**PLEASE NOTE: All courses with an asterisks next to the title also need to be delivered as a refresher**

**Lot 1 Desired Course Overviews & Learning Outcomes**

## Equality, Dignity, Privacy and Diversity – Adult Social Care

**Aim:**

This qualification is essential for all staff working in adult social care or health care.

This course introduces and examines the concepts of equality, dignity, diversity, and privacy, and how these fundamental themes underpin adult social care work.

The course contributes towards the required knowledge elements of the following Care Certificate Standards:

**Standard 4:** Equality and diversity, **Standard 7:** Privacy and dignity,

**Standard 14:** Handling information, **Standard 5:** Work in a person centred way

**By the end of the course you will understand:**

* The importance of Privacy, Dignity, equality and Diversity
* Definitions of Privacy, Dignity, Equality and Diversity
* How the concepts relate to adult social care practice
* Privacy of information and Legislation
* Promoting a person’s privacy, equality, diversity and dignity in a person-centred way
* Equality and Diversity legislation
* Accessing information, advice and support about diversity, equality, inclusion and discrimination

**Desired Duration:** Half Day (3 Hours)

**Administration of Medication & Medication Awareness**

**Aim:**

Candidates will gain an understanding of the legislation, along with being able to follow procedures set for the safe administration of medication. Candidates will also obtain under-pinning knowledge of medication issues.

* Identify current legislation and policies relevant to administering medication.
* Describe common types of medication including their effects and potential side effects.
* Describe the different routes of medicine
* Describe your responsibility and accountability in relation to administering of medication
* Identify the  6 ‘Rights’ of medication administration
* Describe how to use a person centred approach in the administration of medication, whilst adhering to Mental Capacity Act
* Describe the correct procedure administration and recording of medications
* Identify what is meant by a medication error and reasons why an error may occur
* Describe the appropriate action when a medication error occurs
* Describe the correct procedure for supply, storage, and disposal of medication

**Desired Duration:** Half Day (3 Hours)

**Bereavement**

The aim of this training is to increase knowledge or care after death procedures, grief and bereavement (including suicide), develop an understanding in order to build confidence and enhance skills needed to work sensitively and empathically with families, carer’s and others who experience loss and grief.

* Improved awareness and understanding of the impact of loss, grief and bereavement
* Enhanced ability to recognise the uniqueness of an individual’s response to death, dying and bereavement including social media
* Recognise the importance of accurate, timely, clear and detail information
* Become equipped and more confident in the practical, emotional and spiritual elements of working with bereaved families
* Build on the practical issues, existing best practice and national guidance
* Increase your ability to recognise when you may need support, whilst working with bereaved families

**Desired Duration:** Half Day (3 Hours)

**Challenging Behaviour**

Aim:

An introductory course ideal for people who are likely through their work to be confronted with adults and young people displaying challenging behaviour.

The course will help attendees to understand the risks posed by challenging behaviour so that they can implement safer systems of work; recognising triggers and causes of challenging behaviour and how to respond to maximise safety.

By the end of the course learners will have an understanding of:

* Defining challenging behaviour
* Challenging behaviour triggers and causes
* Identifying and recognizing signs of danger
* Responding to physically and verbally challenging behaviour
* Behaviour monitoring, conflict management and de-escalation
* Reporting and Recording incidents

**Desired Duration:** Half Day (3 Hours)

**Dementia Awareness**

This course will cover everything that carers need to know about dementia from diagnosis to ongoing care. The course will go into detail about what dementia is and what the effects can be for the person living with dementia, carers, family and friends.

**By the end of the course you will be able to:**

* Describe the common signs and symptoms of the main types of dementia
* Identify conditions which may mimic dementia
* Identify how individual behaviours and perceptions of dementia can impact on the quality of care
* Identify factors, including the care approach and environment, that may cause additional difficulties for people with dementia
* To explore what a person with dementia may be communicating through their behaviour
* Describe how a person centred approach may be used to encourage positive interaction with individuals with dementia

**End of Life Care**

This course will help participants gain a better knowledge of the policy which underpins end of life care. It will help participants to learn about the delivery of great end of life care and improve their communication skills to strengthen working relationships during this period. Participants will also have a better understanding on how to support the friends and family of the person that they are caring for by the end of the training.

