

2018/19 TRAINING PORTFOLIO

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).

COURSE	DETAILS
<p>Active Support (CPD) (2-day course)</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.</p> <p>What is Active Support?</p> <p>Active Support is a person-centred approach that grows the skills of people supported by promoting inclusion; independence and choice in everyday activities; improving staff team confidence and morale; turning person-centred support into person-centred action and supports services to show quality of life outcomes. 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.

COURSE	DETAILS
<p>Advocacy in Social Care (CPD) (1 day course)</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>Assessment, Support Planning and Risk (CPD) (1 day course)</p>	<p>This course is designed to meet 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. All course content reflects the standards developed by the Regulations and Quality Improvement Authority (RQIA), with particular focus on standards referring to up to date assessment of need, up to date comprehensive plans and meaningful involvement at reviews. The standards of practice set by NISCC in relation to, 'delivering person centred care' will also be highlighted throughout the course.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • 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 • establish 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.

COURSE	DETAILS
<p>Care2 Cook: Healthy cooking skills for support staff (CPD)</p> <p>(1 day course)</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>Capacity & Consent (CPD)</p> <p>(1 day course)</p>	<p>With the imminent Mental Capacity Act, this course aims to equip learners to examine the law governing decision-making on behalf of adults who have impaired decision-making capacity and who cannot consent to treatment, or to the provision of social care services on their own behalf.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • understand the law governing consent and capacity • understand how an adult's mental capacity to make a social care decision is assessed • understand the legal rules which govern decision making on behalf of adults without capacity in relation to social care and financial matters • understand the respective roles and responsibilities of informal carers and care providers/professionals in the provision of services to adults without capacity • understand how disputes between carers and care providers/professionals, which concern service provision to an adult without capacity can be resolved.

COURSE	DETAILS
<p>Cognitive Behavioural Therapy (CBT) For Anxiety (CPD) (1 day course)</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.
<p>Communicating Skills to help you support people with profound and multiple learning disabilities (CPD) (½ day course)</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 reflects NISCC Induction Standard 4 'Communicate Effectively' and RQIA Provider Guidance 2016-17 for Domiciliary Care Agencies; specifically Compassionate Care; Service users are listened to, valued and communicated with, in an appropriate manner.</p> <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) (Half day course)</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.

COURSE	DETAILS
<p>Dementia Awareness and Learning Disability (CPD)</p> <p>(1 day course)</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>Developing Emotional Resilience (CPD)</p> <p>(1 day course)</p>	<p>This course is for all those who staff working in social care who wish to develop resilience skills to help them in times of adversity and to thrive when faced with unexpected challenges.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • explore what stress, emotional wellbeing and resilience means • identify their own resilience traits • develop strategies and techniques for building personal emotional resilience and resiliency • identify thinking traps and ways of reframing thinking • understand how to manage unhealthy emotions and how to develop positive emotions • be developing empathy and flexible thinking • have an introduction to mindfulness.

COURSE	DETAILS
<p>Emergency First Aid at Work – HSENI Approved (MMR)</p> <p>(1 day course)</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>Fire Safety (MMR)</p> <p>(1/2 Day course)</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>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.

COURSE	DETAILS
Food Hygiene (MMR) (1 day course)	<p>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
Food Hygiene Awareness-Level One (Suitable for People with Learning Disabilities) (CPD) (1 day course)	<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 • 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>
Future Planning with Older Carers of Adults with Learning Disabilities (CPD) (1 day course)	<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.

COURSE	DETAILS
<p>How To Communicate Sad, Difficult Or Break Bad News, including Bereavement (CPD) (1 day course)</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, bad or difficult 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 Standard 4 ‘Communicate Effectively’</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 • have an opportunity to listen to people with learning disabilities sharing their experiences of bad news • 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>Human Rights & Restrictive Practice (CPD) (1 day course)</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 • 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.

COURSE	DETAILS
<p>Influencing Skills (CPD)</p> <p>(1 day course)</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>Legal and Practical Aspects of Capacity & Consent in Practice (CPD)</p> <p>(½ day course)</p>	<p>Knowledge of the law on consent is an essential tool for every practitioner working in 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.

COURSE

DETAILS

Legal and Practical Aspects of Statement & report Writing (CPD)

(½ day course)

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.

