



# Adult Social Care Learning and Development Brochure For External Providers October 2017 – April 2018

# **Welcome and Introduction**

Welcome to the new 2017/18 edition of the Adult Service's Learning and Development Brochure.

Coventry City Council's Vision for Adult Social Care is to enable the most vulnerable people to live independent and fulfilled lives with stronger networks and personalised support. To achieve this Vision we are committed to supporting all organisations to ensure their staff are skilled, stable, motivated and committed to delivering excellent services.

All of our development programmes are mapped to the Skills for Care Induction Standards and the National Occupational Standards to ensure that staff are meeting regulatory requirements and changing needs within Adult Social Care. The offer also provides a framework for personal development enabling organisations to support their staff's career aspirations.

With increasing demand and pressure on resources in Social Care these courses provide up-to-date best practice, delivered by qualified trainers and subject matter specialists, whilst offering excellent value for money.

Courses available support the Care Certificate and include full day induction courses, half day refresher training, and a variety of Vocational Diplomas suitable for Care Assistants, Senior Support Workers and Registered Managers.

In these unprecedented times of change within the Care Sector it is essential that our programmes reflect the needs of our service users. If your requirements are not covered with this offer please get in touch.

I look forward to working with you.



Cliff Evans Workforce Development Advisor (Adults) Organisational Development Coventry City Council



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# How to Book on a Course

Read the course contents and outcomes to ensure the course meets your training requirements.

Access the booking form through the Social Care Learning Forum via the following Link:

ODASCTraining@coventry.gov.uk

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Click on the appropriate booking form for the training required and select from the available dates in the drop down menu.

If you require assistance with bookings Please contact Patsy Watson: 02476785868



If you require further information around the courses on offer or require a course that is not included within the brochure please contact Cliff Evans:

<u>024 7678 6719</u>

cliff.evans@coventry.gov.uk



| Frainers:  | Times:   | Venue:   |
|--|--|--|
| Tony Roberts   | 09:30 – 16:00  | The Opal Centre. Unit 17-18  |
|  |  | Widdrington Road.  |
|  | Townst Oneur   | CV1 4NA  |
| Course Length  | Target Group   |  |
| Dne day  | All staff within Adult Soc                                 | cial Care  |
| Skills for Care  | Qualifications and Cre                                     | edit Framework   |
| leets the Care Cer-<br>ficate: Standard 10                               |  | wledge for Health and Social Care<br>nit 5: Principles of Safeguarding and Protection in Health and Social Care  |
| ourse Aim  |  |  |
| To develop an a  | wareness of abuse and h                                    | now we safequard   |
| -  | ı role in safeguarding adu                                 |  |
|  |  |  |
| Understand the   | procedures for making a                                    | 'safeguarding concern'   |
|  |  |  |
| ourse Outcomes   |  |  |
| Course Outcomes  |  |  |
| Course Outcomes  | Jult / child who potentially                               | <i>i</i> is in need of safeguarding and know how to take action  |
| Recognise an ac  | dult / child who potentially<br>which to reduce the likeli |  |
| Recognise an ac<br>Identify ways in                                      |  | nood of abuse  |
| Recognise an ac<br>Identify ways in<br>Understand digr                   | which to reduce the likelih<br>hity and respect when wo    | nood of abuse  |
| Recognise an ac<br>Identify ways in<br>Understand digr<br>Have knowledge | which to reduce the likelih<br>hity and respect when wo    | hood of abuse<br>rking with individuals<br>Ind legislation that supports the safeguarding of adults and children |



|  | Addit O                | afeguarding Refresher   |
|--|------------------------|---|
| Trainers:  | Times:                 | Venue:  |
| Tony Roberts   | 09:00 – 13:00          | The Opal Centre. Unit 17-18   |
|  |                        | Widdrington Road.   |
|  |                        | CV1 4NA   |
| Course Length  | Target Group           |   |
| 1/2 day  |                        | in social care that have previously completed safeguarding awareness train<br>and need to refresh there knowledge to comply with national minimum |
| Skills for Care  | Qualifications and (   | Credit Framework  |
| Meets the Care Certifi-                                    | Outcomes support ki    | nowledge for Health and Social Care   |
| cate: Standard 10  |                        | Unit 5: Principles of Safeguarding and  |
|  | Protection in Health a |   |
|  |                        |   |
| Course Aim   |                        |   |
| <ul> <li>To develop an a</li> </ul>                        | wareness of abuse an   | d how we safequard  |
| •  | n role in safeguarding |   |
|  |                        | ng a 'safeguarding concern'   |
|  | procedures for making  |   |
| Course Outcomes  |                        |   |
|  |                        |   |
| <ul> <li>Recognise an a</li> </ul>                         | dult / child who poter | ntially is in need of safeguarding and know how to take action  |
| U  | which to reduce the    | likelihood of abuse   |
| -  | which to reduce the    |   |
| <ul> <li>Identify ways in</li> </ul>                       |                        | n working with individuals  |
| <ul><li>Identify ways in</li><li>Understand digr</li></ul> | nity and respect whe   |   |

