Course Information Guide

April 2025 – March 2026

INVESTORS IN PEOPLE®
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Stonewall DIVERSITY CHAMPION

Purpose

This document serves as a supplementary guide to the training courses offered by Creative Academy. It contains only the course names, their corresponding learning outcomes, and the delivery type along with the duration of each course.

To download the PDF version of this information guide, visit:

https://www.creativeacademy.org.uk/internal-training/ and click on the course information booklet (PDF).

Additional information can be found at:

www.creativeacademy.org.uk

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

https://creativeacademy.learningpool.com

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Stonewall DIVERSITY CHAMPION

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Induction and Essential Skills

Care Certificate
e-Learning (8 hours)

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-centred 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
Virtual Classroom - 1 hour

- 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 requests for changes
- User guides and how to access these
- Accessing the ZenDesk and who to contact and when for support

ECCO
Virtual Classroom – 1.5 hours

- Be able to access and log in to the system, reset your password and request technical support if required
- Know how to enter, find and manage data on the system
- Understand the standards for recording within ECCO

Anti-Racism
Virtual Classroom - 2 hour

- Be able to outline examples of what racism might look like in your service and staff team
- Be able to have healthy conversations about race
- Strategies on how to be an ally
- Have awareness of what barriers some staff might experience in the workplace
- Be able to embrace language around race and ethnicity and find what's comfortable for us
- 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
Virtual Classroom – 3 hours | Classroom – 2 hours

- Describe person-centred values and how you can promote them in the service.
- Understanding of the Code of Conduct for healthcare support workers.
- 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.

Confidence, Assertiveness and Resilience

Classroom - 3 hours | Virtual Classroom - 3 hours

- Develop some skill in being assertive
- Enable practice in a safe environment
- Boost your confidence
- Enable the sharing your skills so as to benefit others
- Help learn to develop your resilience

Creative Academy Induction

Virtual Classroom - 1 hour

- 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

Coordinating Shifts Effectively

Classroom - 1 hour | Virtual Classroom – 30 minutes

- 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

Virtual Classroom – 1 hour | Classroom – 1 hour | e-Learning – 2 hours

- 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

Virtual Classroom 1.5 hours | Classroom - 1.5 hours

- 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
Virtual Classroom - 3 hours

- 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 of good/poor records
- Be able to carry out principles of writing accurate records/reports

Electrical Safety
e-Learning - 45 minutes

- 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

Equality, Diversity and Human Rights
e-Learning - 1.5 hours

- 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
e-Learning - 1.5 hours

- 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 - 3 hours

- The role and responsibilities of a first aider
- How to perform cardiopulmonary resuscitation
- How to apply and use an Automated External Defibrillator
- How to manage a head injury
- How to place someone in the recovery position
- How to manage a choking person
- How to manage a person suffering a seizure
- How to treat bleeds/wounds and apply a bandage
- How to treat burns and scalds
- How to treat a person with a splinter
- How to treat a casualty for the potential of shock

First Aid and Basic Life Support Online
Virtual Classroom - 3 hours

For new starters only.

This is a one-off interim course for new starters who need First Aid training sooner than they can access the classroom course.

- State the role and responsibilities of a first aider
- Describe how to perform cardio-pulmonary resuscitation
- Outline how to apply and use an AED
- Discuss how to manage a head injury
- State how to place someone in the recovery position
- Describe how to manage a choking person
- Explain how to manage a person suffering a seizure
- Explain how to treat bleeds/wounds and apply a bandage
- Describe how to treat burns and scalds
- Outline how to treat a person with a splinter
- Determine how to treat a casualty for the potential of shock

Food Safety
Virtual Classroom - 2.5 hours

- 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)

Classroom - 6.5 hours

- **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)

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Fraud Prevention and Client Finance

Virtual Classroom - 2.5 hours | Classroom - 1.5 hours | e-Learning - 1.5 hours

- 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 and Safety Awareness
e-Learning - 2 hours

- 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 - 0.5 hours

- Outline how we can support people with their action plan
- Define what you should do as a facilitator
- Outline how the HAP 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 - 3 hours | Virtual Classroom - 1 hour | e-Learning - 1 hour