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.

By the end of the course the learners will:

- 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.

COURSE

DETAILS

Legal and Practical Aspects of Handling complaints and Avoiding Litigation, in Practice (CPD)

(½ day course)

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.

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.

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.

By the end of the course the learners will:

- 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.

COURSE	DETAILS
<p>Line Managers Role in Managing Staff Stress (CPD)</p> <p>(1 day course)</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>Makaton (Module 1 & 2) (CPD)</p> <p>(1 day course)</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>Makaton (Module 3 & 4) (CPD)</p> <p>(1 day course)</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>

COURSE	DETAILS
<p>Managing My Money (CPD)</p> <p>(½ day course)</p>	<p>This course aims to increase the knowledge, confidence and skills of staff 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>Managing or Working with Difficult Colleagues (CPD)</p> <p>(1 day course)</p>	<p>The aim of this training is to provide individuals with the skills and strategies to enable them to address difficult behaviour 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 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. The course reflects NISCC Induction Standards specifically the role of the worker and communicating effectively.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • consider the causes of difficult behaviour • recognise how you perceive difficult people • learn what it is that ‘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 people • 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>Manual Handling (MMR)</p> <p>(½ day course)</p>	<p>The aim of this course is to improve the manual handling techniques of operatives 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.

COURSE	DETAILS
<p>Meeting the Needs of Carers (CPD) (1 day course)</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.
<p>Mental Health & Learning Disabilities (CPD) (1 day course)</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> <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.

COURSE	DETAILS
<p>Mental Health in the Work Place (CPD) (1 day course)</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. The course reflects NISSC induction Standards specifically 'Equality, Person Centred approaches and Health and Safety'</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) (1/2 day course)</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



COURSE	DETAILS
<p>National Award in the Principles of Fires Safety and the Role of the Fire Marshal (MMR) (1 day course)</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>Palliative and End of Life Care (CPD) (1 day course)</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>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.



COURSE	DETAILS
<p>Person Centred Practices (CPD) (1 day course)</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 • explore their knowledge, skills and understanding of person-centred tools and practices • explore how you and your team use person-centred tools to support individuals to have choice and control in their lives • look at national good practice examples of Person Centred Practice • develop key starting points for introducing Person Centred Planning.
<p>Personal Effectiveness (CPD) (1 day course)</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 set-backs • 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.

COURSE	DETAILS
<p>Positive Risk Taking (CPD) (1 day course)</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. This Positive Risk Taking training will take you through the knowledge learning outcomes that will cover the following ‘Risk’ related units on the Qualification Credit Framework (QCF):</p> <p style="text-align: center;">LD 205 Principles of positive risk taking for individuals with disabilities LD 305 Understanding positive risk taking for individuals with disabilities</p> <p>In line with NISCC standards of practice this course will consider the implications of respecting the rights of service users to take risks while seeking to ensure that their behaviour does not harm themselves or other people. The course will also reflect the standards outlines by RQIA in regard to risk enablement and safeguarding.</p> <p>By the end of the course the 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>Promoting Positive Behaviour/Exploring Behaviours that Challenge (MMR) (1 day course)</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> <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’.</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.

COURSE	DETAILS
<p>Recruitment & Selection (CPD)</p> <p>(1-day course)</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 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.
<p>Safeguarding People at Risk & Child Protection (MMR)</p> <p>(1 day course)</p>	<p>This courses 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 & 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 • 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.

COURSE	DETAILS
<p>Self-Advocacy for People with a Learning Disability (CPD)</p> <p>(2 hour session)</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>Self-Directed Support Awareness (CPD)</p> <p>(1 day course)</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 the learners will:</p> <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 • have discussed local and national developments of Self-Directed Support.
<p>Stress Management (CPD)</p> <p>(1 day course)</p>	<p>For all those who would like to address the causes of stress and manage themselves 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.

