Learning
&

 Development
Plan
for Voluntary and Community Sector and external providers

# Provider Services

We aim to have the best services available for our residents with staff and volunteers well trained and displaying excellent skills, knowledge and behaviour.:

**We want to be able to provide services that are:**

* Flexible and responsive
* Able to respond to a varied range of service user needs
* Outcome focussed and goal orientated
* Promotes choice, control and independence
* Able to deliver the priorities of Haringey Council ,Haringey CCG and CQC

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|  | **The table below shows the component behaviours required in staff within Enablement and Home Support** |  |
| **Behaviours** | **Knowledge** | **Skills** |
| * Less task orientated
* More able to facilitate and enable service user to be more independent
* Focused on what service users can do rather than what they can’t
* More alert to service users feelings, capabilities and needs
* Focussed on individual’s wellbeing.
* Able to encourage service users to be achieve their goals
* Prevention & Early intervention approaches where possible
 | * Spotting signs of dementia.
* Understand communication methods with service users with a variety of mental health, learning disability and physical challenges.
* Adult Safeguarding – what do look for, how to report
* Care Act –their role
* Moving and Handling
* Medication
* Person Centred Approach
* Mental Capacity
* When to recommend referrals to partner organisations
* Knowledge of Strengths Based Support Plans
* Child Protection
 | * Recognise signs of harm,
* Written communication (report writing)
* Skill of motivating service users to achieve their goals
* Non-verbal and verbal communication
* Implementing the support plan
* Working with challenging behaviour
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**Haringey Council Adult Social Care offer a wide range of training opportunities many of which are made available to external providers and community-based organisations for free or a small charge.**

**Training places are administered via a learning portal called Fuse . To gain membership please contact** **Marianne.ecker@:haringey.gov.uk**

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|  **Role specific training** |
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| **The Care Certificate** |  | **Dignity in Care** |
| The Care Certificate is a set of standards that social care and health workers stick to in their daily working life and should be covered as part of induction of new care workers. It is ideally completed during the first 12 weeks of employment or items selected as a refresher for more experienced staffThe standards1. Understand your role
2. Your personal development
3. Duty of care
4. Equality and diversity
5. Work in a person centred way
6. Communication
7. Privacy and dignity
8. Fluids and nutrition
9. Awareness of mental health, dementia and learning disabilities
10. Safeguarding adults
11. Safeguarding children
12. Basic life support
13. Health and safety
14. Handling information
15. Infection prevention and control

**Learning Method:** workbooks are available directly from Skills for Care. <https://www.skillsforcare.org.uk/Learning-development/inducting-staff/care-certificate/Care-Certificate.aspx> |  | **Aim:** The Well Being Strategic Framework is to ensure that staff embed dignity and respect in the delivery of all care and support**Learning Outcomes:*** + Raise awareness on the importance of preserving dignity.
	+ Enable service users to maintain the maximum possible level of independence, choice and control.
	+ Listen and support service users to express their needs and wants.
	+ Respect people's right to privacy.
	+ Engage with family members and care partners.
	+ Act to alleviate people's loneliness and isolation.
	+ Have zero tolerance to all forms of abuse.
	+ Identify responsibilities regarding inclusion in social care.
	+ Differentiate between simple 'political correctness' and genuine inclusion.

**Learning Method**: ½ day workshopAvailable on demand£20 pp |

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| **Medication Awareness** |  | **Falls Prevention** |
| **Aim:**  To support team members in community settings who may not be directly involved in medicine administration to gain a more awareness to implement the medicine related aspects in accordance with CQC and current legislation, including the Care Act 2014**Learning Outcomes:*** Explain how they would follow procedures set for safe PROMPTING of medicines
* State some of the common side-effects of medication
* Give reasons why safe disposal of medication is important
* Explain why it is important to keep accurate, legible records relating to the taking of medication
* Give examples of key words and concepts used in administration of medication

**Learning Method:** Facilitated ½ day course Available on demand£20 pp |  | **Aim**: To  build knowledge about falls and developing assessment skills & to enable delegates to apply their learning within their workplace and other settings**Learning Outcomes:*** reasons why older people are at increased risk of falling
* look at the physical, psychological, environmental and social factors linked to falls
* effects of drugs and medications
* examine ways in which the delegate can help to minimise the risk of falls

