

ASSOCIATION FOR REAL CHANGE NORTHERN IRELAND

2020/21 Course Directory



Please note that a number of ARC NI training courses are designed to meet Mandatory Requirements (MMR) and some to enhance staff Continuous Professional Development (CPD). For clarity around timescales etc, providers should always refer to their service's Training Guidance available on the [RQIA website](#)

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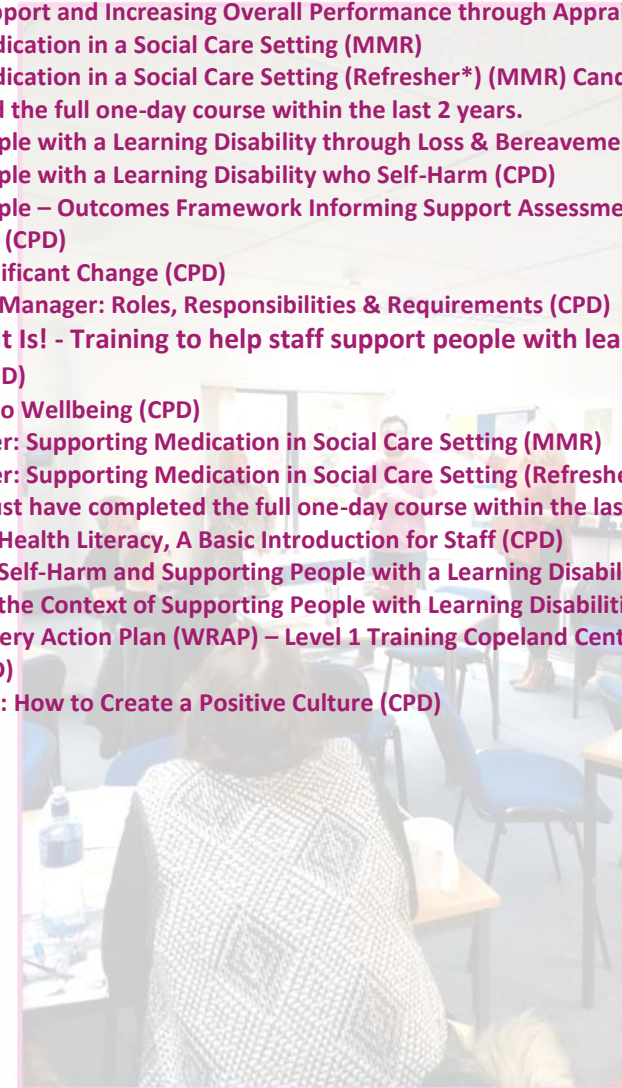
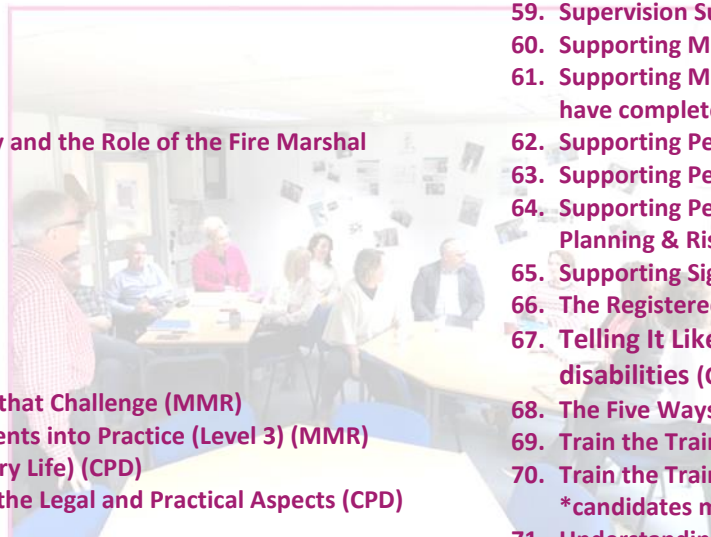
All courses are delivered classroom style, with interactive group work activity. These can occur in ARC's training room, or at your service (in-house).

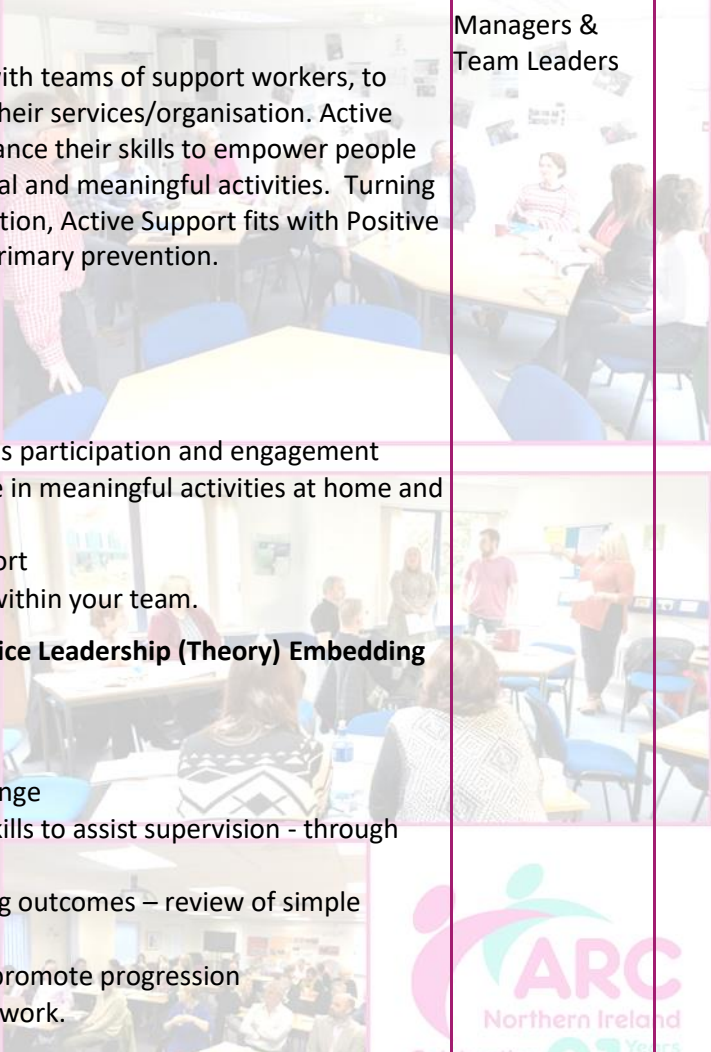
*1 to 2 Year refreshers recommended

1. Active Support (CPD)
2. ADAPT Management Development Programme (CPD)
3. Advocacy in Social Care (CPD)
4. Assertive Skills (CPD)
5. Capacity & Consent in Practice; the Legal and Practical Aspects (CPD)
6. Care2 Cook: Healthy cooking skills for support staff (CPD)
7. Cognitive Behavioural Therapy (CBT) For Anxiety (CPD)
8. Communicating Skills to help you support people with profound and multiple learning disabilities (CPD)
9. COSHH Awareness Training (MMR)
10. Creativity & Problem Solving (CPD)
11. Dementia Awareness and Learning Disability (CPD)
12. Developing Emotional Resilience (CPD)
13. Developing Your Leadership Style (CPD)
14. Dignity at Work (CPD)
15. Effective Communication (CPD)
16. Effective Delegation (CPD)
17. Effective Time Management (CPD)
18. Emergency First Aid at Work – HSENI Approved (MMR) Accredited: Level 2
19. Epilepsy Awareness & Emergency Management of Seizures Using Buccal (Oromucosal) Midazolam (CPD)
20. Fire Safety (MMR) Accredited: Level 1
21. First Line Manager Training (CPD)
22. Food Hygiene (MMR) Accredited: Level 2
23. Food Hygiene Awareness-Level One (Suitable for People with Learning Disabilities) (CPD)
24. Future Planning with Older Carers of Adults with Learning Disabilities (CPD)
25. Handling Complaints and Avoiding Litigation in Practice; the Legal and Practical Aspects (CPD)
26. Human Rights & Restrictive Practice (CPD)
27. Influencing Skills (CPD)
28. Introduction to Coaching (CPD)
29. Makaton (Module 1 & 2) (CPD)
30. Makaton (Module 3 & 4) (CPD) Note: Participants must have completed Module 1 and 2 before engaging in this course.
31. Managing Change Effectively (CPD)
32. Managing Difficult Colleagues and having Courageous Conversations (CPD)
33. Managing My Money (CPD)
34. Managing Staff Stress – The Line Managers Role (CPD)

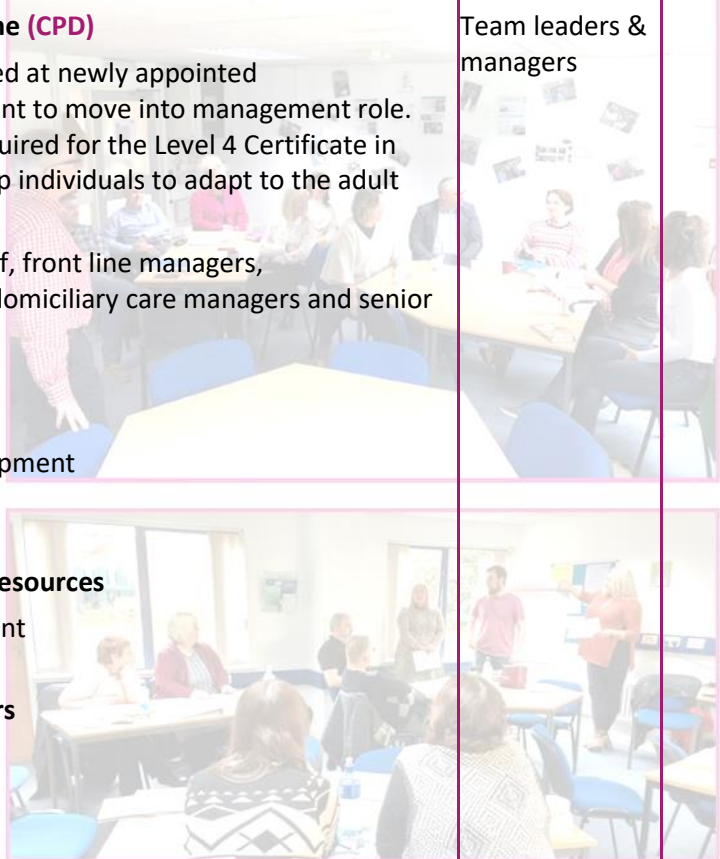
35. Manual Handling (MMR)
36. Meeting the Needs of Carers (CPD)
37. Mental Health & Learning Disabilities (CPD)
38. Mental Health in the Work Place (CPD)
39. Moving & Handling (Patient) (MMR)
40. National Award in the Principles of Fires Safety and the Role of the Fire Marshal (MMR) Accredited: Level 2
41. Palliative and End of Life Care (CPD)
42. Person Centred Practices (CPD)
43. Personal Effectiveness (CPD)
44. Positive Risk Taking (CPD)
45. Presentation Skills (CPD)
46. Prioritisation & Delegation (CPD)
47. Promoting Positive Behaviour and Behaviours that Challenge (MMR)
48. Putting Deprivation of Liberty (DoL) Requirements into Practice (Level 3) (MMR)
49. REACH Standards (Supporting Living an Ordinary Life) (CPD)
50. Record Keeping & Documentation in Practice; the Legal and Practical Aspects (CPD)
51. Recruitment & Selection (CPD)
52. Safeguarding Adults at Risk of Harm and Child Protection (MMR)
53. This course aligns with the NIASP Level 2 Training and Development Framework
54. Self-Advocacy for People with a Learning Disability (CPD)
55. Self-Directed Support Awareness (CPD)
56. Statement & Report Writing; the Legal and Practical Aspects (CPD)
57. Stress Management (CPD)

58. Successful Team Working (CPD)
59. Supervision Support and Increasing Overall Performance through Appraisals (MMR)
60. Supporting Medication in a Social Care Setting (MMR)
61. Supporting Medication in a Social Care Setting (Refresher*) (MMR) Candidates must have completed the full one-day course within the last 2 years.
62. Supporting People with a Learning Disability through Loss & Bereavement (CPD)
63. Supporting People with a Learning Disability who Self-Harm (CPD)
64. Supporting People – Outcomes Framework Informing Support Assessment, Support Planning & Risk (CPD)
65. Supporting Significant Change (CPD)
66. The Registered Manager: Roles, Responsibilities & Requirements (CPD)
67. Telling It Like It Is! - Training to help staff support people with learning disabilities (CPD)
68. The Five Ways to Wellbeing (CPD)
69. Train the Trainer: Supporting Medication in Social Care Setting (MMR)
70. Train the Trainer: Supporting Medication in Social Care Setting (Refresher*) (MMR) *candidates must have completed the full one-day course within the last 2 years.
71. Understanding Health Literacy, A Basic Introduction for Staff (CPD)
72. Understanding Self-Harm and Supporting People with a Learning Disability (CPD)
73. Understanding the Context of Supporting People with Learning Disabilities (CPD)
74. Wellness Recovery Action Plan (WRAP) – Level 1 Training Copeland Centre Accredited (CPD)
75. Whistleblowing: How to Create a Positive Culture (CPD)

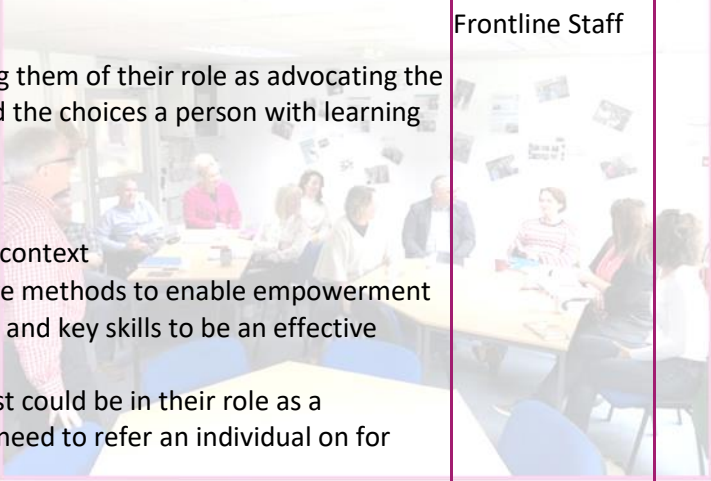



Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Active Support (CPD)</p> <p>This two-day workshop is aimed at managers with teams of support workers, to understand and embed Active Support within their services/organisation. Active Support is a model that challenges staff to enhance their skills to empower people with support needs to take the lead in functional and meaningful activities. Turning person-centred support into person-centred action, Active Support fits with Positive Behaviour Support as it forms a major part in primary prevention.</p> <p>Day 1: Introduction to Active Support</p> <p>By the end of day 1, participants will:</p> <ul style="list-style-type: none"> • understand the history of Active Support • learn how to provide support that promotes participation and engagement • explore the opportunities to engage people in meaningful activities at home and in their community • learn simple ways of monitoring staff support • understand how to embed active support within your team. <p>Day 2: Interactive Training Coaching and Practice Leadership (Theory) Embedding Active Support in the Service)</p> <p>By the end of the day 2, participants will:</p> <ul style="list-style-type: none"> • explore current practice what needs to change • have identified both formal and informal skills to assist supervision - through practical observation of role play • identify achievable goals and set monitoring outcomes – review of simple paperwork • gain the skills to motivate staff teams and promote progression • understand how to work beyond the paperwork. 	<p>Managers & Team Leaders</p> 	<p>2 Day</p>	<p>14</p>	<p>Ask for a quote as there are additional costs for resources.</p>	<p>2*</p>