- 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

Legionella Awareness
e-Learning - 30 minutes

- 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

Level 3 Control and Administration of Medication
e-Learning – 4 hours

- Describe the key legislation and guidance relating to the safe handling of medicines
- Identify how organisational policies and procedures ensure the safe handling of medicines
- For a range of care settings and both medical and non-medical care staff, outline the process for the prescribing, dispensing, obtaining and checking of medicines
- Outline the range of support and guidance available relating to medicines and explain the importance of confidentiality relating to disclosure about individuals medication
- Identify the types, purpose and classification of medicines commonly administered
- Explain the routes by which medicines may be administered, the related rules for administration and level of competence required
- Outline the importance of checking for, recognising and reporting effects that can occur as a result of an adverse reaction, a contraindication or an interaction between medicines
- Explain the need to gain consent and undertake risk assessment prior to the self or secondary administration of medicines
- Describe the importance of the preparation for and administration of medicines to ensure accuracy
- Identify the importance of accurate recording for the administration and refusal of medicines and administration errors
- Recognise the requirements to validate the accuracy of safe storage and recording for medicines and for their safe disposal.

LGBTQ+ Awareness
e-Learning - 30 minutes

- 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
Virtual Classroom – 3 hours

- 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
Classroom – 6.5hrs

- 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

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Medication Administration Online
e-Learning – 2.5 hours

- 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
- 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)

Classroom – 3 hours | e-Learning – 2 hours

- Discuss the Mental Capacity Act.
- Explain what capacity is and how to assess if someone can make decisions about their care.
- Examine how to make decisions that are in the best interests of someone who can't decide for themselves.
- Describe the purpose of the Deprivation of Liberty Safeguards and when restraints, restrictions and limitations can be used to keep individuals safe while respecting their rights.

Moving & Positioning (for Care Staff)

e-Learning – 1.5 hours

- 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

- How we work, are we being respectful and professional
- If things go wrong go wrong, what do we do
- Learn about 'Closed' cultures, how they are created and how to improve these
- Learn how to review and improve your 'culture' in a service / team / workplace
- Learn about what Creative Support can do to help and guide
- How to promote and open culture
- Reflect on how change can make a difference

Person-Centred Moving and 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)

Classroom – 3 hours

- 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

Resilience, Customer Care and Emotional Wellbeing

Virtual Classroom – 3 hours | Classroom – 3 hours

- State the importance of professional boundaries
- Explain the importance of good customer care
- Consider how to look after your own emotional wellbeing
- Discuss the effects of compassion fatigue and burnout

Safeguarding Adults and Children

Classroom – 3 hours | e-Learning – 2.5 hours

- Recognise key statutory and non-statutory guidance and legislation.
- Demonstrate an understanding of what constitutes harm, abuse and neglect and be able to identify any signs of harm, abuse or neglect.
- Identify the risk factors for radicalisation and an awareness of the Prevent Strategy.
- Demonstrate an ability to document concerns and refer appropriately.

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

e-Learning – 1 hour

- 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 and Specialised Skills

Angelman Syndrome
Virtual Classroom – 1.5 hours

- 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

Attention Deficit Hyperactivity Disorder
Classroom – 3 hours | Virtual Classroom – 2 hours

- Understand what ADHD is and its various presentations
- Identify common types of symptoms that may be seen in people with ADHD
- Aware of differences in presentation between people
- Implement strategies to improve the support and care given to individuals with ADHD

Awareness and Care of Service Users with Lympoedema
Virtual Classroom – 1.5 hours

- 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
Virtual Classroom – 2 hours

- 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
Classroom – 6.5 hours

- To recognise the different causes of dementia
- To appreciate the differences that people living with dementia may experience
- To identify the impact of neurological impairment on the person
- To recognise the impact of dementia on the senses
- To understand how dementia can affect communication
- To explore how our memory works

Dyspraxia Awareness
e-Learning – 45 minutes

- 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
Classroom – 3 hours | Virtual Classroom – 3 hours

- 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 Evacuation
Delivered in-service – full day.

