How to better support a service user with Dyspraxia

End of Life and Expected Death

- Introduction to End of Life care and corporate policy
- Identifying staff skills and competencies
- Knowledge of advanced planning and End of Life care
- Coordinating and multi-agency working
- Procedure following an expected death
- Helpful resources

Emergency Administration of Auto Injectors for Anaphylactic Shock

- Have an awareness of anaphylaxis
- Be aware of the causes of anaphylaxis
- Be aware of the signs and symptoms of anaphylaxis
- Be aware of differing auto-injector pens (AAI)
- Be aware of how and when to use an auto-injector pen
- Be aware of what to do after administering the auto-injector pen

Emergency Evacuation

- How to support a service user to exit a building safely using an: Evacuation chair
- AlbacMat
- Evac Pad
- Evac Sheet
- How to safely navigate the environment
- Environmental considerations
- The importance of having a plan in place
- What to do after an evacuation
- How evacuation drills need to be conducted

Genetic Disorders and Conditions

- Have an Awareness of Klinefelter syndrome
- Have some knowledge around 1p36 deletion syndrome
- Be able to recognise the effects of Foetal Alcohol Spectrum Disorder
- Be able to support someone with the above in a person centred way

Good Communication

- Identify what we mean by good communication
- Understand how better communication skills helps us

Halal Food Awareness

- Identify the difference between Halal and Haram
- Demonstrate an awareness of food preparation, storing and cooking halal products
- Describe the process of Zabiha

Harassment in the Workplace

- Identify what it is
- Identify the effect on victims
- Identify and discuss why it shouldn't be ignored
- Recognise other types of unacceptable workplace behaviour
- Understand how Creative Support protects its employees, prior to and during employment
- Understand and recognise how to report issues
- Understand what support is available

Makaton Workforce

- Introduction to Makaton
- Awareness of basic Makaton signs and symbols for immediate needs

Neurodiversity in the workplace

- Establish and understand the positive traits of neurodiverse colleagues within the workplace;
- Raise awareness of how autism, attention deficit hyperactivity disorder (ADHD), dyslexia and dyspraxia can affect individuals;
- Establish and improve understanding of neurodiversity and its role in the workplace

Person Centred Care & Approaches

- Understand person-centred values
- Understand the importance of working in a person-centred way
- Outline ways of promoting dignity in care
- Outline ways of identifying environmental discomfort and distress and make changes to address these factors
- Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals
- Define ways of supporting individuals to minimise pain or discomfort
- Outline ways of supporting individuals to maintain their identity and self-esteem

Person Centre Practice - Working with Older People

- Be able to implement the principles of good practice
- Understand own duty of care
- Know how to promote independence and wellbeing
- Understand local assets and needs assessment
- Be able to encourage participation

Personal Safety & Lone Working

- Feel more confident about your own safety when lone working
- Have an understanding of what is involved in formal risk assessment
- Have an understanding of what is involved in dynamic risk assessment
- Have identified potential personal risk
- Have made an action plan to reduce/eliminate risk

Complex Care Team Courses

Positive Behaviour Support: Approaches to Challenging Behaviour

Positive Response Restrictive Intervention - Day 1

Positive Response Restrictive Intervention - Day 2

Positive Response Restrictive Intervention - Day 3

Positive Response Restrictive Intervention – Foundation

Positive Response Restrictive Intervention - Refresher

Sensory Impairment

- Causes of sensory impairment
- How to recognise sensory impairment
- How to maximise communication and access
- Deaf blindness/Dual sensory loss
- Guiding awareness and safety
- Communication support services

Supporting Adults Living with Down Syndrome

- Understand how to support adults with Down syndrome
- Identify associated health issues
- Identify additional health checks
- Support individuals with housing and living arrangements
- Explain how to support individual needs as they get older

Supporting Disengaged Service Users

- Demonstrate an understanding of what can cause Service User disengagement
- Explain the signs and behaviours a disengaged Service User will present
- Examine the barriers that can lead to disengagement
- Outline the risks to the Service User
- Apply proactive strategies to increase Service User interaction

Supporting Disengaged Service Users

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Supporting People with Learning disabilities