**Who is for?**Assessment Staff and Provider Services**Learning Method:** 1 day workshopJune and October £30 |

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| **Nutrition and hydration**  | **Infection Prevention and Control** |
| **Aim**: To equip attendees with the knowledge and understanding of the importance and benefits of a healthy diet and good hydration for clients in residential & supported living services, and in their own homes**Learning Outcomes:*** Identify the types of food needed to make a balanced diet
* Understand what malnutrition is and how to avoid it
* Describe why a well balance diet is important

**Learning Method:** ½ day workshop. Available on demand £20 pp | **Aim:P**To have an understanding of infectious diseases and disease processes **Learning Outcomes:*** + Understand how infections are spread and the importance of infection control.
	+ Review safe practices and the responsibilities of staff.
	+ Review standard precautions and how to promote good practice

**Learning Method: ½**  day workshopJune£20 |

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| **Safe Administration of Medication** |  | **Bereavement and Loss** |
| This course supports managers and their senior staff in the safe administration of medication in residential, day centre & community settings where standards have to be in accordance with the CQC and current legislation, including the Care Act 2014. **Learning outcomes:*** Be aware of the legislation that impacts on administration of medication
* Understand their individual roles, responsibilities and boundaries in the administration of medication
* Be familiar with the types of medication and the different routes of administering them
* Understand what is ‘safe practice in the administration of medication’
* Be familiar with the common side-effects of medication
* Understand the importance of safe disposal of medication
* Understand the importance of keeping accurate, legible and complete records relating to administration of medication
* Be able to define key words and concepts pertaining to the administration of medication**Participants need to successfully complete the test at the end of the course to pass and receive a certificate**

**Learning Method**: 1 day workshopJune and on demand£30 |  | **Aim:** To enable staff to form a better understanding of how to deal with death, dying and bereavement issues professionally and sensitively and look at the different stages of death and how to best support those who have been bereaved.**Learning outcomes:*** To have an understanding of the definitions of bereavement
* To explore the processes of loss and bereavement
* Communication and how we cope with Loss
* Accepting the Reality of the Loss

**Learning Method**: ½ day workshopon demand |

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| **Person Centred care** |  | **Dementia Awareness and Dementia Award** |
| **Aim:** To develop understanding as a fundamental principle of adult social care* + Understand person centred approached in adult social care
	+ Evaluate the use of care plans in applying person centred values
	+ Understand the importance of establishing consent when providing  care or support
	+ Understand how to implement and promote active participation
	+ Understand how to support an individual’s right to make choices
	+ Understand the role of risk assessment in enabling a person centred approach

**Learning Method: ½** day workshopAvailable on demand£20 pp |  | **Aim:**Each unit can be completed as a stand alone module.  If all 4 are completed the 8 credits enable you to achieve  the entire Level 2 Award in Dementia **Unit 1:** Dementia Awareness**Unit 2** The person centred approach to the care and support of individuals with dementia**Unit 3**: Understand the factors that can influence communication and interaction with individuals who have dementia**Unit** 4: Understand equality, diversity and inclusion in dementia careEach Unit is 2 credits**Learning Method:**4 X 1  day course plus 'amendment day' (finalising  your assessments and making amendments).  You can take each module as a stand-alone course.Dementia Awareness module: October£30 pp per module |
| **Hydration & Nutrition Awareness**  |  | **Food Safety in Catering CIEH Level 2** |
| **Aims:**  To equip attendees with the knowledge and understanding of the importance and benefits of a healthy diet and good hydration both for themselves and for the people they support **Learning Outcomes:** * The legislation and terminology that impacts on supporting people with learning disabilities ·
* Normal swallowing process ·
* The dietary issues facing service users with learning disabilities
* The main food groups including fibre, vitamins, minerals and fluids
* The requirements of various life stages and influences of culture and religion
* Common feeding difficulties that people with learning disabilities face how to recognise these difficulties and their consequences
* Actions to take to help service users with learning disabilities who have dietary issues

**Learning Method:** ½ day courseOn demand £20 |  | **Aim:**Increase your knowledge and understanding of relevant legislation and current Health and Safety procedures.**Learning outcomes:*** Identify food hazards.
* Increase knowledge in personal hygiene, cleansing and disinfecting in food preparation.
* Learn about the food journey and food poisoning.