- 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 Foetel Alcohol Spectrum Disorder
- Be able to support someone with the above in a person centred way

Halal Food Awareness
Classroom – 3 hours | Virtual Classroom – 3 hours

- Define Halal and Haram foods according to Islamic dietary laws
- Explain the cultural significance of Halal food within Muslim communities
- Identify and verify Halal-certified products
- Describe key guidelines for preparing Halal food and preventing cross-contamination
- Apply knowledge of Halal food practices when shopping and dining out

Neurodiversity in the Workplace

Classroom – 2 hours | Virtual Classroom 2 hours | e-Learning – 1 hour

- 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 and Approaches

Classroom – 3 hours | e-Learning – 1 hour

- 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

Positive Response

Delivered by Complex Care Team

- 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

Sanfilippo Syndrome
Virtual Classroom – 1 hour

- Understand what Sanfilippo Syndrome is and its types
- Identify causes and symptoms of Sanfilippo Syndrome.
- Learn how diagnosis is done and what the treatment for Sanfilippo Syndrome is.
- Understand what the outlook (prognosis) looks like and possible complications.
- Identify when to contact a medical professional for signs of Sanfilippo Syndrome.
- Learn what you can do to prevent Sanfilippo Syndrome.

Sensory Impairment
Classroom – 3 hours

- 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

Stopping Over Medicating People with a Learning Disability and Autistic People (STOMP)
Classroom – 3 hours | Virtual Classroom – 3 hours

- Knowledge of where STOMP came from
- To recognise of what is meant by over medicating
- An understanding why are people over medicated
- An awareness of types of medications and their side effects
- An knowledge of what behaviours of distress are
- A familiarity of best practice around behaviours of distress.
- An overview of process of reviewing Medication

Supporting Adults with Down Syndrome
Classroom – 3 hours | Virtual Classroom – 3 hours

- 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
Virtual Classroom – 1.5 hours

- 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 Individuals with Foetal Alcohol Spectrum Disorder
Classroom – 2 hours

- Have an awareness of Foetal Alcohol Spectrum Disorder
- Recognise the effects of Foetal Alcohol Spectrum Disorder
- Support someone with Foetal Alcohol Spectrum Disorder in a person-centred way

Supporting People with Learning Disabilities

Classroom – 3 hours | e-Learning – 1.5 hours

- 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 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)

e-Learning – 1.5 hours

- 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)

Classroom – 6.5 hours

- 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.

Understanding Autism: Characteristics, Communication and Care

Classroom – 3 hours | e-Learning – 2 hours

- Know the main characteristics of autistic spectrum conditions and how to identify these
- Know how autistic spectrum conditions can impact on the lives of individuals and those around them
- Understand the communication and sensory needs of individuals with autistic spectrum conditions
- How to give person centred support of individuals with autistic spectrum conditions, and support them through changes in life
- Understand how the environment can effect autistic individuals

Working with Older People

Classroom – 3 hours | Virtual Classroom – 2 hours

- 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

Clinical Skills

Blood Glucose Monitoring
Classroom – 1 hour | Virtual Classroom – 1 hour

- 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
Classroom – 6.5 hours | Virtual Classroom – 1.5 hours

- Have a clear understanding of clinical delegation around Administering Buccal Midazolam.
- Recognise the documentation and terms used when administration of Buccal Midazolam.
- Have an overview of what situations you may need to administer Buccal Midazolam.
- Have an awareness of what Midazolam is, its uses, and its potential side effects.
- Demonstrate best practice of the practical administration of buccal midazolam
- Monitor for serious side effects after administration of midazolam.
- Know the signs and symptoms of an overdose.
- Recognise the indications that you would need to get medical attention for the service user.

Catheter Care
Virtual Classroom – 2 hours

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

Diabetes, Blood Glucose Monitoring and Safe Administration of Insulin

Classroom – 3 hours

- Identifies 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.
- Interprets and acts 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.
- Demonstrates how to safely administer insulin.
- Identifies possible barrier to the use of insulin.
- Identifies 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

Dysphagia and Swallowing Support

Classroom – 3 hours | Virtual Classroom – 2 hours | e-Learning – 1 hour

- 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
Classroom – 2.5 hours | Virtual Classroom – 3 hours

- 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 (VNP)
- Understand the importance of risk management and Sudden Unexpected Death in Epilepsy (SUDEP)

Emergency Administration of Auto Injectors for Anaphylactic Shock
Classroom – 2 hours | Virtual Classroom – 2 hours

- 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

Introduction to Diabetes
e-Learning – 30 minutes

- 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
e-Learning – 1.5 hours

- 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 to Percutaneous Endoscopic Care
Classroom – 1.5 hours | Virtual Classroom – 2 hours

