

Adult Social Care Training Programme

**Stockton Borough Council Employees
and Personal Assistants
April 2019 – March 2020**




Stockton-on-Tees
BOROUGH COUNCIL

Adult Services

Big plans for the care we provide

Contents

	Page
Index of Courses	5
The Workforce Development Team	7
Course Administration	8
Non Attendance and Cancellation Policy	9
Changes for Social Work: Learning, Training and Development	11
Assessed and Supported Year in Employment for Social Workers (ASYE)	12
Post Qualifying Courses for Social Workers	13
E-learning, Workbook and Distance Learning courses	19
Courses	33
Course Application Form	61

Index of Courses

Page

1. Post Qualifying Courses for Social Workers and CPD

Assessed and Supported Year in Employment for Social Workers (ASYE)	12
Practice Education Stage 1 – Teesside University	13
Practice Education Stage 2 – Teesside University	14
Law and Practice for Best Interest Assessors – Northumbria University	15
Post Graduate Certificate - Approved Mental Health Professional (AMHP) – Northumbria University	16
Safeguarding Adults – Teesside University	17

2. E-learning, Workbook and Distance Learning Courses

Teeswide Safeguarding for All (adults and children) via e-learning	21
The Care Act 2014	29
Safeguarding Adults via Workbooks	30
Foundation (Level 1)	
Intermediate (Level 2)	
1. Safeguarding Adults and Learning from Safeguarding Adult Reviews	
2. The Mental Capacity Act and Deprivation of Liberty Safeguards	
3. Domestic Abuse	
4. Forced Marriage	
5. Female Genital Mutilation	
6. Prevent	
7. Modern Slavery (in preparation March 2018)	
8. Self-neglect (in preparation March 2018)	
E-learning for Healthcare courses	31
Various courses available	
Distance Learning courses	32
Various courses available	

3. Courses

Assessment and Risk Management of Adults who Sexually Harm	37
Asylum and Refugee Awareness	38
Autism Spectrum Disorder (ASD) Awareness	39
Autism Spectrum Disorder (ASD) Intermediate	40
Comments and Complaints	41
Cultural Competence in Assessment for Social Workers	42
Domestic Abuse Awareness	43
Domestic Abuse – Initial Assessment and Basic Intervention	44
Emergency First Aid in the Workplace	45
Food Safety	46
Food Safety Refresher	47
Infection Control	48
Learning Disabilities Awareness	49
Medication in Social Care Settings Level 3 Unit	50
Medication Refresher	51

Continued over page

Motivational Approaches for Working with Difficult to Engage Families	52
PACE – Police and Criminal Evidence Act	53
Reflective Supervision for Managers	54
Safer People Handling	55
Skills for Life – Literacy and Numeracy	56
Team Teach	57
Team Teach Refresher	58
Telecare and Assistive Technology	59
Young Carers’ Point of View	60

The Training Team

Maureen McEnaney – Training and Development Manager

Maureen has worked for nearly 35 years in children's social care as a social worker, team manager, reviewing officer and head of service. She remains committed to the provision of high quality services to vulnerable families and regards the continuous development of the workforce as essential to achieve this goal. Maureen is a registered social worker with established experience of delivering training and assessing practice.

Tel: 01642 527348 Email: maureen.mcenaney@stockton.gov.uk

Victoria Nightingale – Development Officer

Victoria originally trained as a State Registered Nurse. She has over 25 years' experience in adult health and social care. She is a qualified assessor and internal quality assurer and has management and teaching qualifications.

Tel: 01642 528368 Email: victoria.nightingale@stockton.gov.uk

Pauline Hudson – Training and Development Officer

Pauline has worked in Stockton-On-Tees for a number of years within residential care, working with children of all ages. Pauline holds a teaching qualification and currently mentors staff through diploma qualifications and is a Team Teach Instructor.

Tel: (01642) 526977 Email: pauline.hudson@stockton.gov.uk

Liz Colman – Training and Development Officer

Liz previously worked as a probation officer and manager and more recently as a national and international trainer. She has also worked as a lecturer at the University of Teesside.

Tel: (01642) 528212 Email: liz.colman@stockton.gov.uk

Joanna Murphy – Training and Development Officer

Joanna has worked in the area of social work for 20 years. She holds a teaching qualification and is a registered social worker. She has taught social work and criminology at both Durham and Teesside Universities and is currently completing doctoral research in social work and assessing risk.

Tel: 01642 524726 Email: joanna.murphy@stockton.gov.uk

Stephanie Frost – Senior Technical Administration Officer

Steph supports the work of the training and development team and in particular that of Janet Hayes. She is the first point of contact for enquiries relating to Community Care Inform, Practice Education and NMDS. Steph has qualifications in business administration, customer service and human resources management.

Tel: 01642 528362 Email: stephanie.frost@stockton.gov.uk

Jenny Scott - Workforce Development Administration

Jenny started in the department in August 2016 and supports the work of the training and development team with bookings, setting up of training courses and general administration.

Tel: 01642 527698 Email: workforcedevelopmentcesc@stockton.gov.uk

Course Administration

The application form should be used to apply for all courses and a copy can be found on page 61 of this brochure. Alternatively an electronic version of the application form can be downloaded from www.stockton.gov.uk/cpd

One application form per person per course is required. Please ensure that all sections of the application form are completed. Incomplete application forms will be returned.

Completed application forms may be returned via

Email: workforcedevelopmentcesc@stockton.gov.uk

Post: SBC Workforce Development, Kingsway House, 1st Floor Room 102, West Precinct, Billingham, Stockton-on-Tees, TS23 2YL

Fax: (01642) 528676

What will you receive?

All correspondence in relation to training requests will be sent to you by email. You will receive an email confirming your place on the requested training and a reminder two weeks prior to the date of the training, which will include venue, dates and times.

Please ensure that you note the content of these emails as they will provide all the information you require for the training requested.

If you have submitted an application form and have not received an email confirming your place within one week, please contact the Administration Team on 01642 528362/527698. Please do not attend a course unless you have received confirmation of your place as it may not be possible to accommodate you.

What is expected from the learner?

For accredited courses, all applicants are required to sign an 'undertaking'. The purpose of this is to confirm learner's commitment to the required study in order to achieve the qualification. It also forms a formal agreement to refund the cost of the training if unsatisfactory progress is made or if the learner chooses to discontinue the course.

Course Fees

All courses contained within this brochure are free to Stockton Borough Council staff and personal assistants working in social care

Non Attendance and Cancellation Policy

Please note that all courses provided by the Workforce Development Team are partly subsidised and these charges are reinvested into additional learning provision

Charges for non-attendance and late cancellations are detailed below

Cancellation more than 5 working days before the course date:

- All cancellations must be made in writing (preferably via email to workforcedevelopmentcesc@stockton.gov.uk) by the delegate or their line manager
- No telephone cancellations will be accepted

Cancellation less than 5 working days before the course date:

- Written notification must be received by the Workforce Development Team from the delegate or their line manager
- Where written notification is not received 5 working days before the course start date or where there is insufficient reason for non-attendance, a charge of £50 will be made
- If you are unable to attend the course on the day, due to unforeseen circumstances (such as illness) the written notification from your line manager must be sent to the Workforce Development Team at workforcedevelopmentcesc@stockton.gov.uk and consideration will be given to waiver the charges, if this is deemed appropriate. Please note this is at the discretion of the Workforce Development Team

Charges will be made where there is a non-attendance due to:

- Other work pressures
- Annual leave bookings
- Course booked in error
- Applicant forgot or went to wrong location

Charges are unlikely to be made where:

- There is a personal or family emergency
- Compassionate leave has been given
- Staff have called in sick using absence reporting policies and procedures
- Having justified work pressures e.g. court attendance/inspections

Substitute delegates are only accepted with the agreement of the Workforce Development Team, in advance

It is the responsibility of all members of staff to ensure they have signed the attendee list at the beginning of each training course day. Any member of staff who has not signed in will be considered a non-attendee and will be charged accordingly.