- Be able to describe the nature and characteristics of learning disability
- To Identify the historical contexts of learning disability
- To be able to define the legislation and policies that support the human rights and inclusion of individuals with learning disabilities
- To be able to describe the health concerns and related conditions for with individuals with learning disabilities
- To recognise how views and attitudes impact on the lives of individuals with learning disabilities and their family carer
- Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families
- To Know about Stop Over Medicating People (STOMP) and be able to Identify Hate and Mate crime
- To be able to promote communication with individuals with learning disabilities
- Be aware of mental health concerns for individuals with learning disabilities
- To recognise the effect getting old has on individuals with learning disabilities

The Oliver McGowan Mandatory Training on Learning Disability and Autism (Tier 1)

- Section 1 - Introduction
- Section 2 - Understanding learning disability
- Section 3 - Understanding autism
- Section 4 - Communication
- Section 5 - Reasonable adjustments
- Section 6 - Summary
- Core Capabilities Framework for Supporting Autistic People
- Core Capabilities Framework for Supporting People with a Learning Disability

The Oliver McGowan Mandatory Training on Learning Disability and Autism (Tier 2)

- Understand why autism is described as an invisible condition
- Reflect on their own values and beliefs
- Recognise potential differences, strengths and challenges for autistic people
- Identify potential triggers for anxiety
- Identify reasonable adjustments and ways to adapt their practice
- Be familiar with legislation and resources for inclusive enabling service
- Acknowledge and understand our unconscious biases to avoid diagnostic overshadowing.
- Acknowledge and understand the learnings from the Learning from Lives and Deaths review (LeDeR), including co-morbidities.
- Stop the overmedication of people with a learning disability (STOMP) campaign
- Understand what reasonable adjustments are and how to make them: review the Equality Act 2010.
- Understand when to use and how to apply The Mental Capacity Act 2005.
- Understand when to use and how to apply do not attempt cardiovascular resuscitation (DNACPR) UK case law.
- Improve communication with a person with a learning disability (and their family).
- Recognise the important role hospital passports and annual health checks play in the care and support of people with a learning disability.

Clinical Skills

Administration of Insulin by Non Registered Practitioners to people with diabetes

- Identify different types of insulin
- State when different insulin will be used
- Explains the importance of timings of meals in relation to medication
- Recognise the importance of individual glucose targets
- Interpret and act on blood glucose levels
- Demonstrates knowledge of the safe disposal of sharps as per company policy
- Outline how to report incidents relating to insulin errors
- Outline the procedure to follow when administering insulin
- Demonstrate how to safely administer insulin
- Identify possible barrier to the use of insulin
- Identify possible side effects on insulin administration
- Explain what needs to be recorded and why
- Explain the limitations of role and who to seek advice from

Blood Glucose Monitoring

- Have an awareness of diabetes.
- Be aware of the 2 main types of diabetes.
- Be aware why blood glucose needs to be checked.
- Be aware of the Importance of hygiene.
- Be aware of different blood glucose monitors.
- Understand how to test blood glucose.
- Be aware of what to do with the result of the blood glucose test.

Buccal Midazolam Administration

- Explain what Midazolam is
- To administer Midazolam safely as a rescue medication
- Be aware of the complications and precautions you need to take

Care and Support for People with Asthma

- Understand how asthma affects individuals
- Understand how the environment affects asthma
- Know what to do when someone has an 'asthma attack'

Catheter Care

- Definitions and methods of catheterisation
- Differences between supra-pubic and urinary catheterisation
- Reason for catheterisation – common problems
- Equipment use
- Infection Prevention
- Sepsis

Diabetes Management

- Identify common causes of diabetes
- Identify the 2 main types of diabetes
- Understand the importance of positive management of diabetes & cultural issues.
- Demonstrate understanding of the importance of diet in diabetes
- Explain common treatments for diabetes
- Be aware of what to do when a person with diabetes becomes unwell.
- Be aware of additional health issues
- Understand emergencies in diabetes

Dysphagia & Swallowing Support

- Gain an understanding of Dysphagia
- Understand the normal swallow
- Know what happens in a swallow assessment
- Recognise and be able to use the IDDSI framework
- Know how to thicken fluids and how to recognise food textures
- Know safe feeding principles and strategies

Epilepsy management

- Define what epilepsy is
- Define the different categories of seizures.
- Explain stages of a convulsive tonic /clonic seizure
- Explain management of different seizures
- Identify treatments of epilepsy
- Understand how to use a Vagus Nerve Stimulator
- Understand the importance of risk management and SUDEP

Emergency Administration of Auto Injectors for Anaphylactic Shock

- Have an awareness of anaphylaxis.
- Be aware of the causes of anaphylaxis.
- Be aware of signs & symptoms of anaphylaxis.
- Be aware of differing auto-injector pens (AAI).
- Be aware of how and when to use an auto-injector pen.
- Be aware of what to do after administering the auto-injector pen.