**N.B**: This course should be attended every three years. available via e-learning £15pp. Email to enquire. |

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| **Learning Disabilities courses** |

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| **Supporting people with learning disabilities and complex needs** |  | **Reducing challenging behaviour, Breakaway training** |
| **Aim:**Improving the skills and understanding of staff delivering or coordinating services **Learning Outcomes:*** Understanding a range of needs
* Being person- centred
* Gaining an understanding of service users’ views
* Confidence in goal setting and action planning
* Importance of good service co-ordination.

**Learning Method:** Facilitated courseOn demand £30 |  | **Aim**: To equip staff with the knowledge and skills to help reduce the incidents of challenging behaviour and respond appropriately to achieve positive outcomes for the user.**Learning Outcomes:*** Strategies to reduce the occurrence of challenging behaviour
* Explore assumptions about violence and aggression and recognise the warning signs.
* Understand different ways to respond to challenging behaviours.
* Preventative approaches
* Discuss the procedures used in the aftermath of violent incidents.
* Duty of Care.

**Learning Method: 2** day workshop £60ppEnquire for places available |

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| **Autism Promoting Good Practice - Advanced level** |  | **Supporting Individuals on the Autism Spectrum** |
| **Aim:**This workshop for experienced practitioners provides a range of knowledge and understanding about autistic spectrum conditions and explores theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and to learn about good practice in areas such as communication and support. **Learning outcomes :** Nice Guidance Care ActMCA Physical health Triads of impairment Neuro diversityQuality of life**Learning Method:1 day** Facilitated course £40  |  | **Aim:** Aimed at anyone coming into contact with adults on the autism spectrum. It aims to provide understanding of autism spectrum and offer strategies to support those on it**Learning method: e-learning****Price on enquiry** |

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| **Makaton training** |  | **Makaton Taster sessions** |
| **Aim:** Training for workers and professionals who need to use Makaton in their work.**Leaning Outcomes:*** To have a greater understanding of how to communicate with a person with a learning disability.
* To have learnt a number of Makaton signs and know how to use them in context.
* To have the knowledge, skills and ability to improve service access for those with learning disabilities.
* Compliance with four key principles of The Government’s white paper ‘Valuing People - rights, independence, choice, inclusion

**Learning Method: 2 day** courseFeb, April, July and Oct 2019£60 for 2 days with manuals |  | **Aim:** To introduce parents and carers to the basics of Makaton**Learning Outcomes**:* Feel more confident about working with people with learning disabilities
* To have a greater understanding of how to communicate with a person with a learning disability.

**Learning Method: 1.5 hours** On demand  |

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| **Communication awareness ( Learning Disability)** |  | **Successful eating and drinkingThis is also referred to as DYSPHAGIA** |
| **Aim:** This course aims to develop delegate's communication skills to support service users in achieving their outcomes, maintain independence and confidence.**Learning Outcomes:*** Develop the skills and understanding of how communication affects working relationships.
* Be able to establish and support an individual's communication and language needs, wishes and preferences.
* Recognise barriers to effective communication. Use different sources of information and support to enable more effective communication.
* Be aware of ways to maintain confidentiality

**Learning Method:** ½ day courseFREE – Feb, May, Sept & Nov 2019 |  | **Aim:**Improve the skills & knowledge of those who support people with learning disabilities who have eating and drinking difficulties **Learning Outcomes:*** To look at the anatomy and physiology of eating and swallowing
* For participants to understand what aspiration is and what symptoms of this may be
* For participants to understand the rationale behind modifying people’s diets and how this reduces risk.
* To look at how to support people who have eating and drinking difficulties to a high standard in order to minimise risks.
* To highlight risks of choking