- 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
Classroom – 3 hours | Virtual Classroom – 2 hours

- 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
Virtual Classroom – 2 hours | e-Learning – 45 minutes

- 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

Personal Care Needs
Classroom – 3 hours | Virtual Classroom – 3 hours

- Differentiate between a person-centred and task-centred approach to personal care
- Identify methods used to encourage independence in personal care
- Apply knowledge of personal hygiene to prevent and minimise the risk of infections
- 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
Virtual Classroom – 2 hours | e-Learning – 30 minutes

- 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 and Management of Falls

Classroom – 6.5 hours | Virtual Classroom – 2 hours

- 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

Supporting People with Diabetes Management

Classroom – 3 hours | Virtual Classroom – 3 hours

- 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

Supporting People with their Oral Health

Virtual Classroom – 2 hours | e-Learning – 30 minutes

- 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

Stoma Care
Virtual Classroom – 2 hours

- 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

Stroke Awareness
Virtual Classroom – 2 hours

- 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

Mental Health

Acquired Brain Injury
e-Learning – 15 minutes

- 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)

Affective Disorders: Trauma Informed Care
Classroom – 3 hours | Virtual Classroom – 2.5 hours

- 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

Classroom – 3 hours | Virtual Classroom – 2.5 hours

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
- The importance of debriefing and why it is essential

Eating Disorders: Trauma Informed Care

Classroom – 3 hours | Virtual Classroom – 2.5 hours

- Awareness of eating disorders
- Outline a number of eating disorders
- know the impact of eating disorders
- Have considered the complexity of eating disorders.
- Awareness of common symptoms
- Explore and discuss the implication in practice for service users.
- Increase knowledge of organisations available
- Learn the importance of self-care

Hoarding Disorder: Trauma Informed Care

Classroom – 3 hours | Virtual Classroom – 2.5 hours

- Discuss some of the myths around hoarding
- Describe the main signs of hoarding
- Outline the Do's and Don'ts
- State some of the reasons why people hoard
- Identify the relevant Health and Safety Legislation
- Explain some of the practical interventions, and how these could be used in your service

Mental Health First Aid (MHFA England)

Delivered as a two-day course taught face-to-face.

2 days or 4 half-day sessions trains you as a Mental Health First Aid 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-judgmental 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/

MHFA England

Mental Health Induction

Classroom – 6.5 hours

Day 1

- Affective disorders (including anxiety and bi-polar disorder)
- Schizophrenia and Psychosis
- Personality Disorder
- Dual Diagnosis
- Explain why people self-harm and what could lead to a person having suicidal thoughts

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 proactive 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

Monitoring the Side-Effects of Clozapine
Virtual Classroom – 1 hour

- State what Clozapine is, why and when is it used.
- Explain the side effects and health dangers associated with Clozapine.
- Discuss how Clozapine use is monitored and what role you play in this.
- Describe the actions that you may need to take regarding difficulties from Clozapine use.
- Consider how Clozapine side effects can be managed

Obsessive Compulsive Disorder
Classroom – 3 hours | Virtual Classroom – 2.5 hours

- Define the term OCD
- Demonstrate an understanding of what is meant by intrusive thoughts
- Describe how to empathise with someone experiencing intrusive thoughts
- State the difference between obsessions, compulsions and intrusive thoughts
- Identify the criteria for diagnosis
- Identify Treatments for OCD
- Explain how to support someone with intrusive
- thoughts/OCD
- Demonstrate confidence in your own reactions/responses

Personality Disorder/Emotionally Unstable Personality Disorder (EUPD)
Classroom – 3 hours | Virtual Classroom – 2.5 hours

- 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

Safe Removal of Ligatures
Classroom – 2 hours

- 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
Classroom – 3 hours | Virtual Classroom – 2.5 hours

- 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

Classroom – 3 hours | Virtual Classroom – 2.5 hours

- Increase knowledge and confidence when supporting people who self-harm and/or present as suicidal
- Be aware of reasons individuals to self-harm
- Reflect on experiences of supporting people who self-harm and/or present as suicidal
- How to assess the risk when someone has thoughts of suicide
- Learn ways to respond to people who self-harm and/or present as suicidal

Suicide Intervention Workshop

Classroom – 5 hours | Virtual Classroom – 5 hours

- 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.