Introduction to Diabetes (e-Learning)

- Have an awareness of diabetes
- Be aware of the 2 main types of diabetes
- Understand what causes diabetes
- Identify signs and symptoms of diabetes
- Have an understanding of commonly used terms in diabetes

Introduction to Epilepsy

- Define what epilepsy is
- Understand the myths and facts of epilepsy
- Discuss classifications of epilepsy
- Explain seizure types
- Understand seizure types
- Define Status Epilepticus

Introduction Percutaneous Endoscopic Gastrostomy (PEG) Care

- Describe the different types of feeding tubes
- Define how to care for individuals' personal hygiene
- Identify the possible complications
- Explain how to administer feeds and flushes safely
- Identify the implications of administering medication through a gastrostomy

Managing Incontinence, Constipation and Faecal Impaction

- Know the body's waste functions
- Understand the reasons of incontinence
- Know the ways of promoting continence
- Appreciate the problems/issues of incontinence for the service user
- Understand the various facilities and aid for continence care
- Understand the impact of faecal impaction
- Know how to monitor and document concerns as they arise
- Know how to promote maintenance of a healthy bladder and bowel
- Sepsis awareness

Nutrition & Hydration

- Describe what constitutes a healthy diet
- Outline the food groups in our diet
- Outline digestive problems and preventive measures
- Explain the uses of relevant medication
- Explain the importance of hydration
- Monitor and support systems
- Describe what it means to eat well with dementia

Oral Health Care - including Mucosa and Dentures

- Understand the importance of oral health and potential effects on general health, wellbeing and dignity
- Understand the impact of untreated dental pain or mouth infection on behaviour
- Know how and when to reassess oral health
- Know how to deliver daily mouth care
- Know how to and when to report any oral health concerns
- Understand the importance of denture markings and how to arrange these

Personal Care Needs

- Demonstrate appropriate donning and doffing of PPE.
- Differentiate between a person-centred and task centred approach to personal care.
- Identify methods used to encourage independence in personal care.
- Describe in practice, how you can work with the person while valuing their emotions and personal preferences.
- Recognise and promote the importance of dignity and privacy when assisting with personal care.

Pressure Area Care and Maintaining Healthy Skin

- Understanding what constitutes a pressure injury
- Your duty of care
- Knowledge of common causes of pressure injury
- Risk assessment tools
- Implications of pressure injuries
- Impact of pressure injuries on service users
- aSKINNG- NHS intuitive

Prevention & Management of Falls

- An awareness of risks and prevention strategies
- Understanding of processes for the effective assessment, and recognition of those at risk of falling
- Awareness of safety and wellbeing of the people we support and our employees
- Compliance with current legislation and reporting requirements

Stroke - Cerebrovascular Accident (CVA) and Transient Ischaemic Attack (TIA)

- Improve awareness of strokes
- Know how to recognise signs of a stroke
- Know how to act if an individual is having a stroke
- Demonstrate an awareness that stroke is a medical emergency
- Outline the risk factors involved in stroke and how to modify them

Supporting Clients with the Care of a Stoma

- Knowledge of what a stoma is
- Different types of stomas
- Hygiene management of a stoma
- Different products and equipment used in stoma care
- The physical, psychological and social effects of having a stoma

Mental Health

Affective Disorders: Trauma Informed Care

- Explain the different Affective Disorders, including:
- Anxiety, Bi-Polar, Depression, Panic attacks, OCD, Phobias, PTSD & S.A.D.
- Discuss different causes of these disorders including psychological and physical abuse
- Recognise the signs and symptoms of these disorders, including self-neglect
- Assess how to support an individual with affective disorders
- Consider the different treatment options available for people with affective disorders, including support from mental health teams and psychiatrists

Basic Principles of De-escalation

- To develop knowledge and understanding of all aspects of a situation requiring de escalation
- Issues of conflict
- What is anger
- How is anger different from aggression
- Signs and signals someone is agitated
- The aggressive incident model
- The emotional arousal cycle
- Changes in the heightened individual both physical and psychological
- Proactive approaches
- Principles of de escalation
- Debriefing

Eating Disorders: Trauma Informed Care

- Outline a number of eating disorders
- Have considered the complexity of ED.
- Explore and discuss the implication in practice for service users.