By the end of the course learners will have an understanding of:

* The policy surrounding end of life care
* Effective communication and person-centred care
* Care plans and assessments for end of life care
* The role of the care worker
* Final hours of care and the care of bereavement

**Desired Duration:** Half Day (3 Hours)

**Food Safety Hygiene (CIEH)**

Aim:

This qualification will benefit anyone working in a situation where food is prepared, cooked and served. It is relevant to all catering operations – for example, pubs, hotels, restaurants, travel, contract catering, fast-food outlets, in hospitals, care and nursing homes, schools, prisons and armed forces.

By the end of the course you will have an understanding of:

• The terminology used in food safety

• The laws that apply to food businesses and food handlers, and should be able to describe, in general terms, the requirements of the current regulations

• The concepts of food hazards and how the risk of food poisoning can be contained

• How to take product and equipment temperatures

• How a reduction in storage temperature will minimise bacterial multiplication

• The importance of high temperatures in the supply of safe food and that food handlers can pose a risk to food safety

• The importance of utilising appropriate storage conditions for different types of food

• The importance of cleaning in food premises

• The need for high standards for structure and equipment to promote good hygiene in food premises.

**Desired Duration**: 1 Full day (6 Hours)

**Health and Safety for Health and Social Care**

**Aim:**

This qualification is essential for all staff working in adult social care or health care. This course gives an introductory understanding of health and safety in a social care setting, including legislation and people’s respective roles, rights and responsibilities as employers and employees.

The course follows the required knowledge elements of the Care Certificate Standard 13.

**By the end of the course you will have an understanding of:**

* Personal responsibilities, and the responsibilities of others in health and safety at work
* Legislation
* Risk Assessment
* Moving and assisting safely (theory)
* Responding to accidents and sudden illness
* Medication and healthcare tasks
* Handling hazardous substances and COSHH
* Fire risks and promoting fire safety at work
* Working safely & Managing stress

Learners will be issued with a Certificate showing their completion of Care Certificate Standard 13 (Knowledge) – Health and Safety

**Desired Duration**: Half Day (3 Hours)

**Infection Control and Prevention**

**Aim:**

This course is aimed at care staff working in in care homes and home care and will teach participant about the spread of infection and what can be done to protect both themselves and the people they care for.

Understanding infection control will provide participant with the tools to help prevent COVID-19 from spreading.

**By the end of the course you will have an understanding of:**

* Understand legislation and policies relating to prevention and control of Infections
* Understand systems and procedures relating to the prevention and control of infections
* Understand roles and responsibilities in the prevention and control of infections
* Understand the importance of risk assessment in relation to the prevention and control of infections
* Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections
* Understand the importance of good personal hygiene in the prevention and control of infections

**Desired Duration**: Half Day (3 Hours)

## Safer Moving and Handling of People in Social Care

**Aim:**

Ideal for those whose job role consists of moving and assisting children, young people or adults, this course will develop the skills and knowledge required to do this effectively in any care or NHS setting.

Candidates will develop knowledge of all the skills, techniques and equipment needed when moving and assisting individuals, including raising chairs and assisted lifting.

**By the end of the course you will have an understanding of:**

* Manual Handling and the legislation and regulations
* Employer and employee duties
* Musculoskeletal disorders and the statistics
* Manual handling risks
* Back anatomy and back pain
* The task, the individual, the load and the environment
* Making an assessment
* Lifting and lowering guidance
* Good lifting techniques
* Handling aids
* Assessment

**Desired Duration**: 1 full day (6 Hours)

## Safe Handling of Medication

**Aim:**

This course is designed for supervisory and front-line care provider managers working within Adult Social Care within a care environment and follows National Minimum Standards Requirements and CQC guidelines.

This session is a practical workshop which will equip participants with the knowledge, skills and materials needed to assess the competency of their staff when handling medication safely.

Candidates will also obtain under-pinning knowledge of medication issues and therefore will be able to put this into practice where necessary.