**Learning Method: ½ day c**ourseFREE – Feb, July, Oct & Dec 2019 |

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| **Mandatory/ Statutory training** |
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| **Safe Moving & Handling Refresher** |  | **Safe Moving & Handling of People** |
| **Aim:**To update participants on how to assess risk when involved in assisting a person to move as part of duties**Learning Outcomes:*** + - Use health and safety and other relevant legislation, guidance and local policies in order to ensure compliance
		- Apply principles of safe moving and handling as it related to current work practices and methods
		- Practice using range of equipment

**Learning Method:** Facilitated ½ day course**Usually April, July and Oct£20** |  | **Aim:**To enable assess risk when involved in assisting a person to move as part of duties**Learning Outcomes:*** + - Use health and safety and other relevant legislation, guidance and local policies in order to ensure compliance
		- Apply principles of safe moving and handling as it related to current work practices and methods
		- Practice using wide range of equipment and bed and hoisting

**Learning Method:** Facilitated 1 day course£30 |
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| **Lone working** |  | **Emergency First Aid at Work** |
| **Aim:**Raise awareness and build confidence of lone workers within an organisation**Learning Outcomes:*** Describe what their legal duties are
* Assess, identify and control the risks of lone working
* Identify good working practice and strategies to reduce risk

**Learning Method:** 1 daycourse£20 **On demand** |  | **Aim:** To preserve life, prevent the condition from worsening and promote recovery. Although not a qualification it will give staff essential skills while awaiting emergency services to arrive**Learning Outcomes:*** Examine an unconscious casualty and determine treatment
* Perform CPR and chest compressions
* Place the casualty in the recovery position
* Treat other injuries and ailments

**Learning Method:** 1 daycourse£30 Feb, May and November   |
| **Strengths based working** |  |  |
| We are encouraging a culture that focuses more on seeing the person first; their strengths, assets and the outcomes they want, rather than starting with what's wrong and considering which formal services can fix things. We all have a part to play in this**Learning Method:** ½ day workshopsenquire via email |  |  |

 Safeguarding

# Safeguarding

This Safeguarding Adults programme is available to staff and volunteers who work with adults at risk. The training available covers courses from an introductory level, through to alerter, practitioner, investigator and manager levels. The courses are designed to meet occupational competencies in health and social care and also include the Mental Capacity Act and Liberty Protection Safeguards at all levels.

We are all responsible for the safeguarding of adults at risk from harm. It is everybody’s business. To ignore abuse and neglect is to allow it to continue and that is never acceptable.

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| **Safeguarding Children and Adults: Awareness videos** |  | **Raising a Concern and immediate steps**  |
| **Aim :** To ensure all have a basic awareness of abuse and know how to recognise it and how to respond **Learning Outcomes:*** What is meant by the term ‘safeguarding’
* How to recognise the different types of abuse
* Understand what to do if you see, hear or suspect abuse

**Learning Method: videosfreely available on Council website Adult safeguarding page** |  | **Aim:** To develop and build on the competencies participants will have gained through undertaking the Basic Awareness**Learning Outcomes:*** Considerations for people raising a concern
* What is required
* What happens next
* Consent and involvement of the adult at risk – Making Safeguarding Personal
* Sharing information
* Professional responsibilities

**Learning Method:** 1 day workshopJan & Sept £30 |
| **Safeguarding those with dementia or a mental illness**  |
| **Chid Sexual Exploitation** |  | **What the CQC expects of providers** |
| **Aim:** For all employees to understand the issues and recognise the signs.**Learning Outcomes:**Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the 18 into sexual activity in exchange for things such as money, gifts,accommodation, affection or status. (Barnardos, 2012).**Learning Method:** e-learning via NSPCC[**https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/signs-symptoms-and-effects/**](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/signs-symptoms-and-effects/) |  | **Aim:** To gain a clear understanding of the CQC essential standards and how they should be embedded within day to day work**Learning Outcomes:*** Who are the CQC and what do they do?
* A clear understanding of the CQC essential standards of quality and safety and what that means to you in the workplace
* Why we have the standards
* The importance of evidencing good practice
* The inspection process

**Learning Method:** 1/2 day course**On demand £20** |

Contact us if you have a need for more senior manager training

**Marianne.ecker@:haringey.gov.uk**