Contact:

Workforce Development Team, workforcedevelopmentcesc@stockton.gov.uk

Tel: 01642 527698/528362

Changes for Social Work: Learning, Training and Development

The Professional Capabilities Framework (PCF) is hosted by BASW. The PCF contains 9 domains to map our development against as social workers. These are:

- Professionalism
- Values and Ethics
- Diversity
- Rights, Justice and Poverty
- Knowledge
- Critical Reflection and Analysis
- Intervention and skills
- Contexts and Organisations
- Professional Leadership

A copy of the PCF can be accessed at: <https://www.basw.co.uk/pcf/>

Different level descriptors are available whether you are a student, ASYE, social worker, experienced social worker or manager.

We are currently registered with the Health and Care Professions Council and have the following CPD requirements:

- Maintain a continuous, up to date and accurate record of your CPD activities
- Demonstrate that your CPD activities are a mixture of learning activities relevant to current or future practice
- Seek to ensure that your CPD has contributed to the quality of your practice and service delivery
- Seek to ensure that your CPD has benefits to the service user, and
- Upon request, present your written profile (which must be your own work and supported by evidence) explaining how you have met the standards for CPD

Whenever a profession renews its registration, the HCPC randomly audit (check) the CPD of 2.5 % of professionals. Those registrants who are chosen for audit must submit a CPD profile to show how their CPD meets the standards. We have had several members of staff who were lucky enough to be selected to show how their CPD has met the standards!!

The HCPC site suggests profile templates, which include personal statements as well as recording of the activity undertaken. More detailed information on this can be obtained from the HCPC <http://www.hpc-uk.org/registrants/cpd/profile/>

Key Knowledge and Skills Statements (KSS) for Adult Social Workers have been developed and a copy of the KSS can be accessed at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf

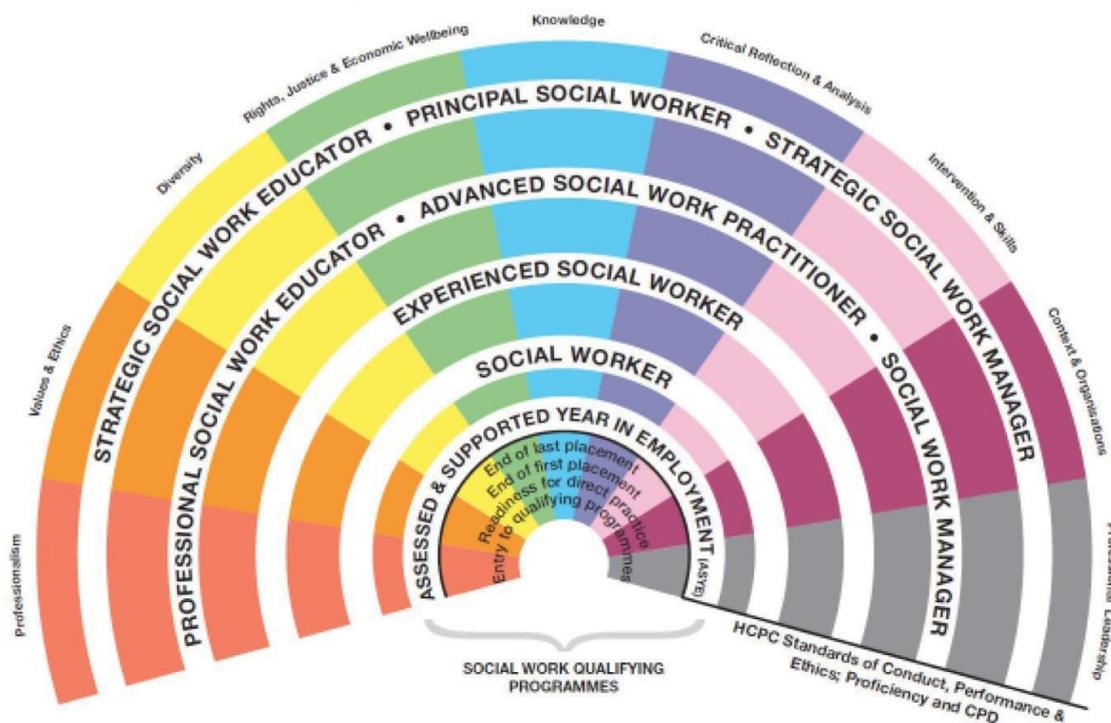
ASYE will be assessed against the PCF domains at the end of the first year of practice as well as the KSS for Adult Social Workers.

Assessed and Supported Year in Employment for Social Workers (ASYE)

The assessed and supported year in employment (ASYE) is a yearlong programme designed to help newly qualified social workers (NQSW's) develop their skills, knowledge and capability and to strengthen their professional confidence. It will provide NQSW's with access to regular and focused support and development during the first year in employment.

The ASYE is a common programme for all of childrens' and adults' social work which includes a holistic assessment of an individual's abilities in their first year of employment as a qualified social worker by introducing a consistent standard against which, knowledge and capability can be judged. Assessment is against the KSS statements for Adults and the Professional Capabilities Framework (PCF) for social work (see below). Successful completion will result in national certification.

Personal Capabilities Framework for Social Workers



Each NQSW will be supported through their ASYE through a combination of:

- Reflective Supervision
- Workload management
- A professional development
- Time for learning and development

Social workers on the ASYE programme will be expected to complete a mandatory training Programme.

Successful completion of the ASYE will allow the NQSW to move into the next stage of their social work career as highlighted in the PCF 'Rainbow'.

For more information on ASYE, talk to your team manager or contact liz.colman@stockton.gov.uk

Practice Education Stage 1 – Teesside University

University Certificate in Professional Development:

This award prepares qualified and experienced practitioners to meet and demonstrate the requirements for Stage 1 of the Practice Educator Professional Standards (May 2012)

Course details

Credits: 20, Level: Degree

You will be equipped to supervise, teach and assess social work degree students up to but not including the final assessment prior to qualification (PEPS 2012)

What you study

You focus on developing an understanding of the organisation of opportunities for the demonstration of capabilities in practice; enabling learning and professional development in practice and the management of the assessment of learners in practice

How you learn

The award is delivered in two, two-day blocks spanning a period of four months. There is a combination of teaching methods used including lectures, case reviews and discussion, peer reviewing of records and statements, analysis of best practice, observation and shadowing and court simulation. It is delivered by social work academics in conjunction with other professionals involved in this area of work, such as medical, legal and court staff

How you are assessed

You are required to have a pre-registered social work student on placement during this programme of study and the material for the assessed work is based on this experience. The overall assessment of the module is via a portfolio containing documents developed during the placement, with a reflective rationale for their use and an evaluation of the role of the Practice Educator. Additionally, you are observed in your practice while supervising a learner on one occasion

Entry requirements

- Registered Social Worker
- Two years relevant work experience before taking full responsibility for assessing a social work placement, qualified for two years (PEPS 2012)
- A learner on a placement
- A work-based Mentor qualified to Stage Two PEPS, to undertake the direct observation of practice

http://www.tees.ac.uk/parttime_courses/health_&_social_care/upcd_practice_education_stage_1.cfm

Practice Education Stage 2 – Teesside University

University Certificate in Postgraduate Continuing Education:

The award prepares qualified and experienced registered social workers to meet and demonstrate the requirements for Stage 2 of the Practice Educator Professional Standards (May 2012), and build on Practice Education Stage 1 by developing practice educators whose practice will be insightful, reflexive, creative and critical with regard to their own practice development and that of others

Course Details

Credits: 20, Level: Masters

This award equips you to supervise, teach and assess social work degree students up to and including the last placement. In effect, as a practice educator you have the authority and capability to recommend on the basis of appropriate evidence, that the social work students are fit to practice at the point of qualification (PEPS, 2012)

What you Study

You focus on developing a critical consideration of the nature of knowledge, skills and values relevant to professional education and the workplace. The relationship between theory and practice is explored alongside a critical consideration of the use of evidence-based practice. You consider the notion of holistic assessment and the introduction of the Professional Capability Framework (PCF) as a means of assessing students. You are encouraged to critically explore the complexities of assessing knowledge, skills, understanding and values, and to critically reflect on the nature of intellectual and practical abilities