Hoarding Disorder: Trauma Informed Care

- Be aware of myths around hoarding
- Know the Do's and Don'ts
- Recognise signs of hoarding
- Understand why people hoard
- Understand Health and Safety Legislation
- Know about some practical interventions

Mental Health & Community Treatment Orders (CTO)

- Demonstrate an understanding of the Mental Health Act and Community Treatment Orders

Mental Health & Dual Diagnosis: Trauma Informed Care

- Define some mental health conditions
- Explore the meaning of the term “dual diagnosis”
- Understand the diagnoses of mental health & learning disability
- Explore the diagnosis of mental health and substance use
- Explain how to support service users with mental health issues and dual diagnosis
- Reflect on the impact of ageing people with LD who may be at risk of developing dementia

Mental Health First Aid (MHFA England)

This two day course trains you as a Mental Health First Aider, giving you:

- 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 - whether that's self-help resources, through their employer, the NHS, or a mix. For more information please visit: <https://mhfaengland.org/>

Mental Health Induction

Day 1:

Describe and discuss the following diagnoses:

- Affective disorders (including anxiety and bi-polar disorder)
- Schizophrenia and Psychosis
- Personality Disorder
- Dual Diagnosis

Day 2

- Explain how the recovery model can benefit the people you support
- State how you can use the recovery model in your service
- Discuss the types of treatments and therapies available and your role in this
- Summarise how relapse is common in recovery and how we can deal with this
- Describe the impact that trauma can have on an individual, and how it can affect their behaviour
- Assess how we can address trauma without retraumatising the individual
- Explain compassion fatigue and how we might be able to deal with this
- Evaluate how we can use PIE for the benefit of staff and service users

Day 3

- Describe the meaning and concept of Duty of Care and the agreed ways of working
- Demonstrate an understanding of the Mental Health Act and CTOs
- Examine the medication Clozapine and how to identify and manage side effects
- Discuss the arousal cycle and demonstrate understanding of the pro-active measures required for de-escalation
- Identify signs of disengagement, the risk factors involved and how to implement proactive strategies
- Identify areas of potential personal risk and the importance of the lone working risk assessment

Mental Health & the Recovery Approach

- Have an understanding of the medical and social models of mental health and illness
- Develop an understanding the recovery approach
- Develop an understanding of other ways to manage mental health
- Explore definitions of recovery
- Explore the importance of workplace support for mental health
- Be aware of some of the tools used in recovery planning

Monitoring the side effects of Clozapine

- What Clozapine is, why and when is it used
- The side effects and health dangers associated with use
- How is Clozapine use monitored and what role do you play in this
- The actions that you need to take in certain situations
- What can help with the side effects

Obsessive Compulsive Disorder (OCD)

- Be able to define OCD
- Show understanding of the difference between obsessions and compulsions
- Identify the criteria for diagnosis
- Understand how to support someone with OCD
-

Safe Removal of Ligatures

- Describe what is ligature
- Identify the different types of ligatures
- Develop awareness of ligature points or anchor points
- Identify who is most at risk
- Point out the ligature risk factors and how to reduce them
- State why are ligatures effective
- Explain what happens when ligatures are used
- Recognise signs that someone has used a ligature
- Outline what is the CQC guidance
- Determine proactive staff roles
- Establish what to do after an attempt
- Recognise which documentation to fill out

Schizophrenia & Psychosis - Trauma Informed Care

- Recognise signs of psychosis, including auditory and visual hallucinations
- Identify early interventions for a first episode of psychosis
- Identify the referral process for people with an acute episode of psychosis or schizophrenia
- State how to support individuals who are described as 'Treatment-Resistant' to schizophrenia
- Explain how to promote recovery and long term care
- Identify how to recognise and prevent physical health problems in people with psychosis
- Describe the alternative view to schizophrenia and psychosis
- Explain some of the different medications used to treat schizophrenia such as Clozaril, and their related side effects

