



Course Information Guide

April 2026 – March 2027



Who are we?

Creative Academy provides resources and a wide range of training programmes which are made available to staff in health and social care and service users inside and outside of the organisation. This document includes all courses which are currently available to be booked on to or requested through the Learning & Development Department of Creative Support – Creative Academy.

Dates of training:

Dates for training courses can be found on our 2026 – 2027 Training Calendar.

Additional information can be found at: www.creativeacademy.org.uk



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Essential Skills

Basic Life Support

e-Learning – 1 hour (estimated)

- Develop knowledge about the role and responsibilities of a first aider
- Learn how to ensure the safety of both the rescuer and the victim during a life-saving intervention
- How to perform cardiopulmonary resuscitation and how to use an AED, the correct technique for chest compressions and rescue breaths, and how to operate an Automated External Defibrillator (AED) safely and effectively
- How and when to place someone in the recovery position
- Know how to assist someone who is choking
- Observe how to treat bleeds/wounds and apply a bandage
- Know how to treat burns and scalds
- Know how to assist someone with a suspected fracture

Code of Conduct and Professional Boundaries

Classroom – 2 hours | Virtual Classroom – 2 hours

- Develop an understanding of the Skills for Care Code of Conduct
- Develop an understanding of the Corporate policy

Data Protection and Information Governance

Virtual Classroom – 1 hour | e-Learning – 1 hour (estimated)

- 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

Classroom – 2 hours | Virtual Classroom – 2 hours

- To define what dignity means to them
- To describe what delivering services with dignity might mean
- Challenge behaviours and practices that do not ensure dignity
- To demonstrate in their own practice an understanding of dignity

Electrical Safety

e-Learning – 1 hour (estimated)

- 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

Equality, Diversity and Human Rights

e-Learning – 1 hour (estimated)

- 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 hour (estimated)

- 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 30 minutes

- 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

Food Safety (Level 2 CPD)

Classroom – 6 hours 30 minutes | e-Learning – 1 hour (estimated)



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

Health and Safety Awareness

e-Learning – 1 hour (estimated)

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

Infection Control

e-Learning – 1 hour (estimated)

- 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

LGBTQ+ Awareness

e-Learning – 1 hour (estimated)

- 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 – 2 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 (CPD Accredited)

Classroom – 6 hours 30 minutes



- 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

e-Learning – 2 hours 30 minutes

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Mental Capacity Act and Deprivation of Liberty Safeguards

Classroom – 3 hours | Virtual Classroom – 3 hours | e-Learning – 1 hour (estimated)

- 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

Mental Capacity, Deprivation of Liberty and Human Rights in Care

Classroom – 3 hours | Virtual Classroom – 3 hours

- Develop an understanding of the five key principles of the Mental Capacity Act (MCA)
- Explain what 'capacity' means and how it is assessed within the MCA framework
- Demonstrate awareness of key human rights, including the right to liberty, and how they relate to supporting people who may lack capacity
- Outline the purpose of Deprivation of Liberties (DoLS) and understand how restraints, restrictions, and limitations are used lawfully
- Describe the concept of 'best interests' and how to apply best-interest decision-making in practice
- Explain and promote the key human rights legislation and principles relevant to care
- Define CQC's updated human rights approach and recognise FREDAs principles
- Identify how human rights practice in care has evolved, including the shift from medical and protection-focused models to social and human rights-based models
- Recognise the links between human rights, equality, and diversity, including disability rights, reasonable adjustments, and culturally competent care

Modern Slavery Awareness

Classroom – 1 hour | Virtual Classroom – 1 hour

- Understand modern slavery and human trafficking
- Recognise the 'slippery slope' of labour exploitation and why care work is particularly vulnerable
- Learn how services must support international recruits
- Recognise the signs of modern slavery and human trafficking
- Know how to report any concerns

Moving & Positioning (for Care Staff)

Classroom – 3 hours | e-Learning – 1 hour (estimated)

- Does 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

Safeguarding Adults and Children

Classroom – 3 hours | Virtual Classroom – 3 hours | e-Learning – 1 hours 30 minutes

- 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

Moving & Handling

Classroom – 3 hours | e-Learning – 1 hour 30 minutes

- 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

Acquired Brain Injury

e-Learning – 1 hour (estimated)

- 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

Virtual Classroom – 1 hour

- 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

e-Learning – 1 hour (estimated)