**By the end of the course you will be able to:**

* Explain the training and competency pathway that staff who administer medication should complete, and how this should be recorded
* Be able to use a formal system to assess and record staff competency
* Practice a variety of techniques to assess staff competency
* Be able to assess someone's competence when administering oral liquids, creams and ointments, inhalers, eye drops

**Desired Duration:** Half Day (3 Hours)

**Dysphagia Awareness**

This course will give participants a greater understanding of the condition, dysphagia and its possible serious consequences.

**By the end of the course you will be able to:**

* Describe the anatomy involved in swallowing
* Recognise when somebody has difficulty eating
* Know when and how to refer to specialist services
* Create an advantageous environment to support adequate nutrition
* Position people to enable them to eat and drink safely
* Examine the issues in maintaining peoples dignity during mealtimes
* IDDSI guidelines
* Demonstrate the first aid for dealing with a person who is choking

**Desired Duration:** Half Day (3 Hours)

**Epilepsy Awareness**

This course is aimed at those working with or responsible for the wellbeing and welfare of individuals with epilepsy.

**By the end of the course you will be able to:**

* Identify possible causes of epilepsy including signs and symptoms to look out for
* Identify different types of seizures.
* Know the common triggers.
* Know how to respond in the case of an epileptic seizure.
* Understand when to call an ambulance.
* Understand the precautions of living with epilepsy.

**Desired Duration:** Half Day (3 Hours)

**Supporting people with relationships**

This course will teach adult care workers the right values, skills and knowledge to support the people they work with to have positive personal relationships.

**Training around personal relationships needs to include learning about:**

* The importance of stable relationships
* Physical relationships including boundaries, consent, respect, love and care
* Sex and a recognition that people who need care and support might want to become intimate or sexually active
* Sexual health
* Sexuality and sexual orientation
* Moral issues relating to relationships
* Emotional development and relationships
* Regulatory and legal frameworks around personal relationships, and how this could impact on how they support people who need care and support.

**Desired Duration:** Half Day (3 Hours)

**Health and Safety for Health and Social Care Managers**

This course covers the principles and legal implications of risk assessment and how to contribute towards the effective control and management of risk through undertaking risk assessment.

**Desired Learning Outcomes:**

* Understanding Risk Assessment
* Explain the concepts and legality of Safety, Hazard, Risk and Accident
* Describe the process and stages of effective Risk Assessments
* Carrying Out Risk Assessment
* Be able to conduct risk assessments and make judgements on risk control measures
* Identify a range of risk assessment related issues

**Lot 2 Desired Course Overviews & Learning Outcomes**

**Adult Social Care Legal Update\***

**Aim:**

To reflect on the Care Act’s implementation so far, and case law established since its introduction including an update on Local Government and Social Care Ombudsman upheld complaints, changes in legislation, and court cases for practitioners to be aware of who informed Ault Social Care practice.

**By the end of the course you will be able to:**

* Describe the key duties of the Act
* Identify the main principles of GDPR
* Explain how GDPR impacts on current responsibilities
* Explain how to improve practice using learning from the most recently established case law under the Care Act.

**Desired Duration:** Half Day (3 Hours)

## Autism Awareness

**Aim:**

This care training course is aimed at care workers who work with service users who have Autistic Spectrum Disorder (ASD), including Aspergers.

Candidates will gain a better understanding of what ASD is and the effect it has on an individual and their support needs.

The course can be tailored towards those working with either adults or children and young people upon request.

**By the end of the course you will be able to:**

* Understand autism
* Understand the Autism Act and its implications
* Comprehend autism, communication and sensory experience
* Comprehend autism and stress and anxiety
* Know how to support people with ASD

**Duration**: Half Day (3 Hours)

## Care Act Assessment and National Eligibility Criteria\*

**Aim:**

To understand the requirements of the Care Act during assessment (including advocacy and the wellbeing principle), the role of critical thinking, the legal obligation of the council, carer blind, how to assess eligibility criteria and tips on carrying out an assessments.