Self-Harm and Suicide: Trauma Informed Care

- Increase knowledge and confidence when supporting people who self-harm and/or present as suicidal
- Reflect on experiences of supporting people who self-harm and/or present as suicidal
- Learn ways to respond to people who self-harm and/or present as suicidal
- What is dual diagnosis?
- Learn the causes and function of self-harm

Suicide Intervention

- Understand the ways that personal and societal attitudes affect views on suicide and interventions.
- Provide guidance and suicide first aid to a person at risk of suicide in ways that meet their individual safety needs.
- Identify the key elements of an effective suicide safety plan and the actions required to implement it.
- Appreciate the value of improving and integrating suicide prevention resources in the community at large.
- Recognise other important aspects of suicide prevention including life-promotion and self-care.

Supporting People with a Personality Disorder

- Demonstrate understanding of what a personality disorder is
- Understand the potential causes of personality disorder
- Have a greater understanding of the stigma associated with personality disorders
- Know how to support individuals with personality disorder in a positive way
- Discuss the various treatment options available for personality disorder

Trauma Informed Care

- Describe the impact that trauma can have on an individual, and how it can affect their behaviour
- Assess how we can address trauma without retraumatising the individual
- Explain compassion fatigue and how we might be able to deal with this

Understanding Mental Health (e-learning)

- Have an understanding of what mental health is
- Understand more about the contributing factors of mental ill health
- Explore the importance of workplace support for mental health
- Be aware of some of the tools used in recovery planning

Working with Substance Misuse

- Increase understanding of attitudes towards alcohol and substance use
- Recognise signs and symptoms of substance use
- Increase awareness of substance names and paraphernalia
- Be aware of classifications for substances
- Develop awareness of how to support people who are experiencing substance misuse
- Discuss actions to take in emergency situations

Training for Service Users

Confidence assertiveness & Resilience for service users

- Consider how you can improve your confidence
- Recognise differences between passive, aggressive and assertive
- Assess how assertive you are
- Consider reasons for not being assertive
- Assess your resilience
- Plan to improve your resilience using the '10 steps'

Emergency Response

- Demonstrate Cardio Pulmonary Resuscitation(CPR)
- Demonstrate how to apply and use an AED
- Discuss and demonstrate how to manage a choking person
- Demonstrate how to bandage an arm wound
- Discuss how to treat burns and scalds

Emotional Agility

- Understand assertive behaviour
- Understand how the past influences the future
- Consider why we are not assertive
- Consider situations where you would like to be more assertive and practise the skills and techniques
- Consider barriers to listening/communicating

Good communication

- What do we mean by good communication?
- How does having better communication skills help us?

Keeping Safe

- Feeling safe
- What is abuse
- Types of abuse
- What is safeguarding
- What to do if you don't feel safe

Keeping safe Online

- Keeping Safe
- Keeping safe while using Dating Sites
- Keeping Safe while Using Social Media
- Winning Money and Online Gambling
- Peer Pressure and Mate Crime
- Identity Theft
- Hate Crime
- PREVENT

Managing your own budget

- Setting realistic goals
- Identify your income and what you spend
- Separate needs and wants
- Design your budget
- Put your plan into action
- Look ahead

Office & Administrative Skills

Critical Thinking and Problem Solving

- Identify and diagnose the root of a problem as opposed to treating symptoms
- Use critical thinking to develop alternate solutions to problems and evaluate potential outcomes
- Choose and implement appropriate solutions and strategies to solve problems
- Ensure success by monitoring progress, verifying resolutions and evaluating results

Customer Service

Develop a customer service focus - a consistent, professional style when speaking with customers

Learn the skills to engage with customers and handle their enquiries effectively

Build confidence and skill as a problem solver

Produce effective listening skills, good questioning techniques and skill in summarising/paraphrasing

Understand how to respond fully to customer needs

Understand how your own behaviour affects the behaviour of others

Acquire techniques to deal with difficult customers

Assess what makes great customer service

Effective Meetings

- Planning meetings, in which you set objectives, create an agenda and decide who will attend the meeting
- Where it will take place and when
- Make your meeting a success

Excel (Microsoft Office) Training – Foundation

- Overview of 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) Training – Intermediate

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

IT Skills

- Understand how to navigate the desktop.
- Understand how to navigate the documents folders including downloads etc.
- How to use Microsoft word generally.
- Printing documents and scaling them if needed.
- Navigating emails.
- Understand some common trouble shooting.