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<p>ADAPT Management Development Programme (CPD)</p> <p>A management development programme aimed at newly appointed managers/team leaders or senior staff who want to move into management role. The programme covers the learning that is required for the Level 4 Certificate in Principles of Leadership & Management to help individuals to adapt to the adult social care management role.</p> <p>This programme is for senior care/support staff, front line managers, assistant/deputy manager, team leader, area domiciliary care managers and senior day care workers.</p> <p>Module One: Adjusting to Management</p> <ul style="list-style-type: none"> • Understanding Management/Leadership • Understanding Team Leadership & Development • Personal & Professional Development • Self- Awareness & Management <p>Module Two – Managing Communication & Resources</p> <ul style="list-style-type: none"> • Communication & Information Management • Resource Management <p>Module Three - Managing Staff & Stakeholders</p> <ul style="list-style-type: none"> • Supervision & Performance Management • Partnership Working <p>Module Four – Improving Service</p> <ul style="list-style-type: none"> • Continuous Improvement & Innovation • Governance, Regulation & Service Improvement <p>Module Five – Protecting Clients and Achieving Positive Outcomes</p> <ul style="list-style-type: none"> • Safeguarding & Protection • Person-Centred Outcome-Based Practice 	<p>Team leaders & managers</p> 	<p>5 Days</p>	<p>18</p>	<p>Member £2500</p> <p>Non-Member £3650</p>	<p>N/A</p>






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<p>Advocacy in Social Care (CPD)</p> <p>The course is aimed at frontline staff, reminding them of their role as advocating the rights of the vulnerable adults they support and the choices a person with learning disability makes.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • become aware of the legislative and policy context • reflect on various participatory and inclusive methods to enable empowerment • understand the different types of advocacy and key skills to be an effective advocate • be able to identify what a conflict of interest could be in their role as a professional advocate and when they may need to refer an individual on for different advocacy support. 	<p>Frontline Staff</p> 	<p>1 Day</p>	<p>20</p>	<p>Member £650</p> <p>Non-Member £900</p>	<p>N/A</p>
<p>Adult Safeguarding: Equipping the Champion (1 Day)</p> <p>For those individuals in a senior role within organisations and are NEW to the nominated role of Adult Safeguarding Champion (ASC), Deputy ASC, or in larger organisations those with delegated duties.</p> <p>This course supports the participants to meet compliance as required by Regulators and is specifically designed to meet the NI Adult Safeguarding Partnership Level 3 training requirements for ASCs and managers.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • have knowledge of complexities, tensions & value requirements in adult safeguarding • have knowledge and discuss Capacity and Consent • have greater understanding of the assessment, risk assessment intervention and referral process • understand the thresholds for referral to safeguarding services 	<p>Newly appointed ASC/Deputy of those with delegated responsibility.</p> 	<p>1 Day</p>	<p>20</p>	<p>Member £650</p> <p>Non-Member £900</p>	<p>2**</p>







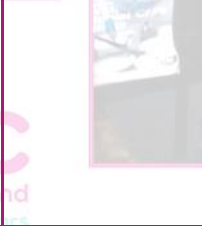



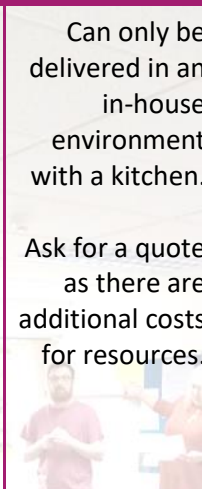


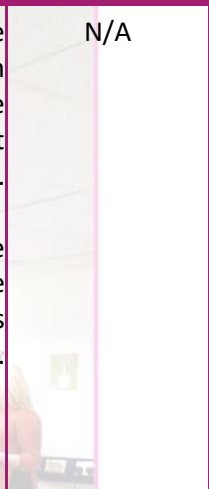




Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> discuss legislation, policies, procedures and processes in relation to safeguarding understand the statutory reporting requirements. <p>**This training is for newly appointed ASC/Deputy of those with delegated responsibility. Following this a refresher course is required every 2 years in accordance with the NIASP Training Framework. In agreement with NIASP, membership and attendance to the ARC NI Adult Safeguarding Champion Network is considered at ongoing CPD and will not require refresher training.</p>					
<p>Assertive Skills (CPD)</p> <p>Sometimes it can be difficult to explain to service users and carers why commitments, agreement and arrangements cannot be met. The aim of this course is to provide participants with the knowledge and skills on how to behave more assertively.</p> <p>The course content reflects NISCC Standards for Employers of Social Workers & Social Care Workers 2. Social care workers need to strive to establish and maintain the trust and confidence of service users.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> recognise the three main categories of behaviour, their advantages and disadvantages and how to best respond to them know a range of assertiveness techniques to help them to become more assertive in the workplace have created an action plan to enable them to build on their new assertiveness skills going forward. 	<p>Team Leaders & Managers</p> 	<p>½ Day</p>	<p>20</p>	<p>Member £325</p> <p>Non-member £450</p>	<p>N/A</p>



Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Capacity & Consent in Practice; the Legal and Practical Aspects (CPD)</p> <p>Knowledge of the law on consent is an essential tool for every practitioner working in any health or social care setting. Respect for a client’s rights to make their own decision is an essential aspect of practice. Clients have the right to make their own decisions, even if they are unwise decisions, if they have sufficient decision-making capacity to do so. Where a client does not have decision making capacity for a specific decision, the practitioner should then assess the alternatives provided by current NI Legislation and Common Law, and in consultation with named others, to proceed in the client’s best interests.</p> <p>This course addresses both the current statutory and common law in relation to consent in N. Ireland as well as professional standards including Department for Health NI and RQIA requirements. Contemporary research, guidance and references will be utilised throughout the course.</p> <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> • define their personal legal and professional accountability, in relation to consent in health & social care • list the essential elements of a valid / legal consent or refusal for care • describe the processes involved in obtaining a legal and valid consent including appropriate documentation & record keeping • define “decision-making capacity” in relation to health & social care • discuss the procedures involved where a client does not have sufficient decision-making capacity to make their own decision • discuss the involvement of family and carers in consent processes • discuss relevant legislation, common law and professional standards • discuss the Department for Health NI and RQIA Requirements in relation to Capacity and Consent 	<p>Frontline staff, middle & senior managers</p>   	<p>½ Day</p>	<p>20</p>	<p>Members £550</p> <p>Non-Members £775</p>	<p>Refresh when relevant legislation and codes of practice change</p>






Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Care2 Cook: Healthy cooking skills for support staff (CPD)</p> <p>Healthy food and good nutrition form an essential part of mental, as well as physical, health and wellbeing.</p> <p>This course aims to promote healthy eating by providing participants with the opportunity to learn and develop healthy cooking skills to help them support the service user to make more informed and healthier food and cooking choices. Staff will learn how to cook well, cook cheaply and reduce waste along with learning how to take care of themselves and their families, through eating healthily.</p> <p>By the end of the course the learner will:</p> <ul style="list-style-type: none"> • develop better food skills, from buying healthier foods to handling, preparing, cooking and storing food. • improve understanding of diet and food nutrition and how to cook and eat healthily at home • increase the consumption of fruit and vegetables and reduce the consumption of foods that are high in fat, (especially saturated fat), salt and sugar. • increase confidence in preparing healthy meals on a budget, minimising waste and reduce reliance on eating out and buying readymade meals. • help people to improve their diet and reduce diet-related health problems. • have a better understanding of cooking balanced healthy meals. 	<p>Frontline Staff</p>   	<p>½ Day</p>   	<p>12</p>   	<p>Can only be delivered in an in-house environment with a kitchen.</p> <p>Ask for a quote as there are additional costs for resources.</p>   	<p>N/A</p>   







Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Cognitive Behavioural Therapy (CBT) For Anxiety (CPD)</p> <p>This course will provide an understanding of Cognitive Behavioural Interventions in the treatment of anxiety disorders.</p> <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> • have been facilitated to be aware of the clinical features, prevalence, causative factors, cognitive model and cognitive interventions of anxiety • have been facilitated to be aware of the clinical features, prevalence, causative factors, cognitive model and cognitive interventions of panic disorder with/without agoraphobia • have been facilitated to be aware of the clinical features, prevalence, causative factors, cognitive model and cognitive interventions of social phobia • have been facilitated to be aware of the clinical features, prevalence, causative factors, cognitive model and cognitive interventions of Obsessive-Compulsive Disorder. 	Frontline staff & middle managers	1 Day	16	Ask for a quote as there are additional costs for resources.	N/A
<p>Communicating Skills to help you support people with profound and multiple learning disabilities (CPD)</p> <p>This course is aimed at helping staff to support people with profound and multiple learning disabilities to communicate and express their own thoughts and ideas.</p> <p>The course content supports NISCC Standards of Conduct and Practice: 3.1 Empowering service users and carers to communicate their views, needs and preferences, taking account of their preferred language and form of communication; and RQIA Provider Guidance 2017-18 for Domiciliary Care Agencies; Compassionate Care; There is a culture/ethos that supports the values of dignity and respect, independence, rights, equality and diversity, choice and consent of service users. Service users are listened to, valued and communicated with, in an appropriate manner.</p>	Frontline Staff	½ Day	20	Member £325 Non-member £450	N/A

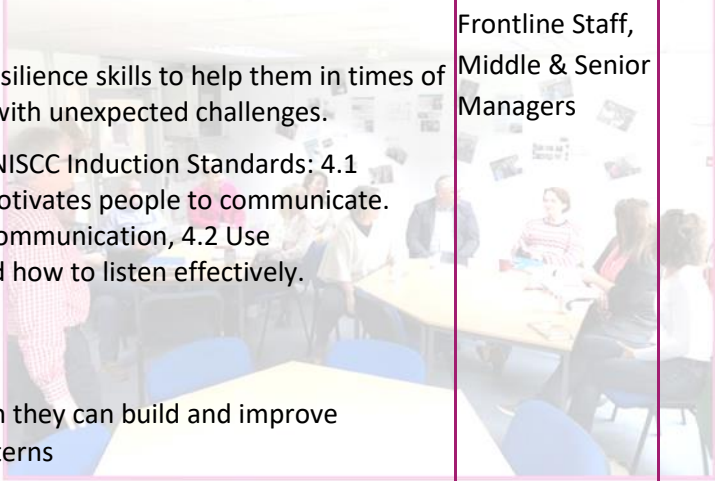
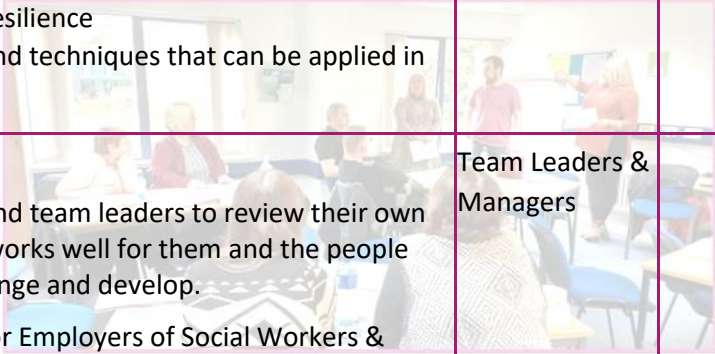


Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • explore the implications of failing to understand communication and how this can result in a complex range of behaviours that challenge • explore language and communication difficulties: Developmental/Acquired • be familiar with the range of ways in which people communicate without speech • have an introduction to Active Support, Intensive Interaction, objects of reference and sensory referencing • have an introduction to augmentative and alternative communication; including PECS and basic Makaton Signs. 					
<p>COSHH Awareness Training (MMR)</p> <p>This course is aimed at Nursing, Care and other staff working within a variety of care settings including care homes, domiciliary support and supported living schemes. It is relevant to those who use substances hazardous to health at work and introduces participants to the hazards associated with those substances, the risks and controls available and what to expect from a COSHH assessment.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand COSHH Regulations, Employer/Employee Responsibilities • understand the definition and types of substances hazardous to health in the workplace • be familiar with health effects of hazardous substances and their causes • learn how to control measures and monitoring exposure at work • have the knowledge to segregate and store clinical waste. 	<p>All HSC Staff</p>  	<p>½ Day</p>	<p>12</p>	<p>Ask for a quote as there are additional costs for resources.</p>	<p>2*</p>