**By the end of the course you will be able to:**

* Describe the involvement duties in the Care Act including Suitable persons, advocates, and other people you may be asked to involve
* Identify the range and scope of “proportionate and appropriate” assessments
* Explain ways to take account of the views of others in assessment
* Describe the process of analysis, evidence informed decision making, critical thinking and reflection within the assessment process
* Explain how to defensibly apply the eligibility regulations
* Explain ways to Improve the consistency of “significant impact on wellbeing” in the context of a personalised approach
* Explain how the “unable” definitions apply
* Identify situations where an inability to do something may NOT have significant impact on wellbeing, and how should that be explained and recorded
* Explain the importance of being able to articulate a reasoned, defensible decision
* Describe how to record eligibility decisions and assessments

**Desire Duration:** 1 Full day (6 hours)

Conflict Management - Challenging Behaviour

**Aim:**

This introductory course is ideal for people who are likely through their work to be confronted with adults and young people displaying challenging behaviour.

The course will help attendees to understand the risks posed by challenging behaviour so that they can implement safer systems of work; recognising triggers and causes of challenging behaviour and how to respond to maximise safety.

**By the end of the course you will have an understanding of:**

* Defining challenging behaviour
* Challenging behaviour triggers and causes
* Identifying and recognizing signs of danger
* Responding to physically and verbally challenging behaviour
* Behaviour monitoring, conflict management and de-escalation
* Reporting and Recording incidents

**Desired Duration:** Half Day (3 Hours)

## Continuing Healthcare\*

**Aim:**

To understand the national framework for NHS continuing healthcare & NHS funded nursing care and local policy and procedures and how the Decision Support Tool (DST) fits into the continuing healthcare decision-making process.

**By the end of the course you will be able to:**

* State the requirements of the National Framework for NHS Continuing Healthcare & NHS-funded Nursing care and local policy and procedures.
* Describe how to use the relevant national tools correctly.
* Explain how to work collaboratively to undertake good quality, fair and accurate assessments for NHS Continuing Healthcare (CHC).
* Give examples of sound recommendations in relation to eligibility for CHC.
* Give examples of working in a person-centred way with members of the public, respecting and upholding the rights of the person.
* Understand how the Decision Support Tool (DST) fits into the continuing healthcare decision-making process
* Identify the 12 Areas of Need in the Decision Support Tool

**Desired Duration:** 1 Full Day (6 hours)

## Critical Thinking and Care Act Support Planning\*

**Aim:**

To understand the requirements of the Care Act during Support Planning (including advocacy and the wellbeing principle), the role of critical thinking, legal obligations of the Council and assessed eligible needs.

**By the end of the course you will be able to:**

* Identify strategies for ‘critical thinking’ in context of case studies
* Explain how to lawfully balance the views of the person with the resources available to the council
* Describe how “person centred approaches” fit with the statutory planning process
* Explain the process of analysis, evidence informed decision making, critical thinking and reflection within the planning process
* Explain the importance of the specific situation in decision making
* Describe ways to plan creatively to best meet the outcomes that re important to the person

**Desired Duration:** 1 Full Day (6 hours)

##

## Customer Care in the Context of the Care Act

**Aim:**

To provide an overview of the Care Act and its impact on customer service.

**By the end of the course you will be able to:**

* Identify the responsibilities under the Care Act
* Explain the changing customer profile
* Explain the expectations of good customer service
* Describe how to respond to a customer in a fair, consistent and timely manner.
* Review complaints and share what can be learnt from them
* Identify effective skills in communication skills of courtesy, listening and empathy

**Desired Duration:** Half Day (3 Hours)

**Dementia Awareness**

This course will be aimed at Social Workers or care staff who work with people with dementia in the community. The course will cover everything that carers need to know about dementia from diagnosis to ongoing care. The course will go into detail about what dementia is and what the effects can be for the person living with dementia, carers, family and friends.

**By the end of the course you will be able to:**

* Look at situations from the viewpoint of the person living with dementia
* Understand the needs of people living with dementia in the community
* Develop an understanding of the impact of dementia on families and friends
* Recognise how the concepts of person-centred, strengths-based assessment and individualised care can support a person living with dementia, and their families
* Show understanding of the growing impact of dementia on current and future services.