How you learn

The award is delivered in two, two-day blocks spanning a period of four months. There is a combination of teaching methods used including lectures, case reviews and discussion, peer reviewing of records and statements, analysis of best practice, observation and shadowing and court simulation. It is delivered by social work academics in conjunction with other professionals involved in this area of work, such as medical, legal and court staff

How you are assessed

You are required to take responsibility for the assessment of a final year pre-registered social worker on placement during this module. The overall assessment of the module is a portfolio containing documents developed during the placement. You are also required to undertake an assessment of another learner, at different level to the learner on placement, who is being assessed against the Professional Capabilities Framework. This assessment must be observed. Your employer is required to arrange for a registered social worker holding a Stage 2 PEPS qualification, or equivalent, to undertake this and one other observation of practice

Entry requirements

- Registered Social Worker
- Three years relevant experience, qualified for two years by the end of the programme. PEPS 2012
- Practice Education Stage 1 or its equivalent will have been achieved
- Placement of a final year pre-registered social work student undertaking 100 days' assessed practice

http://www.tees.ac.uk/parttime_courses/health_&_social_care/ucpce_practice_education_stage_2.cfm

Law and Practice for Best Interest Assessors – Northumbria University (also open to Occupational Therapists)

Date(s): October 2018 or March 2019

This module, at Masters Level, aims to prepare students, from a range of professional backgrounds, to practice as Best Interest Assessors within the Deprivation of Liberty Safeguards (Mental Capacity Act 2005)

Students will be required to demonstrate an applied knowledge of the Mental Capacity Act 2005 and its Code of Practice; the ability to keep appropriate records and to provide clear and reasoned reports in accordance with legal requirements and good practice; and the skills necessary to obtain, evaluate and analyse complex evidence and differing views and to weigh them appropriately in decision making

If you are interested in this award please contact Janet Hayes at janet.hayes@stockton.gov.uk for discussion in the first instance

The teaching and learning involved seeks to develop understanding of the specialist knowledge and skills needed to work effectively with service users who lack the capacity to make decisions about their care or treatment, and who may be deprived of their liberty. Assessment is designed to enable students to critically review, consolidate, and extend their theoretical understanding of the DoLS framework, and the policy and practice implications of implementing the safeguards within a multi-disciplinary environment

Professionals must have at least 2 years post-qualifying experience before commencing the course

Post Graduate Certificate – Approved Mental Health Professional (AMHP) – Northumbria University (also open to Occupational Therapists)

This award is designed to equip students, from a range of professional backgrounds, to undertake the statutory role of Approved Mental Health Professional under the Mental Health Act (1983) (as amended by the Mental Health Act 2007).

The PG certificate consists of three core modules:

- Contemporary Themes in Mental Health
- Mental Health Law
- Assessment and Planning Under the Mental Health Act 1983 (as amended by the Mental Health Act

Professionals must have at least 2 years post-qualifying experience before commencing the course, as well as having worked as a back-up on SBCs AMHP rota

If you are interested in this award please contact Janet Hayes at janet.hayes@stockton.gov.uk for discussion in the first instance.

Safeguarding Adults – Teesside University (also open to Occupational Therapists)

- University Certificate in Continuing Education
- Credits: 20
- Level: Degree

NB: This is a mandatory course for all newly qualified social workers and occupational therapists

This module develops the knowledge base of professionals who have significant experience of working with vulnerable adults. You also develop professional's insight and critical reflection on the process of being alerted about concerns with a view to conducting investigations.

What you study

You study ethical dilemmas, practice issues and risks inherent in safeguarding adults. Legislation including the Mental Capacity Act, Deprivation of Liberties Safeguards, Health and Social Care Act and the Care and Support Act are integral to the module alongside current policy and guidance

How you learn

You learn via a series of seminars, workshops and keynote speakers

How you are assessed

The module is assessed through a 4,000 word assignment based on a case study

E-learning, Workbook and Distance Learning Courses

Teeswide Safeguarding for All (adults and children) via e-learning

Hartlepool & Stockton LSCBs working with the Adult and Children Safeguarding Boards in the Tees area have jointly invested in an online training package **Safeguarding For All** from the Virtual College to provide all those who work with children and families access to an excellent range of e-learning courses in one place. The changes provide a greater number of courses covering both adults and children. Self-registration is included which is a new feature for some learners.

For details on how to self-register and/or manage your courses please visit [Teeswide Safeguarding All \(Adults & Children\)](#).

The following courses will be available during 2018 /2019 to staff and volunteers working within the Tees area, Statutory, Voluntary or Not for Profit Organisations and Commissioned Care Providers. This includes Nurseries, Academies and Independent Schools.

Introduction to Safeguarding:

Aimed at those who have occasional contact with children.

Safeguarding Adults at Risk

This training course is for anyone who encounters adults at risk of abuse in the community, in a person's own home, in a hospital, in a day care or residential setting. This includes formal and informal carers, volunteers, health and social care professionals.

Awareness of Child Abuse and Neglect – Foundation:

Aimed at those who have direct contact with children. This is a slightly shorter version of the Awareness of Child Abuse and Neglect - Core, and it is designed to be suitable for all, not just child specialists.

Awareness of Child Abuse and Neglect – Core

This course is suitable for everyone who works directly with children and young people, including frontline professionals. This course covers a variety of child protection and safeguarding children issues and is suitable for anyone who regularly comes into contact with children or who may be asked to contribute to the assessment of children in need.

The course aims to inform about the various types of abuse and neglect that can happen to a child and then explain what you must do if you suspect a child is being abused or neglected. This course allows you to choose the legislation which applies to your country, should it be England, Wales, Scotland or Northern Ireland.

A section of this course looks into multi-agency cooperation focusing specifically at Police, Social Services, Social Housing, Healthcare, Education (Early Years, Primary, Secondary, Further or Higher), Prisons, Secure Units, Probation, Youth Justice Youth Groups Community Groups & Voluntary groups.

Awareness of Domestic Violence and Abuse

Helps you to explain, describe and recognise the signs of domestic violence and neglect. It will also help you identify ways to support victims, identify the 'dos and don'ts', recognise when it is appropriate to assist, know where and when to get help and be aware of best practice.

This course is suitable for those working with children, young people and adults.

Deprivation of Liberty Safeguards

This module is aimed at everyone working in health and social care that makes decisions for people who may lack capacity and who require a knowledge of the Mental Capacity Act and, specifically, the issue of deprivation of liberty safeguards (often shortened to DOLS).

Mental Capacity Act

The Mental Capacity Act is intended to assist and support people who may lack capacity and to discourage anyone who is involved in caring for someone who lacks capacity from being overly restrictive or controlling.

This course aims to help care workers look at how the Act will affect them and to help them to develop best practice to include in the new legislation.

Trafficking, Exploitation and Modern Slavery

This course is about understanding, combating and helping people who are being trafficked, exploited or used in modern slavery. It examines different types of exploitation, how individuals become victims to abuse and what actions professionals should take to recognise victims and help them.

This course is suitable for those working with children, young people and adults.

Understanding Pathways to Extremism and the Prevent Programme

This course is aimed at all professionals who work in sectors where they come into contact with people who may be vulnerable to radicalisation, whether they are adults, children or young people.

The aim of the course is to give you an awareness of the radicalisation process so you can feel confident about being proactive in taking a multi-agency approach to early intervention and support.

Basic Awareness of Child and Adult Sexual Exploitation

Once you have completed this module you will be better equipped to recognise sexual exploitation and react immediately and appropriately in order to safeguard children, young people and adults. You will understand the importance of multi-agency working and the safeguarding frameworks in place to manage concerns of sexual exploitation.

A New Approach to Child Poverty

This course will help explain what child poverty is and which disadvantages that are related to it. It will describe how it impacts on children, families and communities.

On completion of the course you will be able to recognise signs and risk factors of child poverty and understand how to work together with other agencies and services to contribute to overcoming child poverty.