• Understand how to make a difference to people by making safeguarding personal

Cost: £25 Further Information: www.coventry.gov.uk/ODASCTraining@coventry.gov.uk



| Care Ind   | luction (       | Care Certificate)  |
|--|-----------------|--|
| Trainers:  | Times:          | Venue:   |
| Cliff Evans, Grace Ibuka, Premier Partnership  | Various         | The Opal Centre. Unit 17-18  |
|  |                 | Widdrington Rd   |
|  |                 | CV1 4NA  |
| Course Length  | Target Grou     | •  |
| 2 out of 3 weeks with 14 training sessions and 3 ELearning courses                             | I his course    | is aimed at all new support staff.   |
| Course Aim   |                 |  |
| •To provide support staff with the fundamental   | skills they nee | ed in order to provide quality care.   |
| •To give support staff a basis from which they o   | an further de   | velop knowledge and skills.  |
| The Care Induction is delivered monthly over a Manager in their place of work. The training se | •               | od. Week 2 is used for the candidate's observations by their ed during week 1 & 3 are: |
| Personal Development & Professional Ethics   | - Half Day      |  |
| <ul> <li>Learning Disability Awareness - Half Day</li> </ul>                                   |                 |  |
| Mental Health Awareness - Half Day   |                 |  |
| Moving & Handling - 2 days   |                 |  |
| • Safeguarding - 1 day   |                 |  |
| • First Aid - 1 day  |                 |  |
| • React to Red - 1.5 hrs   |                 |  |
| Person Centred Support 0.75 Day  |                 |  |
| Dignity Equality Inclusion & Customer Service  | - Half Day      |  |
| • Dementia Awareness - Half Day  |                 |  |
| Medication - 1 Day   |                 |  |
| • Fire Safety Awareness & Risk Assessment- H   | alf Day         |  |
| • Fluid/Nutrition & Infection Awareness - Half Da  | ау              |  |
| <ul> <li>Recording &amp; Communication - Half Day</li> </ul>                                   |                 |  |
| The remaining 3 elements of the Care Certifica   | te are done o   | nline:   |
| Health& Safety Level 2   |                 |  |
| Food Safety Level  |                 |  |
| Mental capacity act  |                 |  |
| Ideally the candidate should complete all the s  | sessions durir  | ng this 3 week timescale as part of their induction                                    |
| Further information  |                 |  |
| The Care Certificate is supported with 15 indivi   | dual standard   | Is. see skills for care www.skillsforcare.org.uk                                       |
| Cost: £400   |                 |  |
|  |                 |  |



|   | Deme  | ntia Awareness   |
|---|---|--|
| Trainers:   | Times:                                      | Venue:   |
| Tony Roberts  | 13:00 – 16:00                               | The Opal Centre Unit 17-18                                   |
|   |   | Widdrington Rd   |
|   |   | CV1 4NA  |
|   |   |  |
| Course Length   | Target Group                                |  |
| ½ Day   | All support staff within                    | a Adult Social Care  |
| Skills for Care   | Qualifications and C                        | redits Framework   |
| Meets Care Certificate:<br>Standard 9                               | Outcomes support kn                         | owledge for:   |
|   |   |  |
|   | Diploma in Health and                       | Social Care Level 2 Adults: Unit 54                          |
|   |   |  |
|   | Diploma in Health and                       | Social Care Level 3 Adults: Unit 52                          |
|   |   |  |
| Course Aim  |   |  |
| <ul> <li>This course gives a bag</li> </ul>                         | sic awareness of demer                      | ntia and the roles and responsibilities for support staff in |
| supporting an individu  | al with dementia.                           |  |
| Ocurre Outcomes   |   |  |
| Course Outcomes   |   |  |
|   | nt logislation and guidan                   |  |
| Inderstand the difference   |   | nce relating to dementia                                     |
| Understand the differe  |   |  |
| Understand what is me   | eant by the term dement                     |  |
| <ul><li>Understand what is me</li><li>Common signs and sy</li></ul> | eant by the term dement mptoms of dementia. | ia.  |
| <ul><li>Understand what is me</li><li>Common signs and sy</li></ul> | eant by the term dement mptoms of dementia. |  |