**Desired Duration:** Half Day (3 Hours)

**Mental Capacity Act - Basic Awareness**

To enable all employees to have a general understanding of their role and responsibilities in relation to the Mental Capacity Act 2005.

**By the end of the course learners will be able to:**

* Describe the main principles of the act
* Define the term mental capacity
* State who is affected by the provisions of the act
* Identify when it is appropriate to undertake assessment of capacity
* Describe key roles in the assessment process
* Identify what procedures to put into place to document decisions
* State the purpose, and limits of the DOL’s, and proposed changes
* Describe how relevant agencies play a role in the DOLS safeguards
* Describe how DOLS referrals can be avoided by adopting the correct culture
* Define the role of the supervisory body, managing authority and inspectorate
* State the threshold of DOLS applications
* State how key issues; risk, consent, rights and capacity influence working practices and reporting procedures

**Desired Duration:** E-Learning course that can be completed in ideally no longer than 2 hours

**Minute Taking for meetings and safeguarding**

To enable staff who take minutes of safeguarding meetings to record meetings effectively and remain objective in their task.

**By the end of the course learners will be able to:**

* Understand the importance of the role of the minute taker.
* Understand how to prepare for meetings.
* Have developed skills in listening and accurately recording what is said in meetings.
* Understand how to produce clear, concise and accurate minutes.
* Have had practice in taking minutes.
* Have learned tips and techniques to help with accurate grammar, punctuation, and spelling.
* Have gained an understanding of the complexity of some safeguarding meetings, who is involved and how the meetings are structured.
* Have considered how to remain objective when minuting meetings concerned with harm/neglect to service users.
* Have considered emotional resilience and how to get support for yourself.

## Hoarding

**Aim:**

To raise awareness of the impacts and risks of Hoarding.

**By the end of the course you will be able to:**

* Identify the main mental health classification for hoarding
* Identify who the disorder may affect and potential triggers
* Describe the main risks to individuals that hoard
* Explain the impact and potential experience of hoarding on individuals and families
* Identify strategies to support individuals

**Desired Duration:** Half Day (3 hours)

**Holding Constructive Conversations**

How to balance the expectations of individual and their families with operational reality and work with customers and relatives to enable them to make decisions about their own care.

**By the end of the course you will be able to:**

* Identify what information to prepare and plan in advance
* Describe ways to communicate information effectively
* Explain how to maintain a professional response during the conversation, understand your own reactions and develop effective responses
* Describe role of constructive conversations in ‘strengths based’ approaches
* Describe ways to build rapport
* Explain how to structure the conversation
* Describe how to deal with emotional responses sensitively and effectively
* Explain how to come to an agreement including follow up action and support
* Understand how to end a conversation when there is no agreement
* Identify positive outcomes where there is conflict and techniques for achieving this

**Desired Duration:** Half Day (3 hours)

##

## Lone Working and Managing Challenging Behaviour

**Aim:**

This course is ideal for people who are lone workers as well as those who employ, manage or supervise lone workers. It is specifically designed to assist staff who are likely to be confronted with people displaying challenging behaviour.

The course will help attendees to understand the risks posed by lone working and challenging behaviour so that they can implement an effective safe system of work.

**By the end of the course you will have an understanding of:**

* Health and safety implications of Lone Working
* Principles of management of lone and remote working
* Roles and responsibilities in Lone Working
* The context of personal safety in a lone working environment
* Defining challenging behaviour
* Challenging behaviour triggers and causes
* Identifying and recognizing signs of danger
* Responding to physically and verbally challenging behaviour
* Behaviour monitoring, conflict management and de-escalation
* Person centred approaches for managing challenging behaviour
* Lone working implications for managing challenging behaviour
* Reporting and Recording incidents