Collaborative Working: A Whole Family Approach

This course provides the learner with an understanding of the impact of whole family working and the key principles of whole family intervention.

Hate Crime

This module aims to raise awareness of hate crime and hate incidents and their true extent in our communities.

Having completed this e-learning course, learners will have an increased understanding of hate crime and the impact these types of crime have on victims. Learners will also be provided with advice and guidance on how to recognise hate crime as well the appropriate actions to take when reporting hate crime

An Introduction to FGM, Forced Marriage, Spirit Possession and Honour Based Violence

Provides an understanding of Female Genital Mutilation, Honour Based Violence, Spirit Possession and Forced Marriage.

These are the four main types of abuse that stem from culture related traditions and this course increases awareness of specific cultural and religious needs whilst providing the knowledge practitioners need to be confident when conversing with those from a different cultural background around the subjects.

An Introduction to Health and Safety

All businesses have a legal obligation to ensure that their employees are protected from harm in the workplace.

This online Health and Safety course helps you to fulfil legal requirements for providing workplace training; it also promotes staff awareness that can lead to greater efficiency, lower insurance costs and a reduction in lost time

An Introduction to Integrated Working (The Early Help Assessment / Lead Professional / Information Sharing)

Since its introduction, integrated working has become the cornerstone of professionals' working practices; and coupled with the Early Help Assessment now provides a solid basis for delivering frontline services.

Child Accident Prevention for Parents and Carers

Accidents can happen anywhere in and around the home; there are potential hazards in every home, such as household chemicals, hot water, sharp objects and heights. Young children are not able to assess the risks all these hazards can present.

The course will look at access to supplementary guidance, risk factors, preventative measures and treatments after accidents.

Children's and Young People's Development in Health and Social Care Settings

This Virtual College course aims to increase awareness of the prime concerns around children's and young people's development.

It presents learners with an increased understanding of the expected pattern of development and details the factors that can influence development

Common Core Skills and Knowledge

This module is designed to be relevant for all staff, paid and voluntary, working with children and young people.

Communication in Health and Social Care or Children's and Young People's Settings

This course has been designed to provide learners with a basic understanding of what communication is, and how it can be used to support people who need help.

Dementia Awareness

This module aims to raise carers' understanding about the lived experience of a person with dementia, looking at the person first and then exploring simple techniques to help keep the person with dementia independent for longer

Dignity in Care

'Dignity' can be a difficult term to define. This is because dignity means different things to different people and can cover a wide range of topics. We believe that dignity is about ensuring that people in care are treated with dignity and respect in adult social care whatever the setting.

On completion of this course learners will: understand how the people we support might feel when not treated with dignity and respect; know what constitutes best practice; understand why inappropriate staff attitudes must be challenged; and ensure all staff working in adult social care employ best practice.

Duty of Care in Health, Social Care or Children's and Young People's Settings

It is vital that those working within health, social care or children and young people's settings not only understand what it means to have a duty of care in their work role but also how to effectively implement duty of care in everything they do.

Early Child Development – Foundation

This course provides learners with an increased awareness of child development issues and highlights the factors that affect the individual pathway along which each child develops.

Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

This module has been designed to provide learners with the knowledge and skills required to promote and implement equality and inclusion.

E-Safety – Guidance for Practitioners

Safeguarding risks are associated with the internet and other forms of modern technology. This course helps you understand the different ways children and young people use technology and how this can make them vulnerable.

Falls and Fracture Prevention in Older People

The incidence of older people falling is much higher than within any other sector of the public. One third of older people are classified as recurrent fallers, meaning a fall suffered by an older person may not be a one off event.

This in depth course covers a range of topic areas that will ensure that you can assess and identify when an older person may be at greater risk of a fall and the methods that can be implemented to reduce this risk

Hidden Harm

When it comes to drug and alcohol misuse in adults focus is often on the parent.

This course aims to emphasize the effects on children and young people, raises awareness and helps spot signs and identify appropriate windows to help break the cycle and safeguarding the child

Information Sharing

This course aims to change the perception that information sharing and data security are complex issues by simplifying and clarifying the processes so that the learner feels more confident in understanding what they can share, when they can share it and with whom.

Introduction to Tele-care and Tele-health

Tele-health is the delivery of health care-related services and information via telecommunication technologies. It supports independent living by providing healthcare services from a distance (e-health).

This course is accredited by the Royal College of Nursing and, on completion, learners will; have a knowledge of tele-health and its functionalities; have a more focused understanding of how these initiatives may influence the ways in which they work; and understand the key drivers of the development and implementation of tele-care and tele-health, including achieving more effective and higher-quality care.

Medication Awareness

This course aims to provide learners with the knowledge required to support the use of medication in health and social care settings.

It provides information on the different types, classifications and forms of medication, as well as providing guidance on safe storage and disposal.

Moving and Handling Objects and People

Moving patients is one of the most important skills needed in an NHS or care environment. It is important to move patients carefully to avoid any injury.

This moving and handling course provides learners with the knowledge they need in order to reduce the change of causing any injury whilst moving loads in their environment.

Parental Mental Health

This course raises awareness of the main issues surrounding mental health in parents and focuses on how this can impact children and young people. It increases understanding of the causes and symptoms of mental health and knowledge of how to advise and support parents, children and young people.

Person Centred Approach in Adult and Social Care Settings

Person centred planning is crucial to providing quality care and support. It helps professional care and support workers find out what is important to the person they support and enables services to be built around what matters most to that individual.

This module has been designed to provide learners with the knowledge and skills required to promote and implement person-centred approaches in adult social care settings. On completion learners will have an increased understanding of person-centred approaches including the importance of consent and the role of risk assessment.

Personal Development in Health, Social Care or Children's and Young People's Settings

This course has been designed for health and social care workers operating in a wide variety of health and social care settings.

Risk Assessment – Understanding Risk Assessment When Working with Children, Young People and Families

The aim of this course is to help practitioners from all agencies develop an understanding of theories of risk assessment and become competent and confident in applying them when working with children, young people and their families.

Safeguarding Children Refresher

It is a statutory requirement for anyone who works with children to update their knowledge of legislation and guidance in order to maintain the ability to act on any concerns that reflect the welfare of children and young people.

This training should be undertaken every three years.

Safeguarding and Leadership

This course is intended for operational managers at all levels, including supervisors, frontline managers, managers of child protection units and those involved in the specification, commission and monitoring and / or provision of services to children, young people and their families.

It provides an understanding of what is required to ensure that appropriate safeguarding training, monitoring and leadership is embedded through all organisations.

Safeguarding Children and Young People from Abuse by Sexual Exploitation

Increases awareness of the main issues in the sexual exploitation of children and young people and raises awareness of the legislation and guidance that applies to vulnerable groups and how these policies can be applied in practice.

Aimed at anyone who comes into contact with children and young people during the course of their work.

Safeguarding Everyone – Protecting Children, Young People and Adults at Risk

Anyone who works within health and social care understands how important it is to always ensure the safety and security of those in their care.

This course provides the knowledge required to recognise the signs of abuse and an understanding of how to respond appropriately to suspected or alleged abuse.

Safer Recruitment

Any employer or volunteer co-ordinator is responsible for ensuring that staff and volunteers are recruited safely to work with children and young people.

This course covers knowledge required by anyone recruiting so that best practice and legal safer recruitment requirements are met

Safe Sleeping for Babies – Reducing the risk of SIDS

This course promotes and supports key safe baby sleeping messages, raising the awareness of parents, family members or other people who come into contact with families.

Safer Working Practices

This e-learning course has been produced to help staff establish the safest possible learning and working environments.

Self-care

Self-care includes self-care and self-management. Self-care: individuals taking responsibility for their own health and wellbeing. Self-management: individuals making the most of their lives and coping with difficulties.

This module looks at the 4 elements of supporting self-care: skills, tools, advice and networks (STAN). On completion, learners will have a broad knowledge of what self-care is, have a basic knowledge of the seven common score principles and be able to offer examples of how each of the STAN elements can support self-care.