Training for Service Users

Confidence, Assertiveness and 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 Skills

- The importance of effective communication
- Awareness of communication needs and preferences
- Know the types and methods of communication
- Be aware of different barriers to effective communication
- How to reduce barriers to communication
- Awareness of confidentiality principles

Keeping Safe

- 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 and Administrative Skills

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

Excel (Microsoft Office) Training – Foundation

Classroom – 3 hours, subject to learner needs.

- 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

Classroom – 3 hours, subject to learner needs.

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

IT Skills

Classroom – 3 hours, subject to learner needs.

- 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

e-Learning – 45 minutes

- 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

Management & Leadership

Assessment of Need
Classroom – 6.5 hours

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
Virtual Classroom - 2 hours

- 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 anti-racist culture
- Confidence and strategies to lead an open culture, support your staff and effectively manage any issues
- Knowledge of the role of Diversity champions

Creative Leaders – Day 1
Classroom – 6.5 hours

- The future of Health and Social Care
- The national workforce strategy for Health and Social Care
- Understanding our professional position
- Leadership Qualities
- Creative Leadership Development Programme
- Quality cycle – assess – plan – do - review
- Introductory modules for managers
- WE CARE Principles and organisational values
- Your responsibilities as a manager – defining your leadership style(s)
- How to lead, motivate and engage staff
- Effects of Management on performance
- Engagement in action – a plan for your team(s)

Creative Leaders – Day 2
Classroom – 6.5 hours

- Carrying out effective 1-1s
- Coaching and mentoring in the workplace
- Your learning and Professional Development
- Financial responsibilities & control
- Operations management
- Quality assurance processes
- Using technology in health and social care

Dysphagia Essentials for Health and Care Staff (NHS Level 3)
e-Learning – 2 hours

- Section 1: What is Dysphagia?
- Section 2: Aspiration, coughing and choking
- Section 3: Signs of Dysphagia
- Section 4: My Role in Managing Dysphagia
- Section 5: What To Do
- Section 6: Referrals
- Section 7: First Aid
- Section 8: Keeping Safe
- Section 9: Texture Modified Diets and Drinks
- Section 10: Making Thickened Drinks
- IDDSI Descriptors: Explained
- IDDSI Descriptors: Drink
- IDDSI Descriptors: Food

ECCO+ (Managers)
Virtual Classroom – 2.5 hours

- Be able to administer accounts
- Understand standards associated with safe management of accounts
- Develop confidence in implementing arrangements for oversight of safe usage

Effective Interviews Workshop
Virtual Classroom - TBC

- Understand the importance of pre-interview preparation
- Effectively conduct an interview with a new applicant
- Feel prepared and confident to carry out an effective interview
- Be aware of behavioural and situational questioning techniques
- Know what the procedures are
- Know the relevant paperwork
- Understand the applicants' needs
- Know when the candidates' values align with ours

Equality, Diversity and Human Rights (EDHR) & Culturally Appropriate Care and Support
Virtual Classroom - TBC

- Equality, Diversity & Human Rights- EDHR- 'The Golden Thread'
- Culturally appropriate care/cultural competence
- Workplace responsibilities as stated by the 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
- Information that should be available to support individuals as part of their planned care and support Emotionally unstable personality disorder (EUPD) for Managers
- Explored a trauma informed care approach
- Explored ways in which to enable staff to develop their knowledge and resilience
- Be more confident in supporting staff in their support roles when working with individuals with a diagnosis of emotionally unstable personality disorder

Emotionally Unstable Personality Disorder (EUPD) for Managers
e-Learning – 3 hours

- Explored a trauma informed care approach
- Explored ways in which to enable staff to develop their knowledge and resilience
- Be more confident in supporting staff in their support roles when working with individuals with a diagnosis of emotionally unstable personality disorder