**Desired Duration:** 1 Full day (6 hours)

## Ordinary Residence\*

**By the end of the course you will be able to:**

* Explain the legal framework for ascertaining a person’s ordinary residence under:
	+ The Care Act 2014, including safeguarding functions
	+ The Deprivation of Liberty Safeguards Procedure
	+ The Mental Health Act 1983 [as amended]
	+ The Children Act 1989, including for those in transition to adult services
* Identify relevant case law that supports the factual and legal basis for determining ordinary residence.
* Describe the roles and responsibilities of the local authority and relevant partners where there is a dispute over funding for an adult with health or care and support needs.
* Identify key critical analysis skills that can support defensible decision making

**Desired Duration:** 1 Full day (6 hours)

## Preparing for Court Cases\*

**Aim:**

To equip staff with the skills and knowledge to give evidence with confidence including for coroners court inquests.

**By the end of the course you will be able to:**

* Explain how both the adversarial and inquisitorial processes work
* Explain the key procedures, order of events and roles of those involved
* Explain why and how to prepare for giving evidence
* Identify skills in providing clear, honest and objective evidence
* Explain the appropriate use of supporting evidence
* Have knowledge of techniques lawyers use in cross examination and how to handle them

**Desired Duration:** 1 Full day (6 hours)

## Report Writing for Social Care Professionals\*

**Aim:**

To improve the overall standard of report writing and ensure those being used as evidence are professionally presented

**By the end of the course you will be able to:**

* Identify the issues to be addressed in your report
* Explain how to develop a structured approach to preparation and writing
* Explain how to express an independent view and arguing your conclusion
* Explain ways to present supporting information
* Describe ways to develop an objective and critical eye in relation to your report
* Identify software to support grammar and spelling
* Complete reports to a high standard including reports such as: reports for assessments, care plans, MCA, court reports

**Desired Duration:** 1 Full day (6 hours)

## Understanding No Access to Public Resources in Care Provision\*

**Aim:**

To enable all employees to understand the limits and powers of the Care Act in relation to no recourse to public funds including the human rights assessments and legal process that applies.

**By the end of the course you will be able to:**

* Explain the terminology used in relation to persons from abroad
* Describe how to apply the prohibitions to social care provisions
* Explain the impact that a person’s immigration status may have on the local authority’s obligations to adults
* Identify how an immigration status may limit local authority obligations in:

o Assessment, including human rights considerations

o Provision, particularly of accommodation based support

o Safeguarding adults at risk, including new duties owed under Modern Day Slavery Act 2015

* Explain the wider duties owed by the local authority to children, care leavers and families
* Explain the NHS role in providing healthcare to persons from abroad
* Identify alternative means of support to signpost individuals to if they are not eligible for support under the Care Act 2014.

**Desired Duration:** 1 Full day (6 hours)

**Undertaking a Virtual Assessment**

This course aims to support practitioners and managers in thinking about ethical, practical, and professional aspects of video call/contact and virtual/online home visits.

**Safeguarding Level 2 Enquiry Officers\***

**By the end of the course you will be able to:**

* Explain the components of Section 42 enquiry and its relationship to the 6 principles outlined in the Care Act.
* Identify the main steps in undertaking a Safeguarding Adults investigation/Enquiry
* Explain the different roles and responsibilities of the lead investigator/enquirer and other lead agencies
* Identify ways of representing the Adult at Risk (including Advocacy)
* Identify and develop a safeguarding plan
* Explain the process of Establishment Concerns investigations
* Identify action to take in Out of Area safeguarding alerts: role of funding and host authority
* Describe legislative and local policy developments in safeguarding
* Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
* Explain what is safeguarding in relation to section 42 of the Care Act.
* Explain the thresholds and requirements of safeguarding S42.
* Explain the role of the local authority and what makes a safeguarding enquiry.
* Safeguarding and new categories under the care act
* Safeguarding and self-neglect when consent is not gained.
* Explain the 4 stages of PAN London guidance and timeframes.
* Explain “concern” under Pan London and guidance including: meetings timeframes, role of local authority, consent, public interest, and thresholds requirements as what makes a concern a safeguarding.
* MCA and consent and when to proceed without consent public interest, coercion judicial review.
* Explain the role of the enquiry officer and the SAM.
* Explain how to carry out a safeguarding enquiry with examples.
* Describe ways to work in partnership and ‘Make Safeguarding Personal’
* Information gathering, evidence evaluation, recording analysis to gain a safeguarding outcome.