Self-harm and Suicidal Thought in Children and Young People

This course aims to educate learners about the warning signs, risk factors and actions to take should they suspect a child or young person is self-harming or having suicidal thoughts.

Short Breaks for Disabled Children

The courses provide delegates with knowledge and skills in a range of topics from introducing disabilities, managing challenging behaviour, communicating with disabled children.

Strategic Managers in Integrated Working

The focus of this course is the integrated working between these people, why it is important, who it can affect and the most effective way to achieve this through the use of three main components. Common Assessment Framework (CAF), Information Sharing and Lead Professional.

Supervision and Appraisal in Early Years Settings

This course provides advice and guidance that will help you make a smooth and fulfilling transition to a supervisory role and help to ensure that you enjoy a positive professional working relationship with your work colleagues

The Management of Urinary Catheterisation for Adults

Having completed this e-learning course, learners will understand what the Management of Urinary Catheterisation for Adults involves and they should also be able to apply the principles learnt in this course into practice.

The Role of the Health and Social Care Worker

This course aims to provide learners with an increased understanding of the nature of working relationships within health and social care, as well as raise awareness of the importance of working in ways that are agreed with the employer and working in partnerships with others.

Tissue Viability

Pressure ulcers can be extremely painful, difficult to treat and in some extreme cases even life threatening. As a result, this module has been designed to provide learners with an increased awareness of the causes and contributing factors of skin pressure damage, referred to as ulcers.

This module provides learners with an increased understanding of the regulatory requirements relating to tissue viability, as well as information on appropriate wound care.

Working with Children with Disabilities

This course aims to raise awareness of specific needs of these disabled children in relation to their vulnerability and communication.

The course contains an overview of the national and local agenda in relation to children with disabilities, basic knowledge of the range of protection needs of disabled children and information on how you can enable them to communicate about their experiences and provide support.

Safeguarding in Education

By the end of the course you should be able to recognise the legislation and guidance that governs safeguarding children in education and recognise the signs of abuse and neglect.

You should be able to identify safe working practices in education settings, identify what to do if you have concerns about children and recognise the importance of early intervention.

Working with Adults who Self Neglect

Self-neglect is difficult to detect due to its multi-dimensional character; it is a complex combination of physical, mental, psychological, social and environmental causes.

This course helps the learner to understand how to recognise the signs and the different manifestations of self-neglect

The Care Act 2014

Skills for Care have created learning and development materials to help with the changes brought about by the Care Act 2014. This can be accessed on <http://www.skillsforcare.org.uk/Standards-legislation/Care-Act/Learning-materials/learning-materials.aspx>

Topic areas

- Introduction and overview of the Act
- Information and advice
- First contact and identifying needs
- Charging and financial assessment
- Person centred care and support planning
- Transition to adulthood
- Partnerships, cooperation and integration

Specialist briefings

- [Safeguarding adults](#)
- [Care Act changes to the police role in the safety and protection of adults at risk of harm within safeguarding](#)
- [Care and support for people in prisons and approved premises](#)

Safeguarding Adults via Workbooks

For those workers who cannot access the e-learning programme there is an alternative offered by the **Teeswide Safeguarding Adults Board**

To register, visit <http://www.tsab.org.uk/training/> or contact on 01642 527942 for more information.

Safeguarding Adults Foundation (Level 1)

This consists of studying a workbook and answering some questions. A certificate will be provided once the workbook has been successfully completed. The course includes types, definitions, signs and symptoms of abuse; legislation and guidance; what to do if you have any concerns plus a basic understanding of the Mental Capacity Act; Deprivation of Liberty Safeguards and the Government's PREVENT Strategy and how we need to adhere to it.

Safeguarding Adults Intermediate (Level 2)

This is aimed at managers of services, including registered managers and deputies, day services managers, clinical matrons, safeguarding leads in NHS Trusts. The course is currently broken down into 8 modules:

- Module 1: Safeguarding and reporting a concern and Learning from Safeguarding Adult Reviews (SAR)
- Module 2: The Mental Capacity Act and Deprivation of Liberty Safeguards
- Module 3: Domestic Abuse
- Module 4: Forced Marriage
- Module 5: Female Genital Mutilation
- Module 6: Prevent
- Module 7: Modern Slavery
- Module 8: Self-neglect

E-learning for Healthcare

E-LfH is a [Health Education England](#) programme working in partnership with the [NHS](#) and professional bodies to support patient care by providing e-learning to educate and train the health and social care workforce. E-LfH is now in the process of delivering over 150 e-learning [programmes](#) in partnership with the professional bodies such as Royal Colleges and associations, Department of Health policy teams and other arm's length bodies e.g. NHS England and Public Health England.

Access to e-LfH content is available to all social care professionals in England whose employers are registered with the Skills for Care National Minimum Data Set for Social Care (NMDS-SC). Stockton on Tees Borough Council is registered. Please access the website at <http://www.e-lfh.org.uk> and go to the top right hand corner and click to register. If you have any problems with this process, please contact Victoria Nightingale on victoria.nightingale@stockton.gov.uk or Jenny Scott on jenny.scott@stockton.gov.uk. You can open the full programme of courses on the home page or by clicking the link above and choose the course/courses you are interested in. Once you have registered, you will receive an email with confirmation and further instructions. Please make sure you enter your workplace as STOCKTON-ON-TEES BOROUGH COUNCIL, otherwise it will not be recognized.

To obtain your certificate return to the My E-Learning page and locate your course. Beside this will be a certificate icon. Click this and you will be asked to open or save the document. Click open and a pdf will download. You can then save and print as normal.

Some of the courses available are:

- DEMENTIA
- DEPRIVATION OF LIBERTY SAFEGUARDS
- DOMESTIC VIOLENCE AND ABUSE
- END OF LIFE CARE
- EPILEPSY
- EQUALITY AND DIVERSITY
- FEMALE GENITAL MUTILATION
- IDENTIFYING AND SUPPORTING VICTIMS OF MODERN SLAVERY
- IMPROVING MOUTHCARE
- INFECTION CONTROL
- INFORMATION SECURITY
- MENTAL CAPACITY AND CONSENT
- MENTAL HEALTH AWARENESS PROGRAMME
- PREVENTING PRESSURE ULCERS
- SAFEGUARDING ADULTS
- SAFEGUARDING CHILDREN AND YOUNG PEOPLE
- COMMUNICATION IN CARE HOMES
- SEXUAL HEALTH AND HIV
- TRANSIENT ISCHEMIC ATTACKS

Distance Learning Courses (including safeguarding)

Stockton Council Learning and Skills are offering a range of distance learning courses to gain level 2 fully accredited and nationally accepted qualifications in a range of social care related subjects. Many courses are fully funded meaning they are FREE to anyone who completes the course. They are a great alternative way of learning and completing work related subjects for CPD (Continuing Professional Development).

Distance learning courses can be done on line or in the form of workbooks, whichever best suits the needs of the learner. They allow you to study from anywhere, at any time, and with the support of an on line assessor. The courses are appropriate for those working in both the children's and adults sectors.

There is an initial one off face to face induction to complete the paperwork, which can be attended at the Learning and Skills offices in Billingham or in the workplace. There is a requirement for a minimum number of delegates of 4 learners for each induction, and workplaces can join in with other workplaces if necessary. There are no formal entry requirements.

The Level 2 Certificate courses are being offered in the following subjects:

- Awareness of Mental Health Problems
- Business and Administration
- Care and Management of Diabetes
- Common Health Conditions
- Counselling Skills
- Customer Service for Health and Social Care Settings
- Data Protection and Data Security (including GDPR) (available soon)
- Dementia Care
- Dignity and Safeguarding
- Equality and Diversity
- Falls Prevention Awareness
- Improving Personal Exercise, Health and Nutrition
- Infection Control
- Information, Advice or Guidance
- Introducing Caring for Children and Young People
- Lean Organisation Management Techniques
- Learning Disabilities
- Principles of Care Planning
- Principles of End of Life Care
- Team Leading

Understanding Autism
Understanding Behaviour that Challenges
Understanding Children and Young People's Mental Health
Understanding Specific Learning Difficulties
Understanding Safeguarding and PREVENT
Understanding Nutrition and Health
Working with People with Mental Health Needs

For further information and application forms please contact Victoria Nightingale at Victoria.nightingale@stockton.gov.uk or on 01642 528368.