Recruiting & Engaging Volunteers

- 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 volunteer

Word (Microsoft Office) Training - Foundation

- 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) Training - Intermediate

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

Management & Leadership Training

Assessment of Need

Day 1

- Recognise the importance of service specification
- Discuss the referral and allocation policy.
- Understand the journey from referral to outcome.
- Identify types of assessment needed.
- Outline the implications of a poor assessment.
- How to gather information for the assessment.
- Conduct a thorough assessment.
- How to formulate the assessment.

Day 2

- Demonstrate understanding of the importance of positive risk assessment. & management.
- Define the FREDA principles.
- Be able to carry a risk assessment and devise positive guidelines
- Define levels of risk
- Demonstrate how to contribute to the support of individuals to manage identified risks
- To be able to contribute to the planning of support
- Be able to monitor a support plan
- Be able to encourage active participation
- Demonstrate how to support people's right to make choices

Anti-Racism for Senior Staff

- Awareness of what racism & discriminatory practice might look like in your service/staff team
- Awareness of cultural and racial experiences that staff you manage may face
- Awareness of the expectation of managers to challenge racism and establish antiracist culture
- Confidence and strategies to lead an open culture, support your staff and effectively manage any issues
- Understand their influence intentionally or unintentionally on staff experience and confidence to speak out
- Permission to challenge

Coaching and Mentoring

- Have an understanding of some of the theory and applicable models
- Have an understanding of the qualities of the coach/mentor and the relationship
- Is there a difference between coaching & mentoring?
- Coaching for behavioural change
- Have an understanding of the skills involved and be able to practice them

EDHR & Culturally Competent Care & Support for Managers

- Culturally appropriate care & support/cultural competence
- Workplace responsibilities as stated by the Equality Act 2010
- Strategies to evidence promotion of EDHR and culturally appropriate care and support in our day to day work

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

- Equality, Diversity & Human Rights- EDHR - 'The Golden Thread'
- Equality Act 2010
- Protected characteristics that are covered by the law
- Different types of discrimination
- Strategies to evidence promotion of EDHR in our day to day work when dealing with incidents, safeguarding and capacity issues
- How information needs to be available to support individuals as part of their planned care and support

Introductory Modules for Managers - *Skills for Care*

- Leading and managing in adult social care
- Supporting and developing teams
- Regulation and governance
- Effective communication
- Working with partners
- Leading a person-centred service
- Safeguarding and Mental Capacity
- Making decisions
- Managing resources
- Learning and innovating
- Personal development and wellbeing

Medication Observation for Senior Staff

- Outline the procedures for medication observations
- Suggest strategies to implement and ensure safe medication administration
- Discuss the importance of stock checks, auditing, monitoring medication temperature
- Awareness of emollient creams and controlled drugs
- Plan and complete the medication observations forms
- Highlight key information in the medication assessment and support plan
- Develop knowledge of the medication supervision process
- Know how to respond to medication errors effectively

Step up to Leadership – non Care

- Leadership Qualities Framework
- What are the challenges for new managers?
- Your leadership style – craft your professional identity
- Values – WE CARE – Investors in People - Engagement
- Your responsibilities as a manager – defining your role
- Define your development pathway
- Self-awareness – forms of emotional intelligence
- Lead your staff team – assertive and supportive
- Delegation – tasks vs values
- Supervision and staff development – manage performance

Step up to leadership – Care

- Leadership framework and development pathway
- What are the challenges for new managers?
- Your leadership style
- Your responsibilities as a manager – defining your role
- Self-awareness – forms of emotional intelligence
- Managing people you have been a peer to
- Lead your staff team – assertive and supportive
- Delegation – tasks vs values
- A day in your service
- Values - We care
- Supervision and staff development – manage performance

Safeguarding Level 3

FAA Level 3 Award in Principles of Safeguarding and protecting Children, Young People or Vulnerable adults (RQF) Unit title Principles of Safeguarding and Protecting Children, Young People or Vulnerable Adults Qualification code RQF 601/8471/1