**Desired Duration:** 2 Full days (12 hours)

**Safeguarding Adult Managers – Level 3**

**By the end of the course you will be able to:**

* Explain the London Multi Agency Safeguarding Policy and Relevant case law
* Describe the 4 stages of Safeguarding process
* Describe the key roles in the safeguarding process
* Analyse how the 6 six principles link to the role of SAM and Safeguarding process
* Describe ways to support Adult at Risk and Make Safeguarding Personal
* Describe how to analysis information/evidence and deliver a defensible decision
* Explain how to chair a Best Interest, Strategy Meeting and Case Conference with complexity
* Describe how to identify risk, implement risk reduction and deliver a Safeguarding Plan
* Identify where further support action is required in terms of Court of Protection or inherent jurisdiction and how to deal with dispute

**Desired Duration:** 1 Full day (6 hours)

**Deprivation of Liberty Safeguards (DOLS)**

This training course will enable delegates to develop their awareness and understanding of their role and responsibilities with regards to the Deprivation of Liberties act (DOLs) 2005 ensuring that they are able to carry out their duties in accordance with the law whilst protecting the best interest of the service user

Outcomes

This training course will allow delegates to:

* Develop an awareness of the key areas of the Mental Capacity Act 2005 in relation to DoLs
* Understand what is meant by ‘Deprivation of Liberties’ (DOL) and what constitutes a DOL.
* How to identify a DOLS
* How to identify a DolS under Cheshire West case? What to do when a DoLS has been identified.
* Where do DOLS apply and what setting.
* DoLS in the community, how it applies, process guidance and procedure.
* To be familiar with the role of Representatives, IMCAs and Advocates, Monitoring and safeguards. Roles of the local authority, CCG, care homes, social services. Roles of Court of Protection, RPR role of a BIA assessor.
* Understand the role of the Best interest assessor and their role.
* DoLS in the community and, roles and responsibilities of practitioners.
* How to identify DoLS in the community.
* Process of Community DoLS.
* Process and requirements for community dols.
* Changes to legislation LPS and what this means.

**Desired Duration:** 1 Full day (6 hours)

**Multi-Sensory Impairment Training – Level 2**

Upon completion of the multi-sensory impairment level 2 training course it is desired learners will:

* Have an awareness of sensory loss
* Be able to more effectively identify sensory impairment in people you are caring for or treating
* Become aware of the full range of sensory impairments that may affect patients and service users
* Be aware of the terminology used when describing sensory impairments
* Become aware of some of the needs of individuals who have a sensory impairment
* Explain why it is important to promote awareness of sensory loss for individuals
* Be able to address sensory impairment issues in the workplace with greater confidence
* Be more effective in communicating with those who have a sensory impairment
* Have an awareness of the wider services available for people who have a sensory impairment
* Explain how different agencies can provide opportunities to raise awareness

**LPS – liberty protection safeguarding preparation training**

Outline TBC between London Borough of Merton and the successful Service Provider.

**OT practice and the Law**

This course will need to highlight the legal framework underpinning the work of occupational therapists with adults in need and how it applies.

**Adaptations**

Outline TBC between London Borough of Merton and the successful Service Provider.

**Advance Moving and Handling Training for Occupational Therapists**

Desired learning outcomes:

* Demonstrate understanding of essential moving and handling legislation and professional standards in care/community settings and recent developments relating to this practice within the last 12 months.
* Site legal precedents, case law and equipment updates in the last 12 months.
* Be able to complete suitable and sufficient risk assessments where moving and handling applies to objects and people and ensure details are in line with the requirements of the guidance on manual handling operations regulations.
* Be more aware of safe moving and handling principles & practices, back care awareness, safety of self, customer, carers and others.
* Evaluate equipment using a comparative study for assisting people from the floor.
* Practice and develop skills and competencies relating to moving and handling which reflects national best-practice, complex handling and single carer handling techniques and equipment.