Courses

Assessment and Risk Management of Adults who Sexually Harm

Dates	11 November 2019
Time	09.30 – 16.30
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	Social workers, managers, family support workers and social care officers
Training Provider	Workforce Development Team

Course Aim

To explore current research and theory in the assessment and risk management of adults who sexually harm

Learning Objectives

- Discuss levels of deviancy and the continuum of risk in relation to the assessment of adults who sexually harm
- Describe Finklehor's four stages to sexual abuse
- Examine and practice the use of risk assessment tools relevant in the assessment of sexual abusers, with particular reference to risk domains
- Consider both actuarial and clinical assessment methods
- State what grooming involves and how this can impact upon the victim, the protective adults within families and professionals working with sexual abusers

Asylum and Refugee Awareness

Dates	13 November 2019 05 February 2020
Time	09:30 – 12:30
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	Social workers, family workers, social care officers, review officers and social care staff
Training Provider	Stockton Borough Council

Course Aim

To raise awareness of the difference between asylum seekers and refugees and how to provide support for individuals

Learning Objectives

- Differentiate between asylum seekers and refugees
- Identify support systems available to asylum seekers and refugees
- Describe Home Office policy with regard to asylum seeking
- Identify when it is appropriate to use an interpreter
- Distinguish between myths and facts with regard to asylum seekers and refugees

Autism Spectrum Disorder (ASD) Awareness

Dates and Times	01 May 2019 26 September 2019 04 December 2019	09:30 – 12:30 13:00 – 16:00 09:30 – 12:30
Venue	The Education Centre based at Stockton Sixth Form College	
Who Should Attend	Everyone within the adults and children’s social care workforce and other workers who need an awareness of ASD e.g. library and leisure centre staff. NB: Please note that it is a legal requirement under the Autism Act 2014 that all front line staff who come into contact with service users and their families attend an awareness course as a minimum	
Training Provider	Educational Psychology Service	

Course Aim

This ½ day awareness-raising session is suitable for those who wish to gain a basic understanding; want to re-visit prior learning; or, who want to underpin their current ASD related practice with a formal session

Learning Objectives

- Describe ASD and its history
- Explain the concept of ASD as a spectrum
- Recognise the basic signs that might be exhibited by someone on the Autism Spectrum

Autism Spectrum Disorder (ASD) Intermediate

Date	12 February 2020
Time	09.30 – 16.30
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	Workers from the adult or children's social care workforce who come into regular contact with people with ASD including social workers who have an assessment role. You need to have attended the Autism Spectrum Disorders Awareness course before attending this intermediate course dependent on previous experience and knowledge (please see previous page)
Training Provider	Educational Psychology Service

Course Aim

This full day session builds on the basic ½ day awareness-raising session to cover a range of material in more detail, including the transition to adulthood and adult services

Learning Objectives

- Describe the main characteristics of ASD
- Identify different theories and concepts about ASD
- Explain referral pathways and diagnostic processes
- Describe the role of relevant professionals
- Identify the implications of ASD for adults, young people and those around them
- Explore post 16 planning
- Consider meaningful outcomes for adults with ASD

Comments and Complaints Training

Date	To be advised
Time	To be advised
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	All staff within social care, other than those responsible for investigating complaints at stage two of the statutory complaints procedure
Training Provider	

Course Aim

To familiarise managers and non-managerial staff with the comments, commendations and complaints procedure and to have a fuller understanding of their role

Learning Objectives

- Describe the statutory complaints procedure in social care
- Illustrate Stockton Borough Council's policy for all complaints
- Describe how the procedure operates
- Explain the role of a manager in the procedure
- Consider how to carry out appropriate action under the procedure
- Identify how to follow up procedures appropriately

Cultural Competence in Assessment for Social Care

Dates	27 June 2019 31 January 2020
Time	09:30 – 16:30
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	Social work managers, social workers, family support workers, social care officers and review officers
Training Provider	Senior Cohesion and Diversity Officer and Workforce Development Team

Course Aim

To improve confidence in how to give effective consideration to a service user's ethnicity, culture and religion, in order to inform planning and interventions

Learning Objectives

- Recognise impact of culture and ethnicity on our experiences
- Explore religious and belief practices and their implications for visits and family assessments
- Identify diversity or cultural groups and community based services
- Demonstrate a range of communication strategies and explore how they can be monitored and recorded for ease of understanding by colleagues and service users
- Practice tools to observe, hypothesise and analyse the impact of culture on relationship history, parenting, discipline and protection in my family
- Evaluate a range of theories and approaches to working with difference in assessment; exploring discrimination, cultural relativism, participation and empowerment

Domestic Abuse Awareness

Date	07 May 2019
Time	09:30 – 13:30
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	This course is suitable for all members of staff who need to improve their awareness of this issue
Training Provider	Workforce Development Team

Course Aim

To improve the identification of, and professional responses to, domestic abuse

Learning Objectives

- Define domestic abuse and describe the behaviours involved
- Describe opportunities and barriers to effective assessment, including personal and societal attitudes
- Analyse the risks of domestically abusive situations to victims and others within the family
- Recognise the potential short and long term effects that being part of a family experiencing domestic abuse may have
- Distinguish your role and the relationship between adult and children's services in safeguarding children and vulnerable adults (think family) and identify best practice with regard to safety work with children and adults in cases of domestic abuse

Domestic Abuse – Initial Assessment and Basic Intervention

Date 03 June 2019

Time 09.30 – 16.30

Who Should Attend **Social workers ONLY** who need to address domestic abuse with perpetrators

Venue The Education Centre based at Stockton Sixth Form College

Training Provider Workforce Development Team

Course Aim

To enable social workers to enhance their knowledge, understanding and awareness of domestic abuse including abusive behaviour, its social and psychological drivers, wider theoretical explanations and methods of assessing risk

Learning Objectives

- Study abuse, abusive behaviour and the function of abuse including its impact on victims
- Explore theoretical explanations of domestic abuse
- Consider the individual and societal drivers of abusive behaviour
- Discuss the role of risk assessment and what tools are currently used
- Identify the role of the MARAC
- Responding to abusers, the working alliance, understanding and dealing with minimisation techniques and the role of motivation
- Experiment with tools and methods of working

Emergency First Aid

Dates	24 April 2019 10 June 2019 01 July 2019 23 July 2019 04 September 2019	25 September 2019 01 November 2019 14 January 2020 19 March 2020
Time	09.30 – 16.00	
Venue	The Education Centre based at Stockton Sixth Form College	
Who Should Attend	Anyone who needs to provide emergency aid cover to the Appointed Person's standard, where full First Aid at Work cover is not required. Managers please note that any candidates put forward for this training must be physically able to participate in the practical element of the course This is a mandatory course for all care/support workers NB: It is a mandatory requirement that this training is updated every 3 years	

Course Aim

This course provides emergency aid training for people working in social care settings.