- 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 Lymphoedema

Virtual Classroom – 1 hour 30 minutes

- 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
- Understanding of how to support people with cerebral palsy
- Awareness of aids to help support people with cerebral palsy

Confidence, Assertiveness, Resilience

Classroom – 2 hours 30 minutes | Virtual Classroom – 2 hours 30 minutes | e-Learning – 1 hour (estimated)

- 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

Dyspraxia Awareness

e-Learning – 1 hour (estimated)

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

Emergency Evacuation

Can be arranged at a venue of your choice

- How to support a service user to exit a building safely using an:
 - o Evacuation chair
 - o AlbacMat
 - o Evac Pad
 - o 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

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

Genetic Disorders and Syndromes

Virtual Classroom – 1 hour

- 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

Virtual Classroom – 2 hours

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

Halal Food Awareness

Classroom – 1 hour | Virtual Classroom – 1 hour

- 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

Living Well with Dementia

e-Learning – 1 hour 30 minutes

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

Neurodiversity in the Workplace

Classroom – 3 hours 30 minutes | Virtual Classroom – 3 hours 30 minutes | 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

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

Personal Care Needs

Classroom – 2 hours | Virtual Classroom – 2 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

Sanfilippo Syndrome Awareness

Virtual Classroom – 1 hour

- Understand what Sanfilippo Syndrome is and its types
- Identify causes and symptoms of Sanfilippo Syndrome
- Learn how Sanfilippo Syndrome is diagnosed and what treatments are available
- Understand what the outlook (prognosis) looks like and possible complications

Sensory Impairment

Classroom – 3 hours

- Understanding the causes of sensory impairment
- Identify how to recognise sensory impairment
- Identify how to maximise communication and access
- Deaf blindness/Dual sensory loss
- Guiding awareness and safety
- Communication support services

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 People with Learning Disabilities

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

- Be able to describe the nature and characteristics of learning disability
- Identify the historical contexts of learning disability
- Define the legislation and policies that support the human rights and inclusion of individuals with learning disabilities
- Describe the health concerns and related conditions for with individuals with learning disabilities
- 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
- Know about STOMP and be able to Identify Hate and Mate crime
- Promote communication with individuals with learning disabilities
- Be aware of mental health concerns for individuals with learning disabilities
- Recognise the effect getting old has on individuals with learning disabilities

Understanding Autism (Level 1)

e-Learning – 1 hour

- Recognise the main characteristics of autistic spectrum conditions
- Identify how autistic spectrum conditions can impact on the lives of individuals and those around them
- Appreciate the communication and sensory needs of individuals with autistic spectrum conditions
- Understand how to give person centred support of individuals with autistic spectrum conditions
- Appreciate how the environment can effect autistic individuals

Understanding Autism (Level 2)

Classroom – 6 hours 30 minutes

- 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 the relationship between Autism and Behaviours of Distress
- Understand how the environment can effect autistic individuals
- Be aware of relationships, sexuality and sexual health of individuals with autistic spectrum conditions
- Have an Overview of the SPELL framework
- Have an awareness of legal and policy framework that underpins good practice
- Be Mindful of Equality, Diversity inclusion and Safeguarding and how these affects Autistic People

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



Health Practice

Administering Rescue Medication: Buccal Midazolam

Classroom – 3 hours | Virtual Classroom – 3 hours

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

Care and Support for People with Asthma

Virtual Classroom – 2 hours

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

Catheter Care

Classroom – 2 hours | Virtual Classroom – 2 hours

- Describe the different methods of catheterisation and explain their purpose.
- Differentiate between suprapubic and urethral urinary catheterisation, including their indications and key differences.
- Explain the common reasons for catheterisation and identify potential complications and common problems associated with catheter use.
- Demonstrate the safe use and handling of catheter equipment in accordance with organisational procedures and best practice.
- Apply infection prevention and control measures when supporting a person with a catheter, and recognise the signs and symptoms of infection and sepsis requiring prompt action.