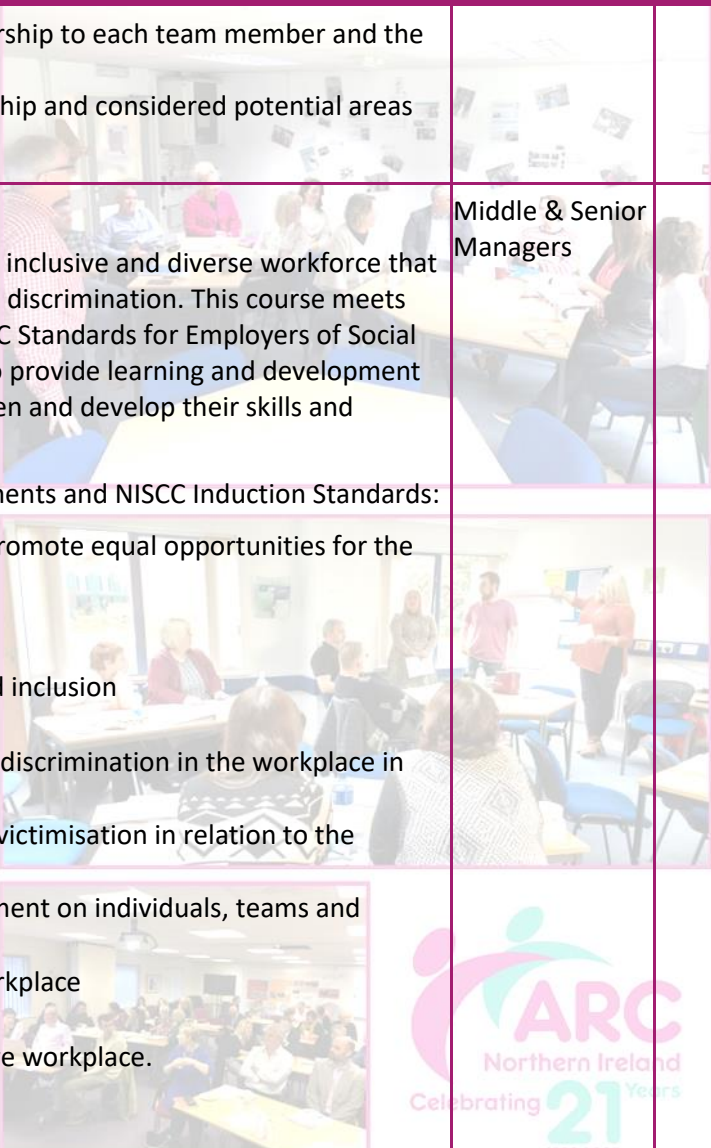


Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Creativity & Problem Solving (CPD)</p> <p>Providing a work environment that supports effective practice, standards and quality can be challenging and sometimes requires a creative approach. The aim of this half-day course is to provide managers and team leaders with a range of simple creative thinking techniques that they can use to generate ideas and solve problems at work.</p> <p>The course content reflects NISCC Standards for Employers of Social Workers & Social Care Workers 1.6. Providing a working environment that upholds ethical practice, is committed to standards and provides good quality services.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • be aware of the barriers to creative thinking • understand the process for creativity and innovation • examine methods of creative thinking • appreciate how creativity and innovation can be encouraged. 	<p>Team Leaders & Managers</p>  	<p>½ Day</p>	<p>20</p>	<p>Member £325</p> <p>Non-member £450</p>	<p>N/A</p>
<p>Dementia Awareness and Learning Disability (CPD)</p> <p>This course will cover a range of aspects of dementia and also how it relates to adults with a learning disability.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • have developed an understanding of the implications of a diagnosis of dementia for people with a learning disability • have increased confidence and empathy which will have a direct impact on the delivery of services • have increased skills to facilitate quality of life outcomes for those they care for be able to demonstrate improved communication, ability to engage the person appropriately, environmental management and an understanding of behaviour that is deemed challenging. 	<p>Frontline staff & Middle Managers</p>  	<p>1 Day</p>	<p>20</p>	<p>Member £650</p> <p>Non-Member £900</p>	<p>N/A</p>

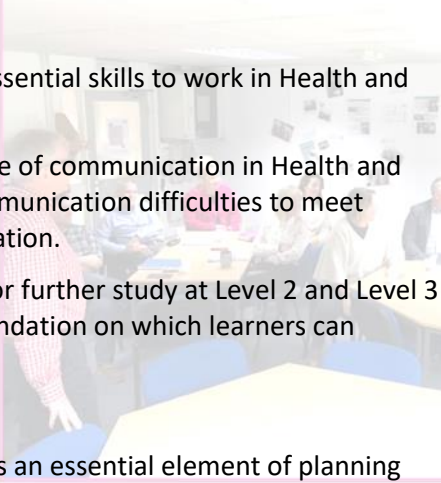
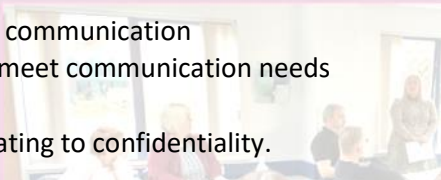




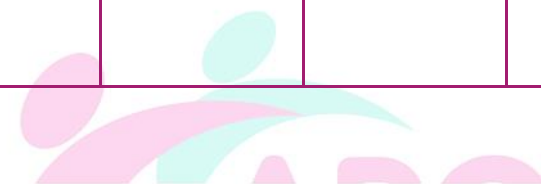
Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Developing Emotional Resilience (CPD)</p> <p>For managers and staff who wish to develop resilience skills to help them in times of stress and adversity and to thrive when faced with unexpected challenges.</p> <p>This course supports the participants to meet NISCC Induction Standards: 4.1 Encourage communication 4.1.1 Know what motivates people to communicate. 4.1.3 Understand how behaviour is a form of communication, 4.2 Use communication techniques & 4.2.2 Understand how to listen effectively.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • have explored what is resilience • be able to identify areas of resilience which they can build and improve • know how to develop healthy thinking patterns • understand how to develop flexible thinking • comprehend how to managing mood for resilience • have explored how to use practical tools and techniques that can be applied in order to improve resilience. 	<p>Frontline Staff, Middle & Senior Managers</p> 	<p>1 Day</p>	<p>20</p>	<p>Member £650</p> <p>Non-Member £900</p>	<p>N/A</p>
<p>Developing Your Leadership Style (CPD)</p> <p>The aim of this course is to enable managers and team leaders to review their own management leadership styles, identify what works well for them and the people they lead and what they want to continue, change and develop.</p> <p>The course content reflects NISCC Standards for Employers of Social Workers & Social Care Workers 1. Social work and care employers need to provide vision and leadership to registrants.</p> <p>By the end of the course learners will have:</p> <ul style="list-style-type: none"> • defined the role of the leader and appreciated the likely expectations of the people they will manage • gained an understanding of the impact of different leadership styles on individuals, teams and the organisation as a whole 	<p>Team Leaders & Managers</p> 	<p>½ Day</p>	<p>20</p>	<p>Member £325</p> <p>Non-member £450</p>	<p>N/A</p>


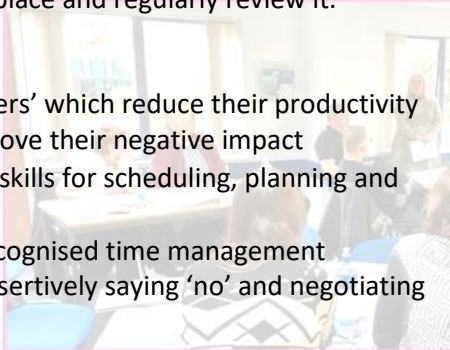






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<ul style="list-style-type: none"> identified how to adapt their style of leadership to each team member and the context of the situation reviewed their own current style of leadership and considered potential areas for future leadership development. 					
<p>Dignity at Work (CPD)</p> <p>For all managers who have a role in creating an inclusive and diverse workforce that proactively addresses bullying, harassment and discrimination. This course meets Equality Legislation requirements and the NISCC Standards for Employers of Social Workers and Social Care Workers Standard 4 to provide learning and development opportunities to enable registrants to strengthen and develop their skills and knowledge.</p> <p>This course meets Equality Legislation requirements and NISCC Induction Standards:</p> <p>1.1 The values. 1.1.2 Understand the need to promote equal opportunities for the children and/or adult(s) you are supporting.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> define what is dignity at work, diversity and inclusion describe why it is important describe the legal requirements relating to discrimination in the workplace in Northern Ireland define the terms bullying, harassment and victimisation in relation to the workplace describe the impact of bullying and harassment on individuals, teams and organisational performance address bullying and harassment in the workplace have a courageous conversation promote and support a diverse and inclusive workplace. 	<p>Middle & Senior Managers</p> 	<p>1 Day</p>	<p>20</p>	<p>Member £650</p> <p>Non-Member £900</p>	<p>N/A</p>






Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Effective Communication (CPD)</p> <p>Communications skills are amongst the most essential skills to work in Health and Social Care.</p> <p>This unit develops knowledge of the importance of communication in Health and Social Care setting, and ways to overcome communication difficulties to meet individual needs and preferences in communication.</p> <p>This unit Knowledge based and a useful basis for further study at Level 2 and Level 3 Health and Social Care Qualification or as a foundation on which learners can develop their own skills.</p> <p>By the end of the course learners will</p> <ul style="list-style-type: none"> • understand why effective communication is an essential element of planning and delivery of Health and Social Care • understand communication and barriers to communication • understand how to overcome barriers and meet communication needs • understand good communication skills • understand the principles and practices relating to confidentiality. 	<p>Frontline Staff</p>  	<p>1 Day</p>	<p>20</p>	<p>Member £650</p> <p>Non-Member £900</p>	<p>N/A</p>
<p>Effective Delegation (CPD)</p> <p>The aim of this course is to provide team leaders and managers with a range of tools and templates to help them learn how to delegate tasks and use effective delegation as a key development tool to motivate and challenge their staff.</p> <p>The course content reflects NISCC Standards for Employers of Social Workers & Social Care Workers 1.6. Social work and care employers need to promote a learning culture that is open and fair and supports learning and development that meets both individual and organisational needs.</p>	<p>Team Leaders & Managers</p>  	<p>½ Day</p>	<p>20</p>	<p>Member £325</p> <p>Non-member £450</p>	<p>N/A</p>




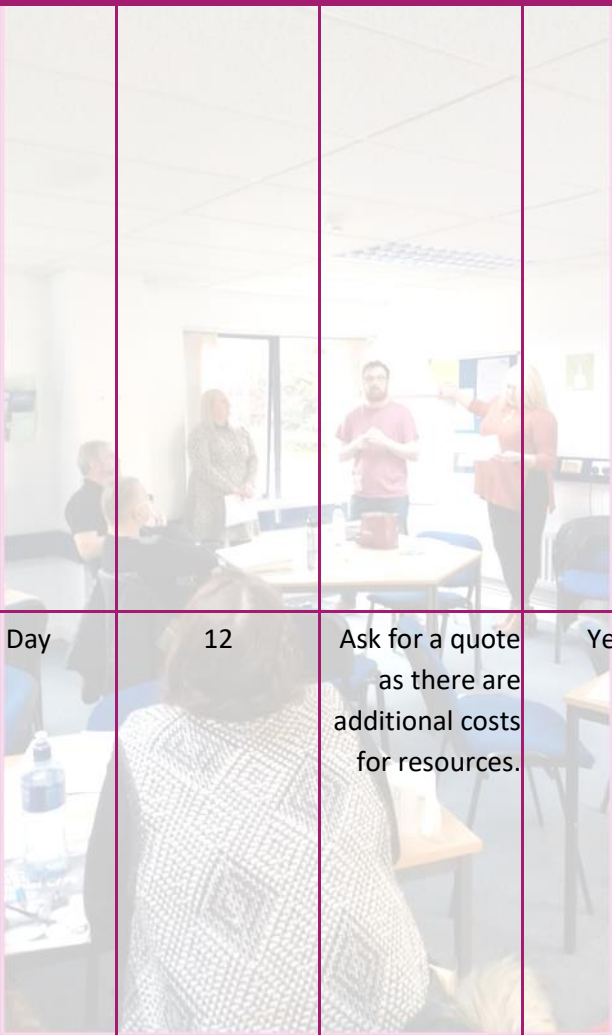

Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand the role, value and meaning of effective delegation • recognise how to identify appropriate tasks and people • comprehend how to manage the delegation process • appreciate how to follow-up on delegation. 					
<p>Effective Time Management (CPD)</p> <p>The aim of this course is to introduce time management tools and techniques that allow managers and team leaders to manage their time more effectively and feel more in control.</p> <p>The course content reflects NISCC Standards for Employers of Social Workers & Social Care Workers 1.4. Social work and social care employers need to have an appropriate workload management system in place and regularly review it.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • be able to identify their biggest ‘time stealers’ which reduce their productivity and established solutions to reduce or remove their negative impact • have acquired practical time management skills for scheduling, planning and prioritising work • have discussed and practised a range of recognised time management techniques such as effective delegation, assertively saying ‘no’ and negotiating alternative solutions. 	<p>Team Leaders & Managers</p> 	<p>½ Day</p> 	<p>20</p> 	<p>Member £325</p> <p>Non-member £450</p> 	<p>N/A</p> 




Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Emergency First Aid at Work – HSENI Approved (MMR)</p> <p>Accredited: Level 2</p> <p>To give delegates the necessary skills and knowledge to be able to assist the qualified first aider in the event of a workplace emergency. In some cases it may be appropriate for this person to provide short-term cover for the qualified first aider if they were absent without prior warning.</p> <p>By encouraging employees to attend this course; the employer is fulfilling their obligation to ensure adequate welfare and first aid provision in the workplace. Employees can be confident that they will receive the best available emergency first aid response in the event of an accident.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand the role and responsibilities of a first aider • be able to assess an incident • be able to provide first aid to an unresponsive casualty • be able to provide first aid to a casualty who is choking • be able to provide first aid to a casualty with external bleeding • know how to provide first aid to a casualty who is in shock • know how to provide first aid to a casualty with minor injuries. <p>Assessment</p> <p>1] Practical observation – delegates will be assessed via ongoing observation throughout the course</p> <p>2] Written/Oral questioning – delegates will complete a theory assessment based on course content. Where required, this can be done verbally with the assessor.</p> <p>Course Outcome</p> <p>Candidates will receive a level 3 Highfield accredited Certificate on completion of the course.</p>	<p>All HSC Staff</p>  	<p>1 Day</p>	<p>12</p>	<p>Ask for a quote as there are additional costs for resources</p>	<p>3*</p> <p>*1 to 2 Year refreshers recommended</p>

Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>*** NEW ***</p> <p>Epilepsy Awareness & Emergency Management of Seizures Using Buccal (Oromucosal) Midazolam (CPD)</p> <p>This course is aimed at those staff working with individuals who have epilepsy; to increase knowledge and understanding of epilepsy enabling staff to support individuals to best manage their epilepsy.</p> <p>The full day course provides participants with the knowledge and skills necessary to administer the emergency medication for seizures Buccal (Oromucosal) Midazolam.</p> <p>The course content is that developed and reviewed by the Northern Ireland Regional Epilepsy Nurses Forum and recommended by the former Joint Epilepsy Council UK & Ireland.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand what epilepsy is, main seizure types, causes, prevalence, prognosis and mortality • be able to support individuals during the diagnosis of epilepsy • be able to manage seizures appropriate to type (first aid) • be able to recognise the emergency situation and act appropriately • be aware of what may trigger a seizure in an individual • understand the importance of observation and recording of seizures • understand the treatment of epilepsy; be able to support individuals in managing their epilepsy medication and in making healthy lifestyle choices that help seizure control • understand how having complex needs may impact on a person's epilepsy management 	<p>Frontline Staff, Middle & Senior Managers</p> 	<p>1 Day</p>	<p>14</p>	<p>Member £650 Non-Member £900</p>	<p>N/A</p>