Learning Objectives

- Theory behind resuscitation
- Importance of Basic Life Support (BLS) in the chain of survival
- Importance of seeking professional help early
- Ensure a safe environment for both patient and rescuer
- Perform BLS on adults, babies and children, effectively and safely, as per resuscitation council guidelines
- Infection control measures
- Need for, and use of, simple barrier devices when performing CPR
- Demonstrate resuscitation
- Benefits of placing a breathing patient into the recovery position and how this is performed
- Perform lifesaving emergency aid on a casualty who is choking
- How to support a person who is suffering heavy blood loss
- Recognise and respond appropriately to the emergency needs of adults, babies and children with chronic medical conditions including epilepsy, asthma and diabetes
- Simple wound management
- Support a person who has breathing difficulties
- Support a casualty suffering from a variety of medical conditions
- Appropriate contents of a first aid box and the importance of recording accidents and incidents
- Importance of early defibrillation with an Automated External Defibrillator (AED)

Food Safety

Dates	29 April 2019 03 February 2020
Time	09.30 – 16.00
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	Anyone who is involved in food preparation, cooking, serving, supporting service users to eat and drink, advising and teaching service users, e.g. cooks, assistant cooks, kitchen assistants, care and support staff This is a mandatory course for all care/support workers NB: It is a mandatory requirement that this training is updated every 3 years by attending the Food Safety Refresher course
Training Provider	Pamela Hardy

Course Aim

This course provides the knowledge required by all staff working with food. There will be a multiple-choice test at the end of the session which each participant is required to pass in order to gain a certificate

Learning Objectives

- Identify the characteristics of bacteria and how they can cause illness
- Outline methods of preventing food poisoning
- Explain the need for, and the benefits of, high standards of hygiene in food premises

Food Safety Refresher

Dates and Times	30 May 2019	09:30 – 12:30
	01 July 2019	13:30 – 16:30
	18 October 2019	13:30 – 16:30
	16 January 2020	09:30 – 12:30
	09 March 2020	09:30 – 12:30

Venue	The Education Centre based at Stockton Sixth Form College
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Who Should Attend	Anyone who is involved in food preparation, cooking, serving, supporting service users to eat and drink, advising and teaching service users, e.g. cooks, assistant cooks, kitchen assistants, care and support staff
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This is a mandatory course for all care/support workers

NB: It is a mandatory requirement that this training is updated every 3 years

Training Provider	Pamela Hardy
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Course Aim

Food safety regulations and best practice are constantly changing and in order to guarantee safe food to consumers, food handlers must keep their knowledge up-to-date

Learning Objectives

- Explain the importance of food safety procedures and reporting and how individuals can take personal responsibility for food safety
- Describe effective personal hygiene practices, their importance in food safety and their role in reducing the risk of contamination
- Explain how working areas are kept clean and hygienic
- Identify the sources and risks of food safety and understand the importance of keeping food safe

Infection Control

Dates	13 May 2019 24 January 2020
Time	09.30 – 16.00
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	All levels of staff This is a mandatory course for all care/support workers NB: It is a mandatory requirement that this training is updated every 3 years
Training Provider	Pamela Hardy

Course Aim

To control the spread of infection in the workplace and home environment. There will be a multi-choice test at the end of the session

Course Aim

- Identify common diseases and the chain of infection
- Explain standard infection control procedures
- Practice standard infection control procedures
- Describe the correct management of spills
- Define how to manage waste correctly
- Recognise roles and responsibilities in preventing infection

Learning Disability Awareness

Dates	21 May 2019 16 January 2020
Times	09:00 – 12:00
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	Any member of staff whose work brings them into contact with people who have learning disabilities and who want to raise their awareness - reception staff, administration staff, support workers, library staff, housing department staff, care assistants, etc.
Training Provider	Tees, Esk and Wear Valley NHS Trust

Course Aim

To raise awareness of issues relating to learning disability

Learning Objectives

- Describe the different types of learning disability
- Identify the communication issues that can be related to learning disability
- Describe the issues that may be related to learning disability such as epilepsy, behaviour that challenges and under-developed social skills
- Differentiate between appropriate and inappropriate terminology
- Identify problems caused by stereotyping people who have a learning disability

Medication Unit Level 3 - Support the use of medication in social care settings

Accredited by City and Guilds

Dates 29 May 2019 – 10 July 2019 (inclusive)
23 October 2019 – 04 December 2019 (inclusive)

This is a 6 week course and delegates MUST attend all 6 training sessions

Time 09:15 – 12:15 weekly

Venue The Education Centre based at Stockton Sixth Form College

Who Should Attend This is a mandatory course for all members of staff who are currently administering medication (including those who act as a co-signatory/checker)

Managers please note: Delegates MUST be taking the lead in administering medication in the workplace BEFORE attending the course

NB: Once successfully completed, it is a mandatory requirement that practitioners update their knowledge by attending the Medication Refresher course every 2 years

Training Provider Workforce Development Team

Course Aim

To assess and collect sufficient evidence that meets the standards of performance and knowledge in supporting use of medication in social care settings

Learning Objectives

- Describe and apply the legislation, basic concepts, principles and procedures relevant to their working practice when assisting and individual with medication
- Demonstrate new and existing skills and understanding by assembling a portfolio of sufficient, valid and authentic evidence that can be judged against the standards

Funded Places

SBC care staff will be funded by SBC Workforce Development and delegates will be requested to sign a financial undertaking letter to ensure attendance and completion

Further Information

Please note that substitute delegates will **not** be allowed on this course without prior agreement

Medication Refresher

Dates 24 June 2019
09 October 2019
29 January 2020

Time 09:15 – 12:15

Venue The Education Centre based at Stockton Sixth Form College

Who Should Attend **ONLY** members of social care staff who are already administering medication **AND** who have achieved the Level 3 qualification (HSC375 or HSC3047/331/323/616)

NB: This does not replace annual observations of practice carried out in the workplace by the manager or other suitably qualified person

NB: It is a mandatory requirement that this training is updated every 2 years

Training Provider Workforce Development Team

Course Aim

To refresh, enhance and provide on-going knowledge in the safe handling of medication

Learning Objectives

- Describe the legislative framework for the use of medication in social care settings
- Examine common types of medication and their use
- Clarify roles and responsibilities in the use of medication in social care settings
- Explain how to receive, store and dispose of medication supplies safely
- Identify how to promote the rights of the individual when managing their medication
- Explain how to record and report on the use of medication

Motivational Approaches for Working with Difficult to Engage Families

Dates	09 September 2019 24 February 2020
Time	09.30 – 16.30
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	All members of staff involved in assessment and intervention with the adults within families. The focus of the training is around affecting change in adult behaviour in order to improve outcomes for children and young people or vulnerable adults
Training Provider	Workforce Development Team

Course Aim

Motivational interviewing can be used with a variety of client groups and can be particularly useful method of working with complex families and difficult to engage families. Why? Because it relies on key skills, attitudes and beliefs that allow individuals to engage and explore the possibility of change

Learning Objectives

- Explore recent research on complex and resistant families
- Consider capacity and motivation
- Reflect and develop skills
- Develop an awareness of ambivalence in the change process
- Explore and practice early strategies for developing engagement
- Identify change talk and evaluate some practical tools

PACE – Police and Criminal Evidence Act

Date	25 October 2019
Time	09.30 – 16.30
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	Social Workers and others who take on the Appropriate Adult role
Training Provider	Denis Hart

Course Aim

To provide participants with the required knowledge and skills to carry out the appropriate adult role for vulnerable adults, to ensure fair and equal treatment of witnesses and suspects

Learning Objectives

- Describe the purpose of the appropriate adult role and its place in the legal process
- Identify the legal and policy context relevant to the role of the appropriate adult
- Explore how the role links to the Mental Capacity Act 2005 and Mental Health legislation
- Consider how to effectively carry out the role of the appropriate adult in supporting the diverse needs of vulnerable adults

Reflective Supervision for Managers

Date	To be advised
Time	To be advised
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	Social work managers, deputy managers and practice educators
Training Provider	Workforce Development Team

Course Aim

To practice and revitalise opportunities to embed reflective supervision within the casework, team, worker development and service practices

Learning Objectives

- Practice and revitalise opportunities to embed reflective supervision within the casework, team, worker development and service practices
- Identify where good reflective practice happens within the various levels of the system of supervision: case, worker, team and service
- Practice the skills of reflection, by using a reflective model to address a particular challenge at each level of the system
- Explore the challenges to developing independent workers within a reflective system and the dangers of continuing dependency of thought and action
- Develop guidelines to measure and acknowledge effective reflective processes and link them directly to the requirements of the Professional Capabilities Framework for social workers and appraisal/progression for all staff