**Mental Capacity Act Level 2**

Desired learning outcomes:

* Describe the main principles of the act and who is affected by these provisions
* Identify when it is appropriate to undertake assessment of capacity
* Explain the role of MCA in context of consent to care and treatment and GDPR
* Describe key roles in the assessment process, including advocacy
* Describe the role of the BIA, including how to chair meetings
* Identify where/who to consult when undertaking a BIA
* Explain the COP and its role in Lasting Powers of Attorney, Power of Attorney, enduring Power of Attorney, Appointee ship and Deputyship.
* Explain Advance Decisions and Living Wills
* Describe the interface between MCA and Safeguarding
* Explain good practice principles in recording MCA assessments and BIA.
* Describe lawful approach to least restrictive
* Explain the expected changes from DOL’s to LPS

**Desired Duration:** 1 Full day (6 hours)

**Best Interest Assessor Refresher**

This course will provide an opportunity for learning and discussion focusing on key developments of law and practice in relation to the DoLS process.

**Desired Duration:** 1 Full day (6 hours)

**Effective Case Recording**

Desired Learning Outcomes:

* Give participants an understanding why effective case recording is needed
* Participants will appreciate the key principles behind effective case recording
* Learners will know how to apply GDPR and good Information Assurance when case recording
* Have knowledge of the skills that are required for good case recording
* Know the correct use of language and terminology when case recording
* Participants will appreciate how good quality case recording fits into Independent File Review’s / audit / performance management standards required in an Advice Setting

**Desired Duration:** Half Day (3 hours)

**Palliative care, End of Life Care & NHS Fast Track funding**

Outline TBC between London Borough of Merton and the successful Service Provider.

**The Local Authority responsibilities under Sec 117**

This course will need to cover what the local authorities role is when it comes to section 117 under the mental health act and how it applies to caring for adults.

Full outline TBC between London Borough of Merton and the successful Service Provider

**Motivational and strength based Interviewing techniques as part of an assessment and support planning process**

Full outline TBC between London Borough of Merton and the successful Service Provider

**Advanced MCA - Level 3 - Assessing people who have fluctuating capacity**

Full outline TBC between London Borough of Merton and the successful Service Provider

**Assessing and Supporting Parents who have a disability**

The course will need to cover the following aspects:

* Consider the needs of both child and of parents and reflect on the tensions and challenges in safeguarding the child while supporting the parents.
* Explore good practice and early intervention.
* Explore challenges and barriers faced by parents with learning needs and the role of robust multi-agency practice in working together to address these challenges and barriers.
* Consider strategies to support the process of parenting with learning disabilities both emotional and practical.

**Domestic Violence and Abuse**

This course helps people who work with adults to understand what domestic violence is, how it may begin, who perpetrates abuse, and how to identify when it may be happening.

**By the end of the course you will be able to:**

* Understand what is meant by domestic violence and abuse and be aware of the most common components of abuse.
* Understand the impact that domestic violence and abuse has on victims and their lives.
* Have an awareness of how domestic violence begins and who may perpetrate the abuse.
* Understand the impact that domestic violence and abuse has on children, and understand why domestic violence is considered a type of significant harm under safeguarding guidance.
* Know how to respond appropriately to any concerns about children and their families in relation to domestic violence.

**Desired Duration:** Half Day (3 hours)

**Nil Recourse to Public Funds**

This course will need to look at the duties of local authority when it comes to no resource to public funds and the undertaking the Human Rights Assessment under the Care Act.

Full outline TBC between London Borough of Merton and the successful Service Provider

**Court of protection**

This course needs to cover function of Court Of Protection, include when to refer, Legal mandates.

**Adult Social Care Strengths based approaches**

This training will need to explore how to use a strength based approach when carrying out assessments and care planning along with any other intervention. Restorative approaches and mediation - the Care Act stipulates we should support people to seek justice and redress.

**Dealing with adults who are difficult or resistant to intervention and engagement.**

Outline TBC between London Borough of Merton and the successful Service Provider

**Professional Curiosity**

This course will need to look at how and why to use professional curiosity within Adult social care intervention