COURSE	DETAILS
<p>Supervision Support and Increasing Overall Performance through Appraisals (MMR)</p> <p>(1 day course)</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>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.
<p>Supporting Medication in a Social Care Setting (MMR)</p> <p>(1 day course)</p>	<p>Supporting Medication in Social Care settings addresses practical support for use of medication that reflects social care principles and values including the need for 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 the 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 the techniques for administering medication • understand the process for receiving, storing and disposing of medication supplies safely • understand how to promote the rights of the individual and support use of medication • understand how to record and report on the use of medication.
<p>Supporting Medication in a Social Care Setting (refresher Course) (MMR)</p> <p>(half day course)</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>The learner will refresh their knowledge of:</p> <ul style="list-style-type: none"> • safe procedures for handling medicines • the latest guidelines and legislation with regard to medication handling • potential problems with medicines and how to avoid/overcome them • the recording and reporting of medication.

COURSE	DETAILS
<p>Supporting People with Learning Disabilities (Level 2&3) (QCF) (CPD)</p> <p>(delivered over a six month period)</p>	<p>Level 2 is for candidates who work in, or are interested in working in, this sector. You will have some relevant knowledge and skills, usually from a role where you've been supervised.</p> <p>Level 3 requires you to have a knowledge and understanding of issues relating to people with learning disabilities. The ability to work with a minimum of supervision and the ability to relate well to people of all ages and backgrounds as well as having <i>patience</i>, compassion and sensitivity. Excellent <i>communication</i> and listening skills and a commitment to training and personal development</p> <p>This qualification requires the learner to complete both mandatory and optional units from a wide range, including:</p> <ul style="list-style-type: none"> • understand the context of supporting individuals with learning disabilities • support person-centred thinking and planning • purpose and principles of independent advocacy • support individuals in their relationships • enable individuals with behavioural difficulties to develop strategies to change their behaviour.
<p>Supporting People with a Learning Disability who Self-Harm (CPD)</p> <p>(1 day course)</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>Team Development (CPD)</p> <p>(1 day course)</p>	<p>For teams wanting to develop and enhance team working skills and practice. Appropriate for new teams or those wanting to revisit or reinvigorate their existing team.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • identify skills and knowledge individuals and their team contribute to success of their team • describe a set of shared values, behaviours, purpose and goals • outline the importance of good working relationships and mutual cooperation for effective teamwork • identify their role and the importance of this role within the team • identify how effective the team is and agree an action plan to enhance team working practice new methods of working which support the values and behaviours agreed by the team.

COURSE	DETAILS
<p>Telling It Like It Is! - Training to help staff support people with learning disabilities (CPD)</p> <p>(2 hour session)</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.
<p>The Five Ways to Wellbeing (CPD)</p> <p>(2 day course)</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-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>The 3 Rs – Roles, Responsibilities & Requirements for Registered Managers (CPD)</p> <p>(1 day course)</p>	<p>This course is targeted at current and aspiring Registered Managers, owners and other relevant senior staff.</p> <p>By the end of the course learners will:</p> <ul style="list-style-type: none"> • explore skills and knowledge requirements • explore roles and responsibilities in governance • explore person-centered focus for services • explore the involvement of people supported in planning for the service they want and need • explore monitoring services • explore roles and responsibilities in safeguarding • understand requirements of regulation and best practices.

COURSE	DETAILS
<p>Train the Trainer: Supporting Medication in Social Care Setting (MMR)</p> <p>(2 day course)</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 the learners will:</p> <ul style="list-style-type: none"> • understand the legislative framework for the use of medication in social care settings • understand the roles and responsibilities in the use of medication in social care settings • understand the common types of medication and their use • discuss techniques for administering medication • understand the process for receiving, storing and disposing of medication supplies safely • understand how to promote the rights of the individual and support use of medication • understand how to record and report on the use of medication.
<p>Train the Trainer: Supporting Medication in Social Care Setting (refresher course) (MMR)</p> <p>(1 day course)</p>	<p>On-going 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 • explore case studies to reflect on codes of practice in relations to the use of medication in social care settings • have an opportunity for shared learning on effective training practice • have an opportunity to design a refresher half day session for the work place.

COURSE	DETAILS
<p>Understanding Health Literacy, A Basic Introduction for Staff (CPD)</p> <p>(1 day course)</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>Understanding Self-Harm & Supporting People with a Learning Disability Who are at Risk(CPD)</p> <p>(1 day course)</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>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.</p>

COURSE	DETAILS
<p>Understanding the Context of Supporting People with Learning Disabilities (CPD)</p> <p>(1 day course)</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'.</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)</p> <p>(2 day course)</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 • 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>(1 day course)</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.



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