Safer People Handling

Dates and Times	11 April 2019	12:30 – 16:30
	18 April 2019	12:30 – 16:30
	09 May 2019	09:30 – 13:30
	16 May 2019	12:30 – 16:30
	27 June 2019	12:30 – 16:30
	11 July 2019	09:30 – 13:30
	12 September 2019	12:30 – 16:30
	10 October 2019	09:30 – 13:30
	17 October 2019	12:30 – 16:30
	05 December 2019	09:30 – 13:30
	09 January 2020	12:30 – 16:30
	06 February 2020	09:30 – 13:30
	05 March 2020	09:30 – 13:30
	12 March 2020	09:30 – 13:30

Venue Independent Living Centre

Who Should Attend All social care workers who assist individuals to move or transfer

Please note that candidates put forward for this training must be physically able to participate in the practical elements, be suitably dressed and have appropriate footwear

NB: This is a mandatory course for all care/support workers

NB: It is a mandatory requirement that this training is updated every 2 years

Training Provider JD Training Solutions Limited

Course Aim

To provide participants with the knowledge and understanding of the legislation and theory behind safer people handling in order to help prevent injury

Learning Objectives

- Identify legislation relating to safer people handling
- Outline responsibilities relating to manual handling
- Explain pre-transfer assessment
- Demonstrate good posture and the efficient principles of movement through practical assessment

Skills for Life – Literacy and Numeracy

Dates Dates throughout the year

Times Various

Who Should Attend Open to all SBC employees

Training Provider SBC Learning and Skills

Course Aim

To provide a framework for raising standards in literacy by using an appropriate range of teaching methods. Targets set will be SMART: Specific, Measurable, Achievable, Realistic and Time Bound

Learning Objectives

Literacy

- Practice spelling, punctuation and grammar to improve life and work skills
- Prepare to sit the National Test in Literacy at Entry Level, Level 1 or Level 2
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Numeracy

- Practice numeracy skills to improve ability in life and at work
- Prepare to sit the National Test in Numeracy at Entry Level, Level 1 or Level 2

Funded Places

Courses will run throughout the year dependent on demand. Please contact Learning and Skills on 01642 527904 or Learning.skills@stockton.gov.uk

Team Teach (Basic 12 hours to be refreshed within two years)

Dates 03 and 04 June 2019
07 and 08 November 2019
10 and 11 February 2020

Time 09.30 – 16.30

Venue The Education Centre based at Stockton Sixth Form College

Who Should Attend This course is **mandatory** for children’s residential care officers and **recommended** for adult mental health teams

Delegates must be employed by the authority

NB: Certificate lasts for 2 years. It is recommended that this training is updated by attending the Team Teach Refresher course

Training Provider Workforce Development Team

Synopsis

The purpose of Team-Teach training is to support adults understanding and management of challenging behaviour, by embedding the teaching of physical techniques within a holistic, positive behaviour de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned

Course Aim

To provide an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction

Learning Objectives

- To develop shared values which promote the attitude, skill and knowledge needed to implement Team-Teach in the workplace
- To develop positive handling skills in behaviour management including verbal and nonverbal communication, diversion and de-escalation and safe effective, humane physical interventions
- To develop skills in positive listening and learning

Team Teach Refresher

Dates	19 June 2019 16 October 2019 05 February 2020
Time	09.30 – 16.30
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	Staff who have previously attended the basic two day Team Teach course and are within the two year refresher timescale NB: It is recommended that this training is updated every 2 years
Training Provider	Workforce Development Team

Course Aim

To provide an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction and update knowledge and skills

Learning Objectives

- To develop shared values which promote the attitude, skill and knowledge needed to implement Team-Teach in the workplace
- To develop positive handling skills in behaviour management including verbal and nonverbal communication, diversion and de-escalation and safe effective, humane physical intervention
- To develop skills in positive listening and learning

Telecare and Assistive Technology

Date	18 September 2019
Time	09.30 – 12.30
Venue	The Education Centre based at Stockton Sixth Form College
Who Should Attend	Social workers, occupational therapists, care/support workers, social care managers and any others who support service users living in their own home or within a care facility, day centre or residential establishment
Training Provider	Stockton Borough Council – One Call

Course Aim

To look at the effects that telecare and assistive technology may have on the provision of services and the way participants can utilise such technology to support service users to help manage day to day life challenges

Learning Objective

- Recognise the impact that telecare and assistive technology will have on service users and how the use of this can help maintain independence and a quality lifestyle
- List the different types of tele-care and assistive technology products currently available
- Review how the use of tele-care and assistive technology may impact on the delivery of services
- Identify how such technology could assist clients to manage their preferred lifestyles
- Discuss realistic approaches to supporting vulnerable people by the use of such technology

Young Carers' Points of View – Drop in

Date/Venue To be advised

Time To be advised

Who Should Attend Anyone who may work with young carers

Training Provider Eastern Ravens

Course Aim

An information session with young carers to give insight on their point of view

Course Application Form 2019-2020

Workforce Development Team, Kingsway House, 1st Floor, Room 102, West Precinct, Billingham, Stockton-On-Tees, TS232YL Tel:01642528362/527698, Email: workforcedevelopmentcesc@stockton.gov.uk

A separate application form must be completed for each course. Please note all sections must be completed, including invoice/recharge details and your sector. Incomplete applications will be returned.

Course Details

Course Title:

Date:..... Time:.....

Venue:.....

Contact Details

Name:

Job Title/Role:

Your Organisation:

Section/Team:

Work Address:

.....

Telephone Number:

Email:

Please ensure your email address is accurate as it will be used for all communication regarding the requested training

Manager's Name:

Telephone.....

Email:

Special requirements (e.g. communication aids, access):

Invoice/Recharge Details (To be completed for all courses)

Invoice Organisation:

Invoice Address:

Order Number/SBC Cost Centre Code if internal:

Email Address (if different from above):

Applicants will be notified in due course if their application has been successful

Please ensure the reverse of this form is also completed

WORKING TOGETHER

To support our multi-agency training we need to know what sector you come from:

- | | |
|---|--|
| <input type="checkbox"/> Independent School | <input type="checkbox"/> Child minder |
| <input type="checkbox"/> Maintained School | <input type="checkbox"/> Private Early Years |
| <input type="checkbox"/> FE College | <input type="checkbox"/> Foster Carer/Carer |
| <input type="checkbox"/> Academy | <input type="checkbox"/> NHS England |
| <input type="checkbox"/> Faith/Community/Voluntary | <input type="checkbox"/> Hartlepool & Stockton CCG |
| <input type="checkbox"/> Private Sector | <input type="checkbox"/> NTHFT |
| <input type="checkbox"/> SBC Adults and Health Services | <input type="checkbox"/> TEWV |
| <input type="checkbox"/> SBC Children & Young People | <input type="checkbox"/> Public Health |
| <input type="checkbox"/> SBC D&NS | <input type="checkbox"/> Fire Service |
| <input type="checkbox"/> SBC Early Years | <input type="checkbox"/> Police |
| <input type="checkbox"/> SBC Education, Early Years and Complex Needs | <input type="checkbox"/> Probation |
| <input type="checkbox"/> SBC Integrated Youth Support Service | <input type="checkbox"/> Thirteen/Housing Provider |
| <input type="checkbox"/> SBC Resources | <input type="checkbox"/> Other Local Authority |
| <input type="checkbox"/> Self Employed | <input type="checkbox"/> Other (Please state) |
| <input type="checkbox"/> CAFCASS | |
-

PLEASE RETURN COMPLETED FORMS TO:

E-mail: workforcedevelopmentcesc@stockton.gov.uk

Post: SBC Workforce Development, Kingsway House, 1st Floor Room 102, West Precinct, Billingham, Stockton-On-Tees, TS23 2YL

Fax: 01642 528676

Data Protection Act 1998 - I hereby give my consent for information provided on this form to be held on computer and other relevant filing systems and to be shared with my employer and partner organisations in accordance with the Data Protection Act 1998. I understand that the data will be used for purposes of administration, financial record keeping, monitoring of training provision and for statistical purposes only.

Terms & Conditions of Booking - Please be aware that by submitting this application form you are agreeing to the terms of the SLSCB/Workforce Development Non Attendance and Cancellation Policy and charges will be made in accordance with the appropriate policies. The policies are clearly stated in the training programme or can be downloaded from