Diabetes Management and Glucose Monitoring

Classroom – 4 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
- Be aware why 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

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

Emergency Administration of Auto Injectors for Anaphylactic Shock

Classroom – 2 hours | Virtual Classroom – 1 hour 30 minutes

- 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

Enteral Nutritional Support (including PEG)

Classroom – 6 hours 30 mins

- Understand why enteral nutritional support is needed
- Discuss types of enteral nutritional support roles
- Discuss the importance of individualised care
- Demonstrate how to administer medication
- Demonstrate infection prevention/control
- Understand how to care for tubes and stoma sites
- Discuss the importance of multi-disciplinary

Epilepsy Management

Classroom – 3 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
- Understand the importance of risk management and Sudden Unexpected Death in Epilepsy (SUDEP)

Introduction to Diabetes

e-Learning – 1 hour (estimated)

- 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 hour (estimated)

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

Legionella Awareness

e-Learning – 1 hour (estimated)

- 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

Managing Incontinence, Constipation and Faecal Impaction

Classroom – 3 hours | Virtual Classroom – 3 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

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

- 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

Classroom – 2 hours | Virtual Classroom – 2 hours | e-Learning – 1 hour (estimated)

- 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

Pressure Area Care and Maintaining Healthy Skin

Classroom – 2 hours | Virtual Classroom – 2 hours | e-Learning – 1 hour (estimated)

- 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
- aSSKING- NHS intuitive

Prevention and Management of Falls

Classroom – 2 hours | Virtual Classroom – 2 hours

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

Stoma Care

Classroom – 2 hours | Virtual Classroom – 2 hours | e-Learning – 1 hour (estimated)

- 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

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

- 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

Affective Disorders

Classroom – 3 hours | Virtual Classroom – 2 hours 30 minutes

- 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 hours 30 minutes

- Identify issues of conflict
- Understand where anger comes from
- Recognise why anger becomes aggression
- Define the signs and signals anger
- Develop awareness of the Aggressive incident model
- Identify how adrenaline affects us (psychologically and physically)
- Discuss the emotional arousal cycle
- Define proactive measures relating to possible conflict
- Outline the principles of de-escalation
- Identify the need for debriefing

Eating Disorders

Virtual Classroom – 2 hours

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

Emotionally Unstable Personality Disorder

Classroom – 3 hours | Virtual Classroom – 3 hours

- Demonstrate understanding of what a personality disorder is
- Identify the potential causes of personality disorder
- Recognise the stigma associated with personality disorders
- Determine how to support individuals with personality disorder in a positive way
- Understand the potential causes, effects and impact of EUPD
- Discuss the various treatment options available for personality disorder

Hoarding Disorder

Classroom – 3 hours | Virtual Classroom – 2 hours 30 minutes

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

Mental Health First Aid (MHFA England)

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

- 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



Mental Health Induction

Classroom – 6 hours 30 minutes per day

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

- 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

Naloxone Administration

Classroom – 1 hour | Virtual Classroom – 1 hour

- Describe the purpose of Naloxone and when it is used
- Explain your role in administering Naloxone
- Consider the dangers of overdose of heroin and synthetic imitations
- State the key harm-reduction advice for street drugs

Obsessive Compulsive Disorder

Classroom – 3 hours | Virtual Classroom – 2 hours 30 minutes

- Define the term O.C.D.
- Show understanding of the difference between obsessions and compulsions
- Identify the criteria for diagnoses
- Understand how to support someone with OCD

Obsessive Compulsive Disorder and Intrusive Thoughts

Classroom – 3 hours | Virtual Classroom – 2 hours 30 minutes

- 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

Schizophrenia & Psychosis

Classroom – 3 hours | Virtual Classroom – 2 hours 30 minutes

- Recognise signs of psychosis
- Identify early interventions for a first episode of psychosis
- Identify the referral process for people with an acute episode of psychosis or schizophrenia
- Explain how to Promote recovery and long-term care
- Identify how to recognise and prevent physical health problems in people with psychosis
- Discuss the alternative view to schizophrenia and psychosis

Self-Harm and Suicide

Classroom – 3 hours | Virtual Classroom – 2 hours 30 minutes

- 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 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

Supporting People with a Personality Disorder

Classroom – 3 hours | Virtual Classroom – 2 hours 30 minutes

- 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

Understanding Mental Health

e-Learning – 1 hour

- 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

Classroom – 3 hours | Virtual Classroom – 2 hours 30 minutes

- 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



Management & Leadership

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

Virtual Classroom – 2 hours

- 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

Medication Observation for Senior Staff

Classroom – 5 hours

- 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



Inspiring Excellence in Health and Social Care

Contact details

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