Introductory Modules for Managers
e-Learning

- 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

Level 3 Medicines Management
e-Learning – 4 hours

- Demonstrate a comprehensive understanding of how the law affects the management and administration of medicines
- Explain medical and technical terms commonly used
- Analyse the impact of age on the body and how it influenced the effectiveness and potential risks of medications
- Differentiate the various types of medicines, their uses, and modes of administration
- Administer medicates competently and safely
- Recognise the importance of accurate written documentation and auditing in ensuring the safe handling of medication
- Implement the appropriate measures for handling special requirements such as "when required" medications and controlled drugs
- Explain the significance of labels and prescriptions in ensuring the proper management and administration of medicines
- Understand how drugs interact with the body, its major organs, and their therapeutic effects
- Recognise common side effects and adverse drug reactions associated with prescribed medicines and respond appropriately
- Implement strategies for managing side effects, adverse drug events, and drug interactions effectively
- Apply best practices for the supply, storage, and inventory management of medicines within a care setting

Making Every Contact Count – MECC
e-Learning – 1 hour

MECC (Making Every contact Count) is an approach to behaviour change, that recognises those who work in Health and Social care, local authorities and partners, have thousands of contacts every day who may be experiencing mental health problems. By engaging in small Conversations with people about their Mental Health and Wellbeing, they are ideally placed to help them to "help themselves" or signpost to professionals who can.

It is an approach that recognises the smallest of conversations can help someone to open up or get help if needed. It literally aims to Make every contact Count.

Module One: Introductions to MECC

Aims:

To introduce learners to what is meant by mental health and Wellbeing, Mental illness and how the MECC approach can work in the Health and Social care setting.

Module Two: Knowledge and Skills

Aims:

Develop the skills and confidence to engage with Service users about their mental health and Wellbeing and to help them to understand distressing feelings and Experiences

Module Three: Signposting and Pathways

Aims:

Develop an awareness of Local support services, how to signpost and to recognise some factors and limitations as to why service users may struggle to access these services

Medication Observation for Senior Staff
Classroom – 5 hours

- Outline the procedures for medication observations
- Suggest strategies to implement and ensure safe medication administration
- 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

Moving and Positioning for Managers
Classroom – 6.5 hours

How to guide staff to safely support service user when using:

- Hoists
- Standing/transfer aids
- Repositioning
- Wheelchair
- Hands on support

How to create a lifting plan, risk assess and how to observe others to complete tasks of support.

Operational Fraud Prevention
Classroom – 3 hours

- Understand what is meant by fraud in the workplace
- Understand how fraud is able to occur in the workplace
- Recognise opportunities and risks of fraud within the workplace
- Understand your responsibility to prevent fraud in the workplace
- Feel empowered to raise questions about potential fraud
- Feel confident to identify and escalate suspected fraud and theft at Creative Support

Safeguarding Adults (Level 3)
e-Learning - 3 hours

- Explain the profound impact some well-known cases of abuse have had on legislation
- Explain the importance of multi-agency cooperation
- Define safeguarding in respect to adults
- Describe what you need to do if a vulnerable adult makes a disclosure or if you suspect abuse
- Explain what whistleblowing is, what it is not, and why it is important
- List the ways you can reduce the risk of abuse
- List the signs and symptoms of the different kinds of abuse
- Outline the responsibilities lead workers in the children's and young person's sector have

Leading Your Services From Good to Outstanding (KLOE's)
Classroom – 6.5 hours

Throughout the course, the Care Quality Commission, Key Lines of Enquiry – Single Assessment Framework for Well-led, Caring, Responsive, Safe and Effective are discussed.

Day 1 and 2

– Understand the single assessment framework
– Understand how to lead your service to excellence
– Methodological changes for the Care Quality Commission
– The leadership values framework
– Role model leadership
– The quality cycle: assess-plan-do-review
– WE CARE Principles and the 'I' statements
– The outstanding aspects of well-led – self assessment and plan for your service
– The outstanding aspects of caring - self assessment and plan for your service
– The outstanding aspects of responsive - self assessment and plan for your service
– The outstanding aspects of safe - self assessment and plan for your service
– The outstanding aspects of effective - self assessment and plan for your service

Qualifications: Diplomas

At Creative Support, we offer a wide range of social care qualifications, depending on your previous experience, role and your professional development requirements.

- Level 3 Diploma in Adult Care
- Level 4 Diploma in Adult Care
- Level 4 Certificate in Principles of Leadership and Management for Adult Care
- Level 5 Diploma in Leadership and Management for Adult Care

To get more information on which is the right qualification for you, please email: assessmentcentre@creativesupport.co.uk