Unit code RQF A/507/1376

Learning outcomes Assessment criteria

- Understand how to safeguard and protect children, young people or vulnerable adults in the workplace
 - Identify key elements of the law on safeguarding children, young people and vulnerable adults
 - Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting
 - Describe ways in which concerns can be reported for children, young people and vulnerable adults
- Know how to respond to evidence or concerns that a child, young person or vulnerable adult has been abused
 - Describe the characteristics of different types of abuse concerning children, young people and vulnerable adults
 - Explain actions to take in response to evidence of abuse according to agreed ways of working
 - Describe how to respond to disclosures of abuse according to agreed ways of working
 - Identify those people who the information of abuse or suspected abuse may be shared with
- FAA Level 3 Award in Principles of Safeguarding and protecting Children, Young People or Vulnerable adults (RQF) Unit title Principles of Safeguarding and Protecting Children, Young People or Vulnerable Adults Qualification code RQF 601/8471/1
- Unit code RQF A/507/1376
- Learning outcomes Assessment criteria
- Understand how to safeguard and protect children, young people or vulnerable adults in the workplace
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 - Identify those people who the information of abuse or suspected abuse may be shared with

Good to Great – KLOES 3 days programme

Day 1 - Well led

- Understand the framework for leadership training and understand the outstanding elements of the well led KLOE.
- They will discuss and consider ways they can improve their service provision for more effective CQC inspections and how to implement a strategy to get their service to outstanding

Day 2 - Caring

- Kindness in care
- Compassion and empathy
- Professional respect and dignity
- Language and respect
- Involving clients and families in care
- Understanding self in the management of care
- Understanding self in the management of client wellbeing

Day 2 - Safe

- Understand their responsibilities to ensure safety in their services including:
 - Systems, processes and practices
 - Safeguarding responsibilities
 - Managing risk and supporting clients with risk
 - Appropriate staffing and contracted hours
 - Managing the medication process well
 - Health and safety and infection control practices
 - Incident and accident management
 - Liberty protection safeguards
 - Lessons learned and improvements made

Day 3 - Responsive

- Outcome focused, responsive care
- Dynamics of managing change
- Care plan effectiveness and review
- Managing and responding to complaints, concerns, compliments
- Lessons learned
- End of life care – dignified death

Day 3 - Effective

- Quality, personalized care
- Wellbeing for staff and clients
- The golden thread
- Staff training and education
- Assessing skills and knowledge
- Health awareness, nutrition and hydration
- Healthier lives
- Manage budgets
- Positive aesthetic living environments
- Difficult conversations
- Consent and best interest
- Outcomes – what's next?
- Performance – reflection and review
- Living your knowledge – back to WELL LED

Qualifications: Diplomas

Diplomas & Apprenticeship

At Creative Support, we offer a wide range of social care qualifications, from Level 2 which is designed to provide learners with knowledge of the basic health and safety practices essential in a health and social care environment. This extends to level 5, which is aimed at those who manage care and support services within the adult care sector.

- Level 2 Diploma in Care (RQF)
- Level 3 Diploma in Adult Care (RQF)
- Level 4 Diploma in Adult Care (RQF)
- Level 4 Certificate in Principles of Leadership and Management for Adult Care (RQF)
- Level 5 Diploma in Leadership and Management for Adult Care (RQF)
- To get more information on which is the right qualification for you, please email: assessmentcentre@creativesupport.co.uk

To find more information on the qualifications, please visit:

<https://www.highfieldqualifications.com/qualifications/health-and-social-care>

Apprenticeships

An apprenticeship with Creative Support offers a fantastic way to gain first hand, on the job experience from skilled professionals who will support you on your journey in this rewarding and valued sector. Alongside this, you will undertake a level 2 Diploma in Health and Social Care, delivered by a local training provider.

Above all, you will have the opportunity to make a difference and have a positive impact on people's lives.

On this apprenticeship you will:

- Gain a recognised qualification while you are employed and earning a wage
- Benefit from coaching and mentoring from industry professionals
- Have the opportunity to further your studies and specialise in a chosen area of adult social care
- Get time for training and study related to your role (at least 20% of your normal working hours)
- Receive full training and be entitled to all company benefits
- To start an apprenticeship, you will need to be: 16 years or over (some vacancies are only open to 18yrs +)
- Residing in England
- Not in full-time education