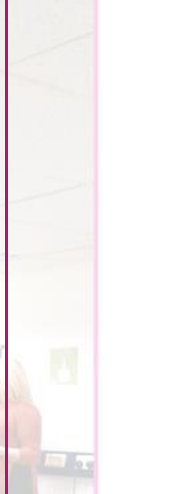
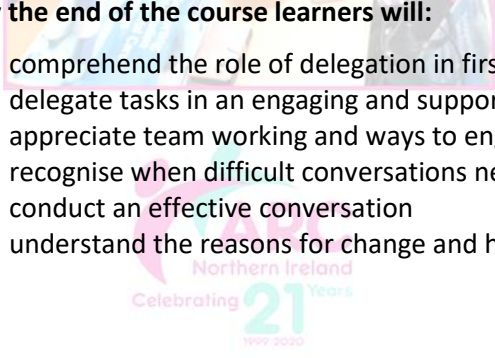








Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> • be able to contribute to the planning of care, assessment of risk and develop strategies to ensure a safe environment for people with epilepsy - understand the need for balancing risk and achieving a Quality of Life for the individual • understand the circumstances when emergency medication is used in epilepsy • understand the emergency management plan for the use of Midazolam and the importance of having knowledge of the individual plan for the person they support • understand what the medication “Midazolam” is, how it works and side effects • demonstrate and describe the correct procedure for the safe administration of Midazolam for seizures • ensure appropriate record keeping and reporting regarding the use of the emergency medication for seizures • ensure safe storage and carriage of the emergency medication Midazolam 					
<p>Fire Safety (MMR)</p> <p>Accredited: Level 1</p> <p>Assessment method: Multiple Choice Questions</p> <p>This qualification is designed to provide the underpinning knowledge for learners to operate safely in the workplace with regards to fire safety.</p> <p>The course provides employers with a programme which assists them in proving due diligence and demonstrates their legal commitment to staff training as required by the Regulatory Reform (Fire Safety) Order 2005.</p> <p>The course is aimed at all staff in particular new starters, refresher training, learners seeking employment etc.</p>	<p>All Staff</p> 	<p>½ Day</p>	<p>12</p>	<p>Ask for a quote as there are additional costs for resources.</p>	<p>Yearly</p>





Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand basic fire safety and what to do in the event of an emergency. • understand the principles of fire risk control. • understand the basics of practical fire safety. 					
<p>First Line Manager Training (CPD)</p> <p>This new first line manager training course is designed for those new to first line management, or those without previous training in managing people at work.</p> <p>Part One provides a valuable introduction to people management, covering the role of the line manager and the importance of effective communication skills, as well as introducing coaching and feedback skills to enhance the staff manager relationship.</p> <p>Part Two then takes the line management training to the next level. It covers techniques to promote effective team working and communication, as well as strategies for managing workplace change and handling difficult behaviour in the workplace.</p> <p>Participants have the options of attending both days or just one day – part one or part two.</p> <p>The course can be delivered in house and tailor made to suit your organisations' requirements.</p> <p>The course content reflects NISCC Standards for Employers of Social Workers & Social Care Workers.</p>	<p>Team Leaders & Managers</p>	<p>2 Days</p>	<p>20</p>	<p>Members £1300</p> <p>Non-members £1800</p>	<p>N/A</p>
<p>DAY 1: PART ONE</p> <p>Part one of ARC's first line manager training course provides team leaders and managers with some invaluable techniques for getting the best out of their team members.</p>					






Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>By the end of the course learners will:</p> <ul style="list-style-type: none"> comprehend the role of the first line manager understand clear communication and the impact of verbal and non-verbal communication know how to manage performance and development through effective feedback appreciate coaching opportunities and questioning techniques used in coaching. <p>DAY 2: PART 2</p> <p>Part two of our first line manager training course provides new managers with further techniques for getting the best out of their team members, once the management basics covered in line management training – part one, are in place.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> comprehend the role of delegation in first-line management and how to delegate tasks in an engaging and supportive manner appreciate team working and ways to engender successful team working recognise when difficult conversations need to take place and know how to conduct an effective conversation understand the reasons for change and how to deal with it in a helpful manner. 					
 					



Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Food Hygiene (MMR) Accredited: Level 2</p> <p>This course is aimed at those employed in a food handling capacity, with responsibility for preparing and cooking food or serving food to consumers.</p> <p>By the end of the course learners will</p> <ul style="list-style-type: none"> • have an introduction to food safety • understand the legal requirements in relation to food preparation, storage and serving food for consumption • understand the legal requirements for food handlers • be able to Identify typical food safety hazards, (physical hazards, chemical hazards and biological hazards) • understand the correct methods of recording and taking temperatures of food and storage facilities 	 <p>All Staff Responsible for food handling</p>	<p>1 Day</p>	<p>12</p>	<p>Ask for a quote as there are additional costs for resources</p>	<p>3</p> <p>* 1 to 2 Year refreshers recommended</p>
<p>Food Hygiene Awareness-Level One (Suitable for People with Learning Disabilities) (CPD)</p> <p>The course allows the participant to achieve a basic qualification appropriate for anybody wishing to have an awareness of food hygiene. This course is ideal for people with learning disabilities who want to have a basic awareness of food hygiene and achieve a level one certificate</p> <p>By the end of the course the learner will:</p> <ul style="list-style-type: none"> • appreciate the importance of health and safety in food premises • identify the range of hazards associated with food premises and understand how to spot them • understand the role of reporting procedures • understand the importance of risk control measures 	 <p>All Staff Responsible for food handling</p>	<p>1 Day</p>	<p>12</p>	<p>Ask for a quote as there are additional costs for resources</p>	<p>3</p> <p>*1 to 2 Year refreshers recommended</p>

Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> identify ways to reduce risks or eliminate hazards. <p>This qualification is usually delivered over one day and assessment is by a 20-minute multiple-choice examination consisting of 16 questions.</p>					
<p>Future Planning with Older Carers of Adults with Learning Disabilities (CPD)</p> <p>This training offers the chance for social care staff to consider the options and opportunities available to carers and adults with learning disabilities as they plan for the future. Planning ahead can be important for many of us. Being able to establish a plan for when carers are no longer able to care for an adult with learning disabilities which reflects the wants and aspirations of the individual and the family is vital.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> have an awareness of the needs of the carers of adults with learning disabilities as families grow older together understand the issues and barriers faced by families as they consider the future gain an awareness of person centred supports useful to planning for the future develop an understanding of useful planning guides used to empower families to plan and arrange future support. 	Frontline & Middle Managers	1 Day	20	Member £650 Non-Member £900	N/A
<p>Handling Complaints and Avoiding Litigation in Practice; the Legal and Practical Aspects (CPD)</p> <p>One of the most frequent challenges in any health and social care setting is when a complaint is received about that service. Complaints should be treated with a positive approach and after careful investigation, any learning should be shared with everyone in that service, as appropriate.</p> <p>Complaints handling is everyone's business in an organisation. When complaints are handled thoroughly and carefully in a professional, transparent and timely manner, litigation is often avoided.</p>	Frontline Staff, Middle & Senior Managers	½ Day	20	Members £550 Non-Members £775	Refresh when relevant legislation and codes of practice change










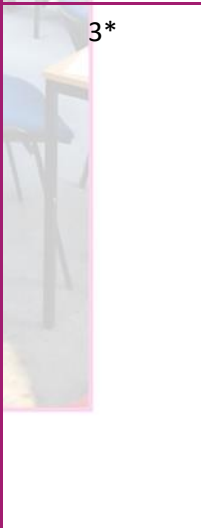


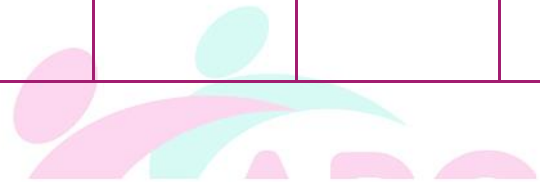
Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>This course addresses both the current law and good practice in relation to complaints handling in N. Ireland as well as professional standards including Department for Health NI and RQIA requirements. Contemporary research, guidance and references will be utilised throughout the course.</p> <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> define their personal legal and professional accountability, in relation to complaints handling, in the health & social care setting describe good practice and communication skills required in the management of a complaint describe the processes involved in investigating a complaint, including appropriate documentation discuss the challenges and difficulties which could be experienced in the management of a complaint discuss relevant regional guidance, professional standards and legislation in relation to the handling and management of complaints discuss the Role of the Northern Ireland Public Services Ombudsman in relation to complaints handling discuss appropriate Department for Health NI and RQIA Requirements in relation to complaints handling. 	 				
<p>Human Rights & Restrictive Practice (CPD)</p> <p>This course is aimed at middle and senior managers to explore the key issues from a human rights perspective and will highlight some of the key concepts, practice standards and present research relating to use of restrictive practices.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> explore the Mental Capacity Act (Northern Ireland) 2016, specifically C4: additional safeguards: Deprivation of Liberty (DOLs) understand what is meant by restrictive practice 	<p>Middle & Senior Managers</p> 	<p>1 Day</p>	<p>20</p>	<p>Members £650</p> <p>Non-members £900</p>	<p>N/A</p>



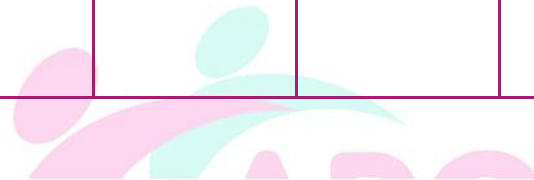
Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> understand the provisions of the human rights legislation and its impact on restrictive practice understand the context of restrictive practice in different service types ie supported living, residential care etc be able to articulate the reasons for eliminating/minimising restrictive practice practice manage the tensions between restrictive practice and risk management through case study practice and share ideas for alternative strategies to restrictive practice. 					
<p>Influencing Skills (CPD)</p> <p>For all of those who wish to influence their own team, senior people and outside of the organisation.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> understand what is influencing and the psychology of influencing explore communication skills and body language to enhance influencing skills understand their influencing style and ways to vary their style explore active listening skills explore how assertive they are and assertiveness techniques create and build rapport structure questioning to influence. 	<p>Middle & Senior Managers</p>	1 Day	20	<p>Members £650</p> <p>Non-members £900</p>	N/A
<p>Introduction to Coaching (CPD)</p> <p>Coaching can be used as an approach for managers to help staff develop in their role. The aim of this course is to provide an introduction for managers, team leaders and internal coaches to the skills, knowledge and confidence to coach individual team members to improve their own performance and confidence.</p>	<p>Team Leaders & Managers</p>	½ Day	20	<p>Members £325</p> <p>Non-Members £450</p>	N/A

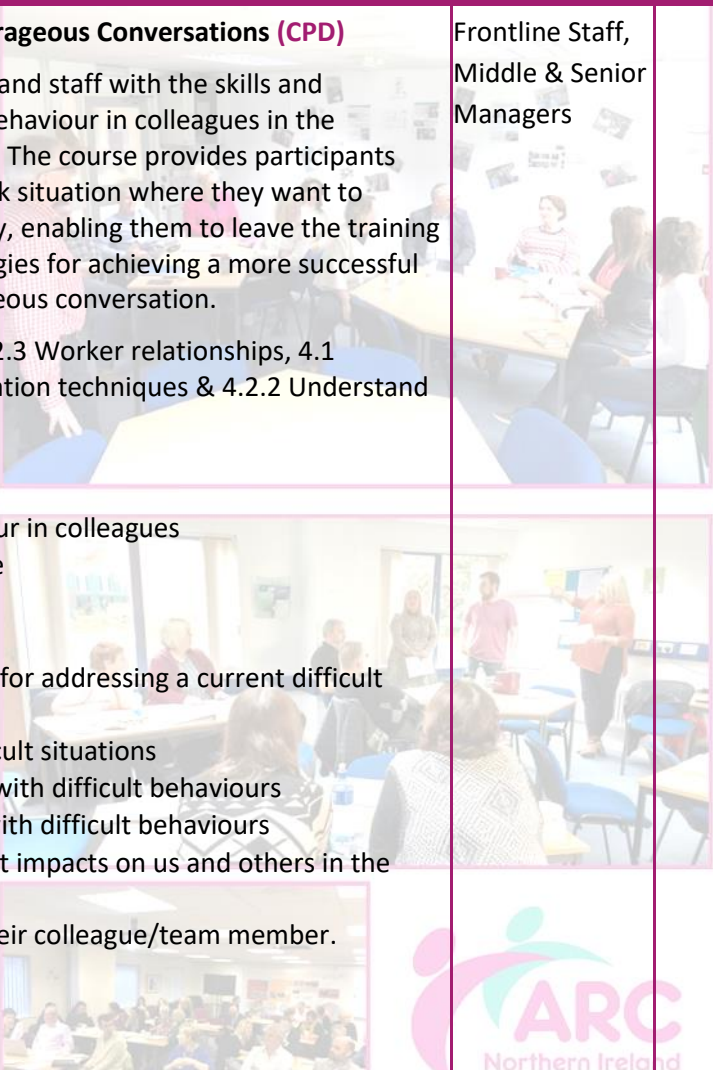









Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>The course content reflects NISCC Standards for Employers of Social Workers & Social Care Workers 3.3. Social care and work employers need to provide appropriate supervision and support to registrants ensuring safe, effective and values-led care. It also reflects NISCC Standards for Employers of Social Workers & Social Care Workers 4.5. Social care and social work employers need to respond appropriately to registrants who seek assistance because they do not feel able or adequately prepared to carry out any aspects of their work.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand what coaching is, their role as coach and how it can contribute to maximising performance • comprehend the definition of 'coaching' and how it differs from training, mentoring and counselling • recognise the GROW Model and be able to adapt it to most coaching situations • have used some coaching techniques in a range of situations. 					
<p>Makaton (Module 1 & 2) (CPD)</p> <p>This course provides a practical introduction for staff who need to use Makaton in everyday settings. Makaton is a complete language development programme used particularly for those with communication difficulties.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • have practised signing of Modules 1 and 2 in core and additional vocabulary • be able to use Makaton in everyday settings and set targets for individuals • gain confidence in using Makaton • understand how the user of Makaton benefits from its use • understand the link between sign, symbols and speech • understand that Makaton is a multimodal approach to communication. 	<p>Frontline staff, middle & senior managers</p> 	<p>1 Day</p> 	<p>14</p> 	<p>Ask for a quote as there are additional costs for resources.</p> 	<p>3*</p> 




Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Makaton (Module 3 & 4) (CPD)</p> <p>This course provides a practical introduction for staff who need to use Makaton in everyday settings. Makaton is a complete language development programme used particularly for those with communication difficulties.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • have practised signing of Modules 1 and 2, and 3 and 4 in core and additional vocabulary • be able to use Makaton in everyday settings and set targets for individuals • gain confidence in using Makaton • understand how the user of Makaton benefits from its use • understand the link between sign, symbols and speech • understand that Makaton is a multimodal approach to communication. <p>Note: Participants must have completed Module 1 and 2 before engaging in this course.</p>	<p>Frontline staff, middle & senior managers</p>	<p>1 Day</p>	<p>14</p>	<p>Ask for a quote as there are additional costs for resources.</p>	<p>3*</p>
<p>Managing Change Effectively (CPD)</p> <p>The aim of this course is to equip managers and team leaders with effective skills and knowledge for managing and communicating change to their staff. It will provide clear insights on how to effectively motivate people through organisational change.</p> <p>The course content reflects NISCC Standards for Employers of Social Workers & Social Care Workers 4.1. Social work and care employers must help registrants prepare for any new and changing roles and responsibilities.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • comprehend the forces for change in an organisation • understand planning for change in an organisation • recognise the human factors in managing change • appreciate methods of communication when dealing with change. 	<p>Team Leaders & Managers</p>	<p>½ Day</p>		<p>Members £325</p> <p>Non-members £650</p>	<p>N/A</p>














Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Managing Difficult Colleagues and having Courageous Conversations (CPD)</p> <p>The aim of this training is to provide managers and staff with the skills and strategies to enable them to address difficult behaviour in colleagues in the workplace and have courageous conversations. The course provides participants with the opportunity to work on their own work situation where they want to handle a colleague's behaviour more effectively, enabling them to leave the training equipped with some effective, practiced strategies for achieving a more successful outcome and/or equipped to have that courageous conversation.</p> <p>This course meets NISCC Induction Standards: 2.3 Worker relationships, 4.1 Encourage communication, 4.2 Use communication techniques & 4.2.2 Understand how to listen effectively.</p> <p>By the end of this course learners will:</p> <ul style="list-style-type: none"> • consider the causes of challenging behaviour in colleagues • recognise how you perceive difficult people • learn what 'triggers' me • recognise different behaviour types • identify the best strategies and techniques for addressing a current difficult behaviour • identify and manage own emotions in difficult situations • develop listening skills to support working with difficult behaviours • develop assertiveness techniques to deal with difficult behaviours • recognise how our relationship with conflict impacts on us and others in the workplace • have that courageous conversation with their colleague/team member. 	<p>Frontline Staff, Middle & Senior Managers</p> 	<p>1 Day</p>	<p>20</p>	<p>Members £650</p> <p>Non-members £900</p>	<p>N/A</p>
<p>Managing My Money (CPD)</p> <p>This course aims to increase the knowledge, confidence and skills of staff</p>	<p>Frontline staff</p> 	<p>½ Day</p>	<p>20</p>	<p>Members £325</p>	<p>N/A</p>



Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>responsible for supporting the handling of money of people with a learning disability.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand how to support people to access and maintain a bank account • explore legislation and financial decision making: capacity and capability • understand money management and budgets • understand how to develop and implement policies and procedures for best practice. 				<p>Non-Members £450</p>	
<p>Managing Staff Stress – The Line Managers Role (CPD)</p> <p>The aim of the course is to ensure that all managers have the knowledge, confidence and skills to manage staff who are experiencing stress and ensure that workplaces create a culture where the causes of stress are identified and addressed using the Health and Safety Executive NI’s Six Stress Management Standards.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand how to define stress and emotional wellbeing • outline the business case for addressing work-related stress • recognise the legal requirements for managers in regards to work-related stress • recognise stress in staff and self • manage staff who may be experiencing work related stress or are absent from work due to work related stress • apply the management standards for work-related stress in the context of managing staff • identify strategies for improving emotional wellbeing and managing stress. 	<p>Middle & Senior Managers</p>    	<p>1 Day</p>	<p>20</p>	<p>Members £650</p> <p>Non-members £900</p>	<p>N/A</p>
<p>Manual Handling (MMR)</p> <p>The aim of this course is to improve the manual handling techniques of operatives</p>	<p>All Staff</p> 	<p>½ Day</p>	<p>12</p>	<p>Ask for a quote as there are additional costs</p>	<p>3 or where there is a change in work</p>




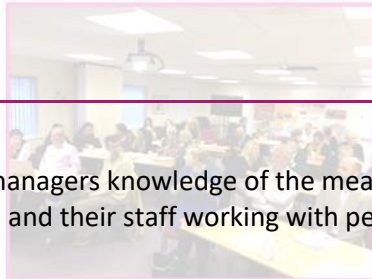

Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>and to raise awareness of health and safety in the workplace when involved in manual handling activities. The programme content includes the following.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand Health and safety at Work Order NI 1978 • understand Manual handling operations regulations • understand the provision and use of work equipment regulations • understand personal protective equipment regulations • understand the management of health and safety at work regulations. 				for resources.	practices resulting in the introduction of a new system of work related to manual handling or use of equipment to handled loads.
<p>Meeting the Needs of Carers (CPD)</p> <p>This one-day workshop for social care workers will explore the pivotal role carers have in providing support and care to family members and how social care staff can meet the needs of carers with this vital responsibility.</p> <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> • understand how to effectively communicate with carers • understand why there is a need to work in partnership with carers • identify the role, needs and rights of a carer • explore helpful and appropriate support, advice and information to carers • discuss the need for appropriate respite • look at opportunities for developing carer’s ‘wellness’ sessions. 	Frontline staff	1 Day	12	Members £650 Non-members £900	N/A
<p>Mental Health & Learning Disabilities (CPD)</p> <p>The aim of this course is to raise awareness of staff who may experience supporting people with learning disabilities who experience mental health issues. The course will raise an awareness of mental illness, its effects on people with learning disabilities and provides a basic introduction to assessment and interventions.</p> <p>This course specifically relates to NICE guidelines on Mental Health problems in people with learning disabilities.</p>	Frontline Staff & Middle Managers	1 Day	20	Members £650 Non-members £900	N/A

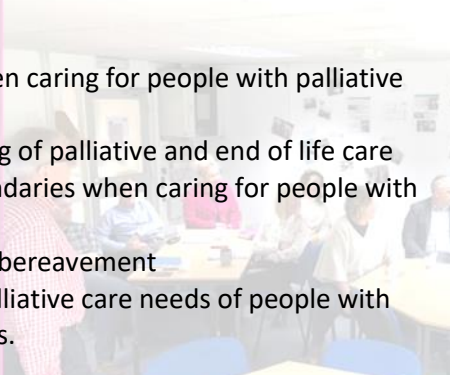
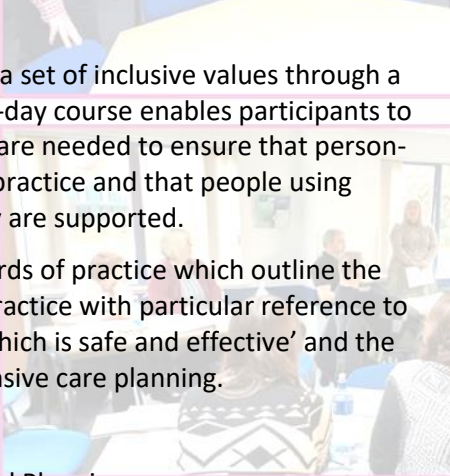
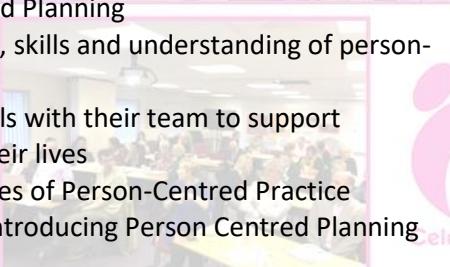


Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>By the end of this course learners will:</p> <ul style="list-style-type: none"> • explore what we mean by ‘mental health’ and ‘mental illness’ • recognise signs and symptoms of main mental health diagnosis. • explore autism, dementia and mental health • understand that people with learning disabilities are at increased risk of mental health problems • understand that mental health problems may develop and present in different ways from people without learning disabilities, and the usual signs or symptoms may not be observable or reported • understand that people with learning disabilities can develop mental health problems for the same reasons as people without learning disabilities • explore the reasons why mental health problems are commonly overlooked in people with learning disabilities • have an introduction to assessment and interventions. 					
<p>Mental Health in the Work Place (CPD)</p> <p>For all those who that have a responsibility for or interest in ensuring that workplaces have a culture that is mentally healthy and that staff are appropriately supported and managed when experiencing a mental health problem.</p> <p>This course meets NISCC Induction Standards:1.1 The values. 1.1.2 Understand the need to promote equal opportunities for the children and/or adult(s) you are supporting.</p> <p>3.1 Health and safety. 3.1.2 Understand your organisation’s policies and procedures in relation to health and safety in your work setting and the children and/or adults you support.</p> <p>3.4 Emergency First Aid. 3.4.1 Know what to do in response to illness or accident. 3.4.3 and Understand what you are not allowed to do in relation to emergency first</p>	<p>HR Professionals, Middle & Senior Managers</p>  	<p>1 Day</p> 	<p>20</p> 	<p>Members £650 Non-members £900</p> 	<p>N/A</p> 

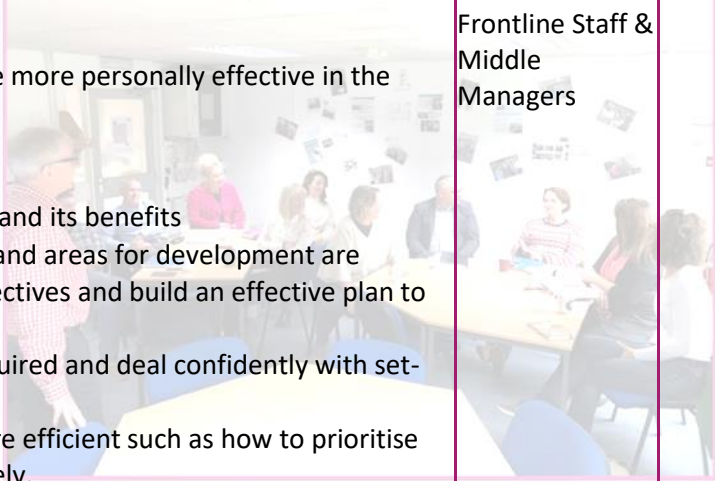

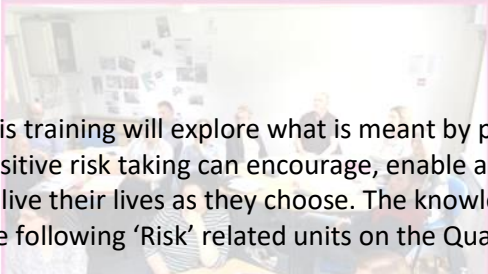
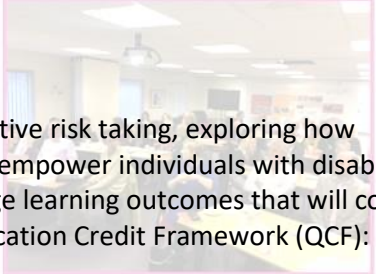




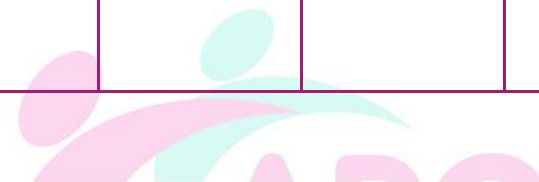
Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>aid.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand the business case for managing mental health in the workplace • understand what we mean by mental health conditions • understand the signs and symptoms of mental health problems • understand the role of the line manager • understand legislative responsibilities in relation to mental health • develop a mentally healthy workplace culture • explore examples of best practice when managing mental health in the workplace. 					
<p>Moving & Handling (Patient) (MMR)</p> <p>This course is designed for all staff working in a health care environment that involves moving people. Through the course delegates will learn standard moving and handling principles, as well as moving and handling patients. This will ensure that participants are fully skilled in techniques for moving people in the environment in which they work. The aim of this course is to increase trainee knowledge of the legal framework, background theory and practical skills involved in client moving and handling.</p> <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> • understand the main legislative framework relating to moving and handling • identify the main anatomical features of the spine and discuss the biomechanics and predisposing factors in spinal injury • describe how to carry out a risk assessment • demonstrate knowledge of correct posture • list common examples of condemned moving and handling techniques • describe the common practical techniques for sitting, standing and in the bed procedures using direct contact, the client hoist and slide sheet 	<p>All Health Care Staff</p>  	<p>½ Day</p>	<p>12</p>	<p>Ask for a quote as there are additional costs for resources.</p>	<p>3</p> <p>*1 to 2 Year refreshers recommended</p>



Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>National Award in the Principles of Fires Safety and the Role of the Fire Marshal (MMR)</p> <p>Accredited: Level 2</p> <p>Assessment method: Multiple Choice Questions</p> <p>This qualification is designed to provide the underpinning knowledge for learners to operate safely in the workplace with regards to fire safety.</p> <p>The course provides employers with a programme which assists them in proving due diligence and demonstrates their legal commitment to staff training as required by the Regulatory Reform (Fire Safety) Order 2005.</p> <p>The course is aimed at staff that have been recently appointed or intend to be appointed as a fire marshal/warden in the workplace.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand basic fire safety and what to do in the event of an emergency • understand the principles of fire risk control • understand the basics of practical fire safety • understand the principles of fire safety legislation under the Regulatory Reform (Fire Safety) Order 2005 • develop knowledge and understanding of how fire spreads and the behaviour of humans in the event of a fire • develop knowledge and understanding of the role of the fire marshal. 	<p>Fire Marshal</p>  	<p>1 Day</p>	<p>20</p>	<p>Ask for a quote as there are additional costs for resources.</p>	<p>1 -2 Years</p> <p>Your certificate is saying that you are capable and competent as a Fire Warden. If this is no longer the case then you should refresh the certificate.</p>
<p>Palliative and End of Life Care (CPD)</p> <p>The aim of this course is to develop staff and managers knowledge of the meaning of palliative care and the implications for them and their staff working with people who have palliative and end of life care needs.</p> 	<p>Frontline Staff & Middle Managers</p> 	<p>1 Day</p>	<p>20</p>	<p>Members £650</p> <p>Non-Members</p>	<p>N/A</p>

Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • develop their awareness of staff needs when caring for people with palliative care needs • develop their understanding of the meaning of palliative and end of life care • gain an understanding of professional boundaries when caring for people with palliative and end of life care issues • enhance their knowledge of loss, grief and bereavement • develop their recognition of the specific palliative care needs of people with cognitive impairment or learning disabilities. 				£900	
<p>Person Centred Practices (CPD)</p> <p>Person centred planning is a way of expressing a set of inclusive values through a unique range of tools and techniques. This one-day course enables participants to identify and begin to address the changes that are needed to ensure that person-centred practices are embedded in day to day practice and that people using services have choice and control over how they are supported.</p> <p>All course content will reflect the NISCC standards of practice which outline the knowledge and skills required for competent practice with particular reference to ‘Delivering Person-centred Care and Support which is safe and effective’ and the standards set by RQIA in relation to comprehensive care planning.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand the principles of Person-Centred Planning • appreciate how to explore their knowledge, skills and understanding of person-centred tools and practices • understand how to use person-centred tools with their team to support individuals to have choice and control in their lives • recognise at national good practice examples of Person-Centred Practice • be able to develop key starting points for introducing Person Centred Planning 	<p>Frontline Staff, Middle & Senior Managers</p>  	1 Day	20	<p>Members £650</p> <p>Non-Members £900</p>	N/A





Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Personal Effectiveness (CPD)</p> <p>For all of those who wish to develop skills to be more personally effective in the workplace.</p> <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> • understand what personal effectiveness is and its benefits • understand what their personal strengths and areas for development are • understand how to set clear goals and objectives and build an effective plan to achieve them • be able to self-motivate yourself when required and deal confidently with setbacks • have a range of techniques to become more efficient such as how to prioritise tasks and manage your time more effectively. • be more assertive and be able to confidently ask for the things that you want and need • understand how to build a clear personal development plan that drives them to gain new skills and knowledge that you need to succeed. 	<p>Frontline Staff & Middle Managers</p>  	<p>1 Day</p>	<p>20</p>	<p>Members £650</p> <p>Non-members £900</p>	<p>N/A</p>
<p>Positive Risk Taking (CPD)</p> <p>Positive risk taking creates the opportunity for personal growth, development and can lead to meaningful life experiences. It is the right of an individual to make their own decisions and the role of a care team, family and friends in supporting individuals to do so safely with a person centred approach.</p> <p>This training will explore what is meant by positive risk taking, exploring how positive risk taking can encourage, enable and empower individuals with disabilities to live their lives as they choose. The knowledge learning outcomes that will cover the following 'Risk' related units on the Qualification Credit Framework (QCF):</p>  	<p>Frontline Staff & Middle Managers</p>  	<p>1 Day</p>	<p>20</p>	<p>Members £650</p> <p>Non-members £900</p>	<p>N/A</p>











Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p><i>LD 205 Principles of positive risk taking for individuals with disabilities</i></p> <p><i>LD 305 Understanding positive risk taking for individuals with disabilities.</i></p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> understand that individuals with disabilities have the same right as everyone else to take risks understand the importance of a positive, person centred approach to risk assessment. understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks understand the importance of considering with an individual with disabilities the risk associated with the choices they make understand the importance of a partnership approach to risk taking. 					
<p>Presentation Skills (CPD)</p> <p>Managers and team leaders may be required to deliver presentations to their staff. The aim of this course is to introduce the basics of oral presentation skills. It covers tips on constructing the presentation, using visual aids such as PowerPoint, flip charts and handouts, and dealing with questions and fears. You will also have the opportunity to deliver a short presentation and receive feedback on it.</p> <p>The course content reflects NISCC Standards for Employers of Social Workers & Social Care Workers 4.3. Social work and social care employers must contribute to the provision of education and training of their staff.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> know the basics of presentation skills including tone, body language, preparation and the use of visual aids recognise what makes a successful presentation appreciate positive ways to deal with interruptions, questions, and fears 	<p>Frontline Line Staff, Middle & Senior Managers</p> 	<p>½ Day</p>	<p>20</p>	<p>Members £325</p> <p>Non-members £650</p>	<p>N/A</p>









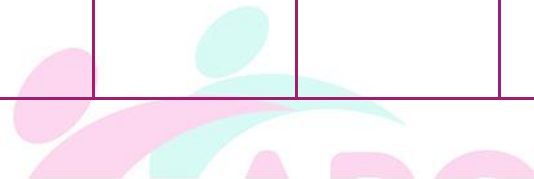
Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> have delivered a short presentation and received feedback on it. 					
<p>Prioritisation & Delegation (CPD)</p> <p>The aim of this course is to provide team leaders and managers with a range of tools and templates to help them learn how to prioritise their time, delegate tasks and use effective delegation as a key development tool to motivate and challenge their staff.</p> <p>The course content reflects NISCC Standards for Employers of Social Workers & Social Care Workers 1.6. Social work and care employers need to promote a learning culture that is open and fair and supports learning and development that meets both individual and organisational needs and NISCC Standards for Employers of Social Workers & Social Care Workers 1.4. Social work and social care employers need to have an appropriate workload management system in place and regularly review it.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> have identified their biggest 'time stealers' which reduce their productivity and established solutions to reduce or remove their negative impact have acquired practical time management skills for scheduling, planning and prioritising work have discussed and practised a range of recognised time management techniques such as assertively saying 'no' and negotiating alternative solutions understand the role, value and meaning of effective delegation recognise how to identify appropriate tasks and people comprehend how to manage the delegation process appreciate how to follow-up on delegation. 	<p>(Team Leaders and Managers)</p>  	1 Day	20	<p>Members £650</p> <p>Non-members £900??</p>	N/A
<p>Promoting Positive Behaviour and Behaviours that Challenge (MMR)</p> <p>The aim of this course is to equip frontline staff with the knowledge they need to promote positive behaviour, thus allowing them to offer support to the adults they work with, to help to develop skills to improve their quality of life, develop positive relationships, have choices and participate in their community.</p>	Frontline Staff	1 Day	20	<p>Members £650</p> <p>Non-members £900</p>	N/A






Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>This course reflects the standards of practice set by NISCC in relation to 'Respecting the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people. It supports RQIA Provider Guidance 2017-18 for Domiciliary Care Agencies Is Care Safe? There are, at all times, suitably qualified, competent and experienced persons working in the service in such numbers as are appropriate for the health and welfare of service users.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • explore the development of shared values, which promote the attitude, skill and knowledge needed to implement positive behaviour management • explore the complex range of causes of behaviour that challenges and how environmental factors and interactions may contribute to someone becoming distressed • explore the skills, qualities and approaches needed to support vulnerable adults in managing their behaviour. 					
<p>Putting Deprivation of Liberty (DoL) Requirements into Practice (Level 3) (MMR)</p> <p>This one-day Department of Health approved Level 3 training is designed to give participants a full working knowledge of the provisions regarding DoLs in order to implement good practice in relation to people who may lack capacity. The session is divided into 2 sections. The first deals with the context of DoLs within the legal framework of the Mental Capacity Act (NI) 2016. The second section seeks to apply the provisions of the Act in practice through learning from case studies.</p> <p>By the end of the workshop participants will:</p> <ul style="list-style-type: none"> • understand the legal and social context of DoLs including provisions in the transition period from the Mental Health (NI) Order 1986 to full implementation of the Mental Capacity Act (NI) 2016 • learn what a DoL is, to whom it may apply and under what circumstances • understand the 5 Principles in the Act that apply to DoLs 	<p>Frontline staff, middle and senior managers</p> 	<p>1 Day</p> 	<p>2</p> 	<p>Members £650</p> <p>Non-members £900</p>	<p>N/A</p>


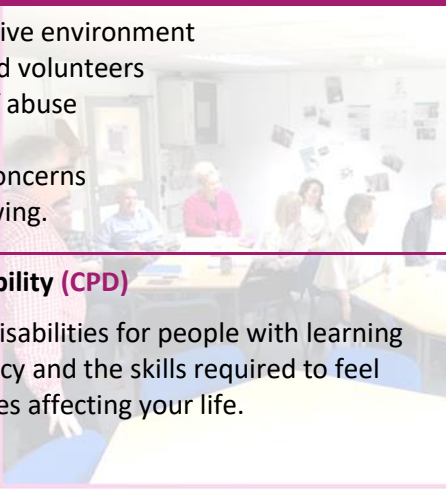
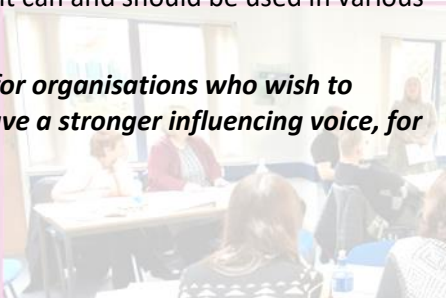






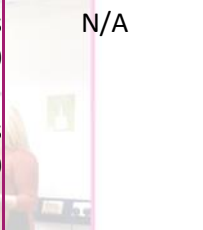




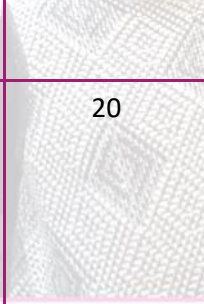
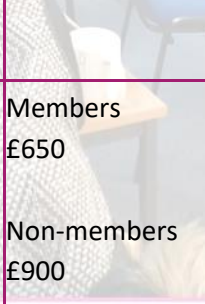
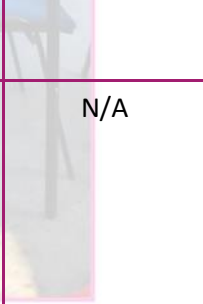


Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> understand the Protection from Liability as it applies to anyone enacting a DoL learn about the principles of good assessment of capacity or lack of capacity learn how to enact good 'best interest' decisions in relation to a person assessed a lacking capacity. <p>Preparation & Progression</p> <p>In advance of undertaking ARC NI Level 3 Deprivation of Liberty training it is advised in preparation that participants read the DoLS Guidance available to download from the ARC NI Website, as this will be further discussed on the day of training.</p> <p>Participants must also have completed Level 2 online training – https://www.health-ni.gov.uk/mental-capacity-act-training</p> <p>ARC NI training is approved as Level 3 by the DoH and therefore enables participants to undertake further levels eg Level 4 a and/or b, should that be relevant. ARC NI is not providing this training however, it can be accessed free of charge through Clinical Education Centre - https://cec.hscni.net/programmes/</p>					
<p>REACH Standards (Supporting Living an Ordinary Life) (CPD)</p> <p>Supported living is about ensuring each person is able to live the life they choose. It was about living life with the same choice, rights and responsibilities as other citizens. Reach offers a set of voluntary standards designed to encourage quality support and remains the most widely recognised standards across the UK in relation to supported living.</p> <p>This course gives staff within organisations to evaluate were they are in relation to the standards and if possible, look at steps to move forward.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> clarify the principles for Supported Living explore the 11 standards within Reach refocus our commitment to quality support and equal citizenship for all 	<p>Frontline Staff, Middle & Senior Managers</p> 	<p>1 Day</p>	<p>20</p>	<p>Members £650</p> <p>Non-members £900</p>	<p>N/A</p>




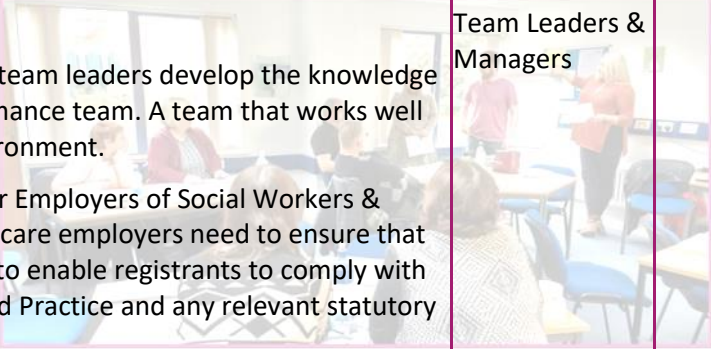
Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> guide you through the It's My Life and the Service review elements help people to identify desired changes, create a plan and take action show how Reach can help people with direct payments or personal budgets. 					
<p>Record Keeping & Documentation in Practice; the Legal and Practical Aspects (CPD)</p> <p>Record keeping and Documentation is an essential part of every practitioner's role within health & social care settings. Accurate and comprehensive record keeping is vital in the provision of safe and effective care to every client.</p> <p>This course addresses legislative and professional standards including DHSSPSNI and RQIA requirements. Contemporary research, guidance and references will be utilised throughout the course.</p> <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> define their personal legal and professional accountability, in relation to Record Keeping and Documentation discuss why good record keeping and documentation is essential for safe and effective care describe the processes involved in maintaining accurate and comprehensive records discuss how poor record keeping can influence safe and effective care discuss relevant professional standards and legislation discuss the DHSSPSNI and RQIA Requirements in relation to Record Keeping and Documentation understand how records can be utilised in investigations and litigation. 	<p>Frontline Staff, Middle & Senior Managers</p>	<p>½ Day</p>	<p>20</p>	<p>Members £550</p> <p>Non-Members £775</p>	<p>Refresh when relevant legislation and codes of practice change</p>
<p>Recruitment & Selection (CPD)</p> <p>This course is designed to meet the standards required for recruiting and selecting staff into your organisation in line with best practice and RQIA outcome 'Is Care Safe?', specifically Indicator S1 <i>'There are, at all times, suitably qualified, competent</i></p>	<p>HR Professionals, Middle & Senior Managers</p>	<p>1 Day</p>	<p>20</p>	<p>Members £650</p> <p>Non-members</p>	<p>Refresh when relevant legislation and</p>

Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p><i>and experienced persons working in the service in such numbers as are appropriate for the health and welfare of staff'.</i></p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • have identified the key aspects of a model recruitment policy and how to apply it in practice • possess the ability to design recruitment processes which will provide the best appointee for the job in an equitable and non-discriminatory manner • be able to design the key elements of the recruitment process – Job Descriptions, Person Specifications, Interview Questions • have developed skills in analysing recruitment material and make decisions based on evidence of competence. 				£900	codes of practice change
<p>Safeguarding Adults at Risk of Harm and Child Protection (MMR)</p> <p>This course aligns with the NIASP Level 2 Training and Development Framework</p> <p>This course aims to equip staff with the understanding of what safeguarding is, and increase their knowledge of roles and responsibilities in the protection of adults at risk of harm and children.</p> <p>The course content reflects NISCC Standards of Conduct 3: Promote the autonomy of service users while safeguarding them as far as possible from danger or harm, specifically 3.2, 3.3 and 3.4 and RQIA Provider Guidance 2017/18 for Domiciliary Care, Nursing Homes, Adult Placement Agencies and Day Care Settings; specifically, 'Is Care Safe'. Indicator: The service promotes and makes proper provision for the welfare, care and protection of service users. The course will also reflect the standards outline by RQIA in regard to risk enablement and safeguarding.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • explore the legal context in safeguarding adults at risk of harm and in need of protection • explore the legal context in safeguarding children • look at attitudes to disability 	<p>Frontline Staff</p>  	1 Day	20	<p>Members £650</p> <p>Non-members £900</p>	2 Years

Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> understand how to create a safe and inclusive environment understand codes of behaviour for staff and volunteers explore characteristics of different types of abuse explore signs and symptoms of abuse understand the procedures for reporting concerns understand the procedures for whistleblowing. 					
<p>Self-Advocacy for People with a Learning Disability (CPD)</p> <p>This course delivered by people with learning disabilities for people with learning disabilities, explores the concept of self-advocacy and the skills required to feel confident about speaking up to influence choices affecting your life.</p> <p>By the end of the course the learner will:</p> <ul style="list-style-type: none"> understand what self-advocacy is and how it can and should be used in various contexts. <p>Note: <i>This course is available upon request for organisations who wish to capacity build their service users to have a stronger influencing voice, for example Tenants Advisory Groups.</i></p> 	<p>People Supported</p>  	<p>2 Hours</p>  	<p>20</p>  	<p>Members £200</p> <p>Non-Members £300</p>  	<p>N/A</p>  
<p>Self-Directed Support Awareness (CPD)</p> <p>Self-Directed Support is being implemented regionally within Northern Ireland as a route to personalisation enabling an individual to have choice and control over their care and support. The principles of Self-Directed Support work closely with the values underpinning the standards set by RQIA and the values that strengthen the standards of conduct and practice outlines by NISCC. This one-day course will provide an awareness of Self-Directed Support.</p> <p>By the end of the course learners will:</p> 	<p>Frontline Staff, Middle & Senior Managers</p> 	<p>1 Day</p> 	<p>20</p> 	<p>Members £650</p> <p>Non-members £900</p> 	<p>N/A</p> 

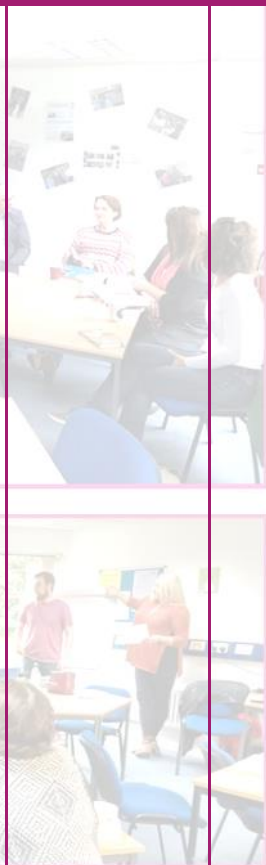





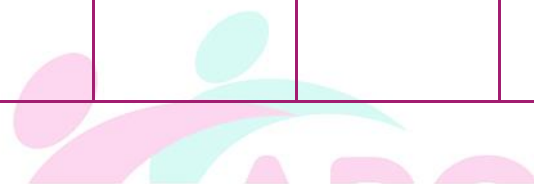
Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> understand the 7 stages of Self-Directed Support understand how an Individual Budget can be used explore what is involved for the individual discuss local and national developments of Self-Directed Support. 					
<p>Statement & Report Writing; the Legal and Practical Aspects (CPD)</p> <p>Practitioners working within any health and social care settings, can be required to write statements and reports in relation to adverse incidents or accidents or in reply to complaints. Knowledge of good practice in relation to completion of these key legal documents is very important for every grade of staff.</p> <p>This course addresses both the current best practice guidance in relation to statement and report writing in N. Ireland as well as professional standards, including Department for Health NI and RQIA requirements. Contemporary research, guidance and references will be utilised throughout the course.</p> <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> define their personal legal and professional accountability, in relation to the writing of statements and reports in practice outline the essential elements of an effective statement or report describe the processes involved in obtaining information which will be utilised in the formation of statements and reports. discuss the appropriate design and chronological order which should be followed in relation to completion of a statement or report discuss challenges or difficulties which could be experienced in the completion of statements and reports discuss relevant professional standards and legislation discuss regional guidance on completion of statements and reports. 	<p>Frontline Staff, Middle & Senior Managers</p>	<p>½ Day</p>	<p>20</p>	<p>Members £550</p> <p>Non-Members £775</p>	<p>N/A</p>
<p>Stress Management (CPD)</p> <p>For all those who would like to address the causes of stress and manage themselves</p>	<p>Team Leaders & Managers</p>	<p>1 Day</p>	<p>20</p>	<p>Members £650</p>	<p>N/A</p>

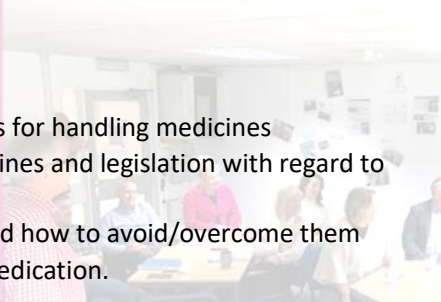
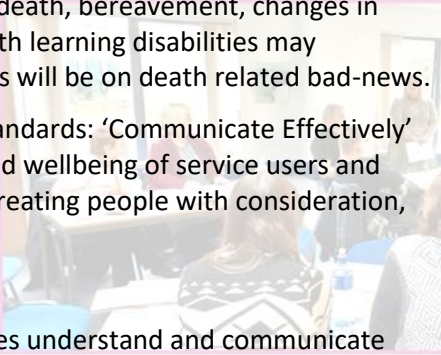





Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>and their teams effectively who maybe experiencing stress.</p> <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> • understand what stress is • understand the impact on individuals and organisations • recognise stress in self and others • understand flight and fight responses • explore what causes stress in your life • develop strategies to deal successfully with stress • understand HSE management standards for stress at work • explore legislative considerations when managing stress in the workplace • identify possible sources of stress • understand the role of the manager. 				<p>Non-members £900</p>	
<p>Successful Team Working (CPD)</p> <p>The aim of this course is to help managers and team leaders develop the knowledge and skills to create and maintain a high-performance team. A team that works well together provides an appropriate working environment.</p> <p>The course content reflects NISCC Standards for Employers of Social Workers & Social Care Workers 1.3. Social work and social care employers need to ensure that the necessary working environment is in place to enable registrants to comply with their duty of care, the Standards of Conduct and Practice and any relevant statutory duties.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • appreciate the difference between groups and teams • describe features of multi-disciplinary teams • understand what an effective team looks like • recognise stages of group development • understand team roles 	<p>Team Leaders & Managers</p> 	<p>½ Day</p>	<p>20</p>	<p>Members £325</p> <p>Non-members £450</p>	<p>N/A</p>

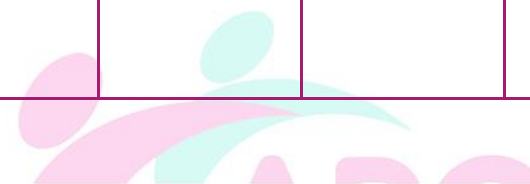


Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> appreciate what effective team leadership is. 					
<p>Supervision Support and Increasing Overall Performance through Appraisals (MMR)</p> <p>This course is aimed at managers and will consider the performance review cycle, including the skills required to plan and carry out meaningful supervision, drive performance and undertake annual reviews/appraisals.</p> <p>This course supports RQIA Provider Guidance 2017-18 for Domiciliary Care Agencies: Is The Service Well Lead? There are management and governance systems in place that drive quality improvement.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> reflect on what is a good manager/leader understand the concept of the performance management cycle understand the purpose of performance management and strategies behind appraisals gain knowledge of the performance management forms and tools ensure a clear understanding of roles and responsibilities in the Performance Management process understand the importance of aligning the performance of individuals with the aims and objectives of the of the organisation understand the benefits of frequent supervision and annual reviews gain an understanding of the merit/awards process. 	Middle & Senior Managers	1 Day	20	Members £650 Non-members £900	N/A
<p>Supporting Medication in a Social Care Setting (MMR)</p> <p>Supporting Medication in Social Care settings addresses practical support for use of medication that reflects social care principles and values and includes the need for</p>	Frontline Staff, Middle & Senior Managers	1 Day	20	Members £650	2*

Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>accurate recording and reporting. The course covers broad types, classifications and forms of medication, as well as safe handling and storage. This training meets the Knowledge learning outcomes of the QCF unit 'HSC 3047 Support use of medication in Social Care'.</p> <p>This course will be delivered in line with RQIA standards, specifically the standard relating to the management of medicines which states that 'The management of medicines is in accordance with legislative requirements, professional standards and DHSSPS guidance'.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand the legislative framework for the use of medication in social care settings • understand roles and responsibilities in the use of medication in social care settings • explore the common types of medication and their use • understand techniques for administering medication • understand the process for receiving, storing and disposing of medication supplies safely • know how to promote the rights of the individual and support use of medication • know how to record and report on the use of medication. 				<p>Non-members £900</p>	<p>The refresher course must be completed within this period. If not, participant will be required to complete the full 2-day</p>
<p>Supporting Medication in a Social Care Setting (Refresher*) (MMR)</p> <p>*candidates must have completed the full one-day course within the last 2 years.</p> <p>This course is aimed at any staff member who has previously attended the one day supporting medication in social care settings course and requires a refresher.</p> <p>This course will be delivered in line with RQIA standards, specifically the standard relating to the management of medicines which states that 'The management of medicines is in accordance with legislative requirements, professional standards and</p>	<p>Frontline Staff, Middle & Senior Managers</p> 	<p>½ Day</p>	<p>20</p>	<p>Members £325</p> <p>Non-Members £450</p>	<p>2</p>




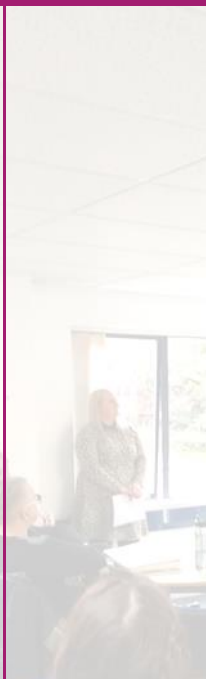







Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>DHSSPS guidance’.</p> <p>By the end of the course learners will have:</p> <ul style="list-style-type: none"> • have refreshed knowledge of safe procedures for handling medicines • have updated knowledge on the latest guidelines and legislation with regard to medication handling • look at potential problems with medicines and how to avoid/overcome them • understand the recording and reporting of medication. 					
<p>Supporting People with a Learning Disability through Loss & Bereavement (CPD)</p> <p>The aim of the course is to increase the knowledge, confidence and skill of staff and carers who are involved in communicating sad, difficult or break bad news to a person with learning disabilities.</p> <p>This can be any type of news, including illness, death, bereavement, changes in living situations, or anything else the person with learning disabilities may experience as “bad news” but the primary focus will be on death related bad-news.</p> <p>The course content reflects NISCC Induction Standards: ‘Communicate Effectively’ Protect the rights and promote the interests and wellbeing of service users and carers; Treating each person as an individual; Treating people with consideration, respect and compassion.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • explore how people with learning disabilities understand and communicate about illness • explore the experiences and preferences of people with learning disabilities, families and professionals around breaking bad news • identify the factors that affect breaking bad news to people with learning disabilities • explore models of understanding the process of grief & Complicated grief • explore stories from people with learning disabilities sharing their experiences of bad news 	<p>Frontline Staff</p>  	<p>½ Day</p> 	<p>20</p> 	<p>Members £325</p> <p>Non-Members £450</p> 	<p>N/A</p> 









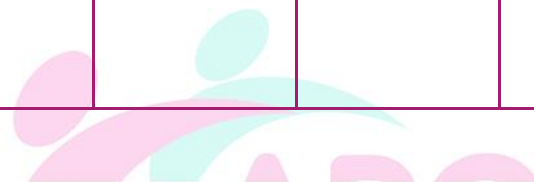
Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> have an opportunity to work on a specific breaking-bad-news scenario and also bring their own bad-news scenario for discussion and learning. 					
<p>Supporting People with a Learning Disability who Self-Harm (CPD)</p> <p>The course is aimed at all staff working with people who do, or may, self-harm.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> understand what is self-harm understand types of self-harm/self-injury explore reasons for self-harm explore responses to self-harm explore communication with people who self-harm explore identification and prevention explore self-management. <p>The course is highly interactive and asks that learners bring their own professional experiences to the day and learners are encouraged to prepare some work in advance of the course, conducting a short service audit and analysing how they currently communicate with service users who self-harm.</p>	<p>Frontline staff</p>	<p>1 Day</p>	<p>20</p>	<p>Members £650</p> <p>Non-Members £900</p>	<p>N/A</p>
<p>Supporting People – Outcomes Framework Informing Support Assessment, Support Planning & Risk (CPD)</p> <p>The Department for Communities' review of Supporting People included a recommendation to develop a revised approach to outcomes measurement. This training will provide the opportunity for participants to gain an understanding of Supporting people guidance in relation to the current and revised outcome</p>	<p>Frontline Staff, Middle & Senior Managers</p>	<p>1 Day</p>	<p>20</p>	<p>Members £650</p> <p>Non-Members £900</p>	<p>N/A</p>


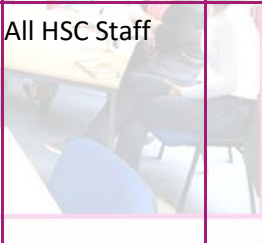














Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>framework.</p> <p>The Outcomes Framework will inform the standards required for assessment, support planning and associated risk in line with the Supporting People Quality Assessment Framework C1.1 Assessment and support planning.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • provide an overview of Outcome Monitoring Reporting Guidance • understand the importance of a person-centred approach to support assessment and support planning • Identify ways to include individuals who are supported to have full and meaningful involvement to enable choice, control and decision making • have an understanding of risk, risk assessment and risk management appropriate to the individuals supported • be establishing good review practice of support planning and risk enablement • explore competency of staff in understanding and gaining knowledge of assessment and planning for support and risk management. 	 				
<p>Supporting Significant Change (CPD)</p> <p>This one-day training event addresses the issues faced by people with learning disabilities when they experience significant change in their lives.</p> <p>Some changes may be predictable and part of the natural route through life, leaving school, moving home and the process of ageing. At these times we can plan in advance and support individuals to make the right choices. Other times-imposed changes occur suddenly and unexpectedly or it may be the result of decisions made – whether by individuals themselves or by the people around them. Providing support at these times demands both a solid understanding of the impact of change and a sensitive response to individual needs at times of transition.</p> <p>The training focuses on both these areas with an emphasis on person centred</p>	<p>Frontline Staff, Middle & Senior Managers</p> 	<p>1 Day</p> 	<p>20</p> 	<p>Members £650</p> <p>Non-Members £900</p>	<p>N/A</p>

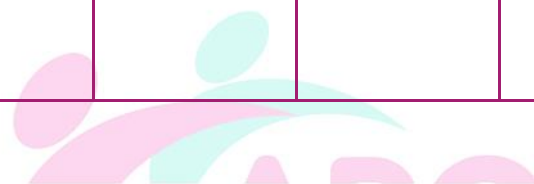





Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>approaches, flexibility, and practical help.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> recognise the range of life events, transitions and changes that adults with a learning disability may experience understand the broad impact on individuals of significant changes in their lives apply key principles in supporting a person with learning disability during significant transitions reflect on ways in which a service can respond effectively to an individual's life events and transitions with a focus on loss and bereavement. 					
<p>The Registered Manager: Roles, Responsibilities & Requirements (CPD)</p> <p>This course is most suited to recently appointed or those aspiring to become Registered Managers. The course will focus on the leadership skills required by a Registered Manager in team management, standards for establishing good practice and conflict resolution.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> understand the role of the Registered Manager and its context in regulatory and legal requirements consider good practice in critical matters including, MCA, DOLs and restrictive practice understand the key features of effective leadership within the role understand the key responsibilities of the role in relation to the people supported, the service and the organisation understand the principles of establishing and maintaining good practice and 	<p>Registered Managers, Service Managers & Team Leaders</p> 	<p>1 Day</p>	<p>20</p>	<p>Members £650</p> <p>Non-Members £900</p>	<p>N/A</p>




Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>regulatory expectations of the role</p> <ul style="list-style-type: none"> learn how to problem solve including staff conflict, through the use of exercises and factual cases studies understanding and practicing the principles of continuous quality improvement. <p>The course is interactive and will use real case studies/examples to reflect the above learning outcomes, individual exercises and small group identification of issues.</p>					
<p>Telling It Like It Is! - Training to help staff support people with learning disabilities (CPD)</p> <p>This training is aimed at frontline staff, middle and senior managers. TILII are an advocacy group consisting of people with learning disabilities that have been working together to learn to speak up for themselves. They have delivered training for Health & Social Care staff, PSNI and facilitated a workshop at a Department of Justice/Queens University conference.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> understand what people with learning disabilities can achieve when given the right support understand what is important to people who need support learn how staff can provide the right support and positive attitude. 	 	2 Hours	20	Members £200 Non-Members £300	N/A
<p>The Five Ways to Wellbeing (CPD)</p> <p>The Five Ways to Wellbeing are a set of evidence-based actions which promote people's wellbeing developed by the New Economic Foundation in 2008. They have been designed to be used in lots of different ways, for example to get people to start thinking about wellbeing, to develop organisational strategy, to measure impact, to assess need, for staff development, and to help people to incorporate more wellbeing-promoting activities into their lives'. This course aims to increase awareness and understanding of the five ways to wellbeing and encourages participants to build resilience in dealing with their own and others emotional well-</p>	Frontline staff, middle & senior managers 	2 Days	14	Ask for a quote as there are additional costs for resources.	N/A

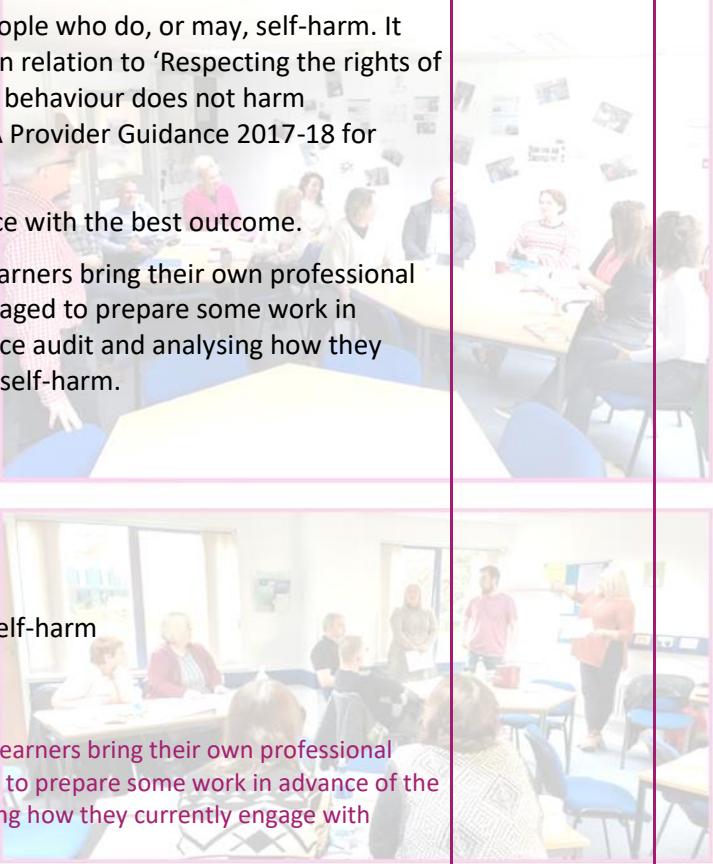

Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>being. Participants build confidence and capacity by taking a practical approach on how participants can relate to and encourage others to use Take 5 as a strategy for improving emotional wellbeing.</p> <p>By the end of the course the learner will:</p> <ul style="list-style-type: none"> • be able to understand what the 5 ways to emotional wellbeing are and how they may be used • have a range of tools for using the five ways to wellbeing in a range of personal and professional situations • understand the terms wellbeing and resilience • recognise the importance of communication in relation to mental health and resilience. 					
<p>Train the Trainer: Supporting Medication in Social Care Setting (MMR)</p> <p>Supporting Medication in Social Care settings supports participants to recognise and follow the correct ways of supporting the use of medication. All the training material used meets the Knowledge learning outcomes of the QCF unit 'HSC 3047 Support use of medication in Social Care'. Each participant completing the two-day course will have refreshed their own knowledge and understanding of the training pack learning outcomes and have a comprehensive training pack to deliver in house training.</p> <p>This course will be delivered in line with RQIA standards, specifically the standard relating to the management of medicines which states that 'The management of medicines is in accordance with legislative requirements, professional standards and DHSSPS guidance'.</p> <p>By the end of the course learners will:</p>	<p>Frontline Staff, Middle & Senior Managers</p> 	<p>2 Day</p> 	<p>15</p> 	<p>Ask for a quote as there are additional costs for resources.</p> 	<p>2</p> <p>The refresher course must be completed within this period. If not, participant will be required to complete the full 2-day.</p> 






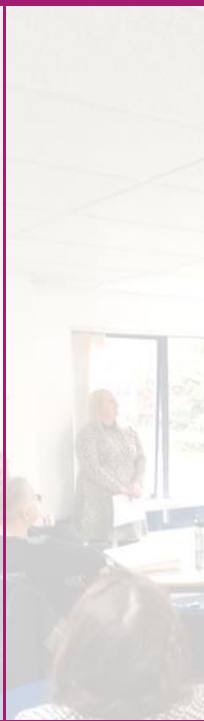






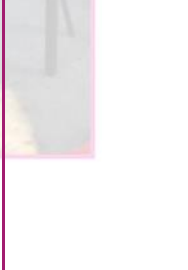
Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> understand the legislative framework for the use of medication in social care settings understand roles and responsibilities in the use of medication in social care settings explore the common types of medication and their use understand techniques for administering medication know the process for receiving, storing and disposing of medication supplies safely know how to promote the rights of the individual and support use of medication know how to record and report on the use of medication. 					
<p>Train the Trainer: Supporting Medication in Social Care Setting (Refresher*) (MMR)</p> <p>*candidates must have completed the full one-day course within the last 2 years.</p> <p>Ongoing education, training and development of staff who will be responsible for safe practice in handling, administering and managing medication is a critical area of work in social care settings. This refresher training provides an opportunity to update knowledge, skills and understanding of policy, legislation and good practice to ensure practical support to staff with a responsibility for supporting medication in line with social care principles and values.</p> <p>This course will be delivered in line with RQIA standards, specifically the standard relating to the management of medicines which states that 'The management of medicines is in accordance with legislative requirements, professional standards and DHSSPS guidance'.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> have updated knowledge on current legislation framework for the use of medication in social care settings have explored case studies to reflect on codes of practice in relations to the use of medication in social care settings 	<p>Frontline Staff, Middle & Senior Managers</p>  	1 Day	15	Ask for a quote as there are additional costs for resources.	2

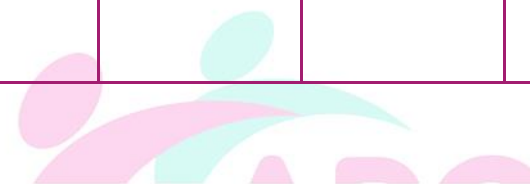


Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> • have had an opportunity for shared learning on effective training practice • have had an opportunity to design a refresher half day session for the work place. 					
<p>Understanding Health Literacy, A Basic Introduction for Staff (CPD)</p> <p>‘Health literacy is the ability to obtain, read, understand and use healthcare information to make appropriate health decisions and follow instructions for treatment’.</p> <p>This course is aimed at support staff and examines the concept of health literacy along with factors which impact on how health information is understood and managed. The course will allow participants to understand/help others to understand and interpret a range of written health information and be able to make/support others to make more informed health choices. The course will also focus on communicating with health professionals.</p> <p>By the end of the course the learner will:</p> <ul style="list-style-type: none"> • understand what is meant by health and wellbeing • understand health literacy as a concept and the connection between low levels of literacy and poor health • understand how to make and encourage others to make better health choices by ensuring understanding of information • be able to understand and interpret a range of written health information • understand where to access reliable health support and information • be able to communicate with health professionals. 	<p>Frontline staff</p> 	1 Day	20	<p>Members £650</p> <p>Non-members £900</p>	N/A
<p>Understanding Self-Harm and Supporting People with a Learning Disability (CPD)</p>	Frontline Staff	1 Day	20	Members £650	N/A

Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>The course is aimed at all staff working with people who do, or may, self-harm. It reflects the standards of practice set by NISCC in relation to 'Respecting the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people. and supports RQIA Provider Guidance 2017-18 for Domiciliary Care Agencies, Is Care Effective?</p> <p>The right care, at the right time in the right place with the best outcome.</p> <p>The course is highly interactive and asks that learners bring their own professional experiences to the day and learners are encouraged to prepare some work in advance of the course, conducting a short service audit and analysing how they currently communicate with service users who self-harm.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand what is self-harm • understand types of self-harm/self-injury • explore reasons for self-harm • explore responses to self-harm • explore communication with people who self-harm • explore identification and prevention • explore self-management. <p><i>Note: The course is highly interactive and asks that learners bring their own professional experiences to the day and learners are encouraged to prepare some work in advance of the course, conducting a short service audit and analysing how they currently engage with service users who self-harm.</i></p>				<p>Non-members £900</p>	
<p>Understanding the Context of Supporting People with Learning Disabilities (CPD)</p> <p>This course is specifically aimed at newly appointed or relatively inexperienced staff, working in the learning disability sector. It aims to give participants a basic understanding of learning disability and how it impacts on people's lives. The course will address standards of practice set by NISCC specifically, 'Understanding the Principles of Care, including human rights and equality and supports RQIA Provider</p>	<p>Frontline Staff</p> 	<p>1 Day</p>	<p>20</p>	<p>Members £650 Non-members £900</p>	<p>N/A</p>



Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<p>Guidance 2017-18 for Domiciliary Care Agencies; Is Care Compassionate? There is a culture/ethos that supports the values of dignity and respect, independence, rights, equality and diversity, choice and consent of service users.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> understand the legislation and policies that support human rights and inclusion of individuals with learning disabilities understand the nature and characteristics of learning disability understand the historical context of learning disability understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disability and their families understand how views and attitudes impact on the lives of individuals with a learning disability and their family carers understand how to promote communication with individuals and learning disabilities. 	 				
<p>Wellness Recovery Action Plan (WRAP) – Level 1 Training Copeland Centre Accredited (CPD) Northern Ireland Celebrating 21 Years</p> <p>The aim of this course is to increase understanding and awareness of Recovery and WRAP for participants working in Care and Health settings.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> understand the values and ethics of WRAP understand the Key Recovery Concepts of hope, personal responsibility, education, self-advocacy and support be introduced to WRAP Self-Monitoring and Response System be aware of what constitutes a Wellness Toolbox 	<p>Frontline staff</p> 	<p>2 Day</p> 	<p>16</p> 	<p>Ask for a quote as there are additional costs for resources.</p> 	<p>N/A</p> 



Course Content & Objectives	Specific to Role(S)	Duration	Maximum Numbers	In house Cost pp	Refresher Timescale
<ul style="list-style-type: none"> develop their personal Wellness Recovery Action Plan explore methods of transferring learning to clinical practice be able to facilitate a one to one WRAP programme. 					
<p>Whistleblowing: How to Create a Positive Culture (CPD)</p> <p>Raising concerns at work will improve practice and ensure that people who use services can rely on good practice and protection from harm. This one day programme is designed to support managers, deputies, team leaders and others in similar positions, within health and social care, to build confidence, trust and skills in ensuring that 'whistleblowing' can protect service users, staff and organisations.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> understand the key principles of RQIA's Review of Whistleblowing Arrangements (Sept 2016) understand the barriers to whistleblowing learn about effective and practical steps to improving whistleblowing practice share good practice through case studies prepare for regulatory oversight of organisational practice. 	Managers, Deputies, Team Leaders	1 Day	20	Members £650 Non-Members £900	N/A