Cost: £25 Further Information: www.coventry.gov.uk/ODASCTraining@coventry.gov.uk



| Di                                 | ignity, Equa           | lity, Inclusion and Customer Service                               |
|------------------------------------|------------------------|--|
| Trainers:                          | Times:                 | Venue:   |
| Premier Partnership                | 09:30 – 12:30          | The Opal Centre<br>Unit 17-18 Widdrington Rd                       |
|                                    |                        | CV1 4NA  |
| Course Length                      | Target Group           |  |
| ½ Day                              | Any staff within th    | e Health and Social Care Sector                                    |
| Skills for Care                    | Qualifications an      | d Credits Framework  |
| Meets the Care                     | Outcomes suppor        | rt knowledge for:  |
| Certificate: Stand-<br>ard 4 and 7 | Diploma in Health      | & Social Care Level 2:   |
|                                    | Unit 3                 |  |
|                                    | Diploma in Health      | & Social Care level 3:   |
|                                    | Unit 3                 |  |
| Course Aim                         |                        |  |
| This course looks a                | at all aspects of pror | noting dignity and equality within the workplace and the roles and |
| responsibilities for               | support staff          |  |
| Course Outcomes                    |                        |  |
| Legislation surr                   | ounding dignity, equ   | uality and inclusion.  |
| Understand wh                      | at equality and inclu  | ision is.  |
| Understand you                     | ur role and responsil  | bility in promoting inclusive practice.                            |
| How to promote                     | e dignity, equality ar | id inclusion in the workplace.                                     |
| Understand the                     | different forms of d   | iscrimination.   |
| Customer servi                     | ce standards.          |  |
| Cost: £25                          |                        |  |



### **Diploma in Health and Social Care Level 2 Adults**

#### Venue

#### The Opal Centre Unit 17-18

Widdrington Rd CV1 4NA

#### Target Group

The level 2 Health and Social Care diploma is for support staff working with Adults and young people in social care settings including residential care, domiciliary care, housing with care, day services and or working as personal assistants.

#### **Qualifications and Credit Framework**

46 Credits to complete the award chosen from 2 different pathways (see below). To gain this qualification you will need to complete a portfolio of evidence including knowledge and evidence of practice.

Course Aim

• The Level 2 Diploma in Health and Social Care has been designed to give support staff the opportunity to develop a range of skills, attributes and techniques essential for success in the care sector. Enrolling on this diploma provides the opportunity to achieve a nationally-recognised vocationally specific qualification.

#### **Course Outcomes**

There are 9 mandatory units covered in the qualification, which are:

- Intro to communication in health and social care or Children or Young people
- Intro to personal development in health and social care or children and young people
- Intro to equality & inclusion in health and social care or children and young people
- Intro to duty of care in health and social care or children and young people
- Principles of safeguarding and protection in health and social care
- The role of the health and social care worker
- Implement person centred approaches in health and social care
- Contribute to health and safety in health and social care
- Handle information in health and social care setting

In addition to the 9 mandatory units candidates must choose additional units from one of two pathways: the two pathways offered are:

#### **General Pathway**

• This is suitable for all areas of Social Care and allows candidates to select units relating to dementia, mental health, physical disability, sensory loss/impairment, young people, and learning disability.

#### Adults with Learning Disability Pathway

• This is suitable for candidates wishing specialise their Diploma towards learning disability.

Cost:£750 Further Information: Grace.lbuka@coventry.gov.uk



### **Diploma in Health and Social Care Level 3 Adults**

#### Venue:

The Opal Centre Unit 17-18 Widdrington Rd CV1 4NA

#### **Target Group**

The level 3 Diploma for Health and Social Care is for senior staff working with adults of young people in social care settings including residential care, domiciliary care, housing with care, day services or working as personal assistants.

#### **Qualifications and Credit Framework**

58 Credits to complete the award chosen from 3 different pathways (see below). To gain this qualification you will need to complete a portfolio of evidence including knowledge and evidence of practice.

#### **Course Aim**

The Level 3 Diploma in Health & Social Care has been designed to give senior support staff the opportunity to develop skills, attributes and techniques essential for success in the care sector including care planning and risk assessment. Enrolling on this diploma provides the opportunity to achieve a nationally-recognised vocationally specific qualification.

#### **Course Outcomes**

There are 9 mandatory units covered in the qualification, which are:

- Promote communication in Health, Social Care
- Engage in personal development in Health and Social care
- Promote equality and inclusion in health and social care or children's and young people's setting
- Principles for implementing duty of care in health and social care or children's and young people settings
- Principles of safeguarding and protection in health and social care
- The role of the health and social care worker
- Promote and implement health and safety in health and social care
- Promote good practice in handling information in health and social care

In addition to the 9 mandatory units candidates must choose additional units from one of three pathways: the three

#### pathways offered are:

#### **Dementia Pathway**

• This is suitable for candidates wishing specialise their Diploma towards dementia care.

#### General Pathway

• This is suitable for all areas of Social Care and allows candidates to select units relating to dementia, mental health, physical disability, sensory loss/impairment, young people, and learning disability.

#### Adults with Learning Disability Pathway

• This is suitable for candidates wishing specialise their Diploma towards learning disability.

#### Cost: £900 Further Information: Grace.lbuka@coventry.gov.uk



### Diploma in Leadership for Health & Social Care and Children and Young People's Services Level 5

#### Venue:

The Opal Centre Unit 17-18 Widdrington Rd CV1 4NA

#### **Target Group**

The level 5 Health and Social Care Diploma is for Managers and Deputy Managers

working in a social care setting.

#### **Qualifications and Credit Framework**

80 Credits to complete the award chosen from one of six pathways.

To gain a qualification you will need to complete a portfolio of evidence including knowledge and evidence of practice.

#### **Course Aim**

These qualifications aim to guide and assess development of knowledge, understanding and skills in management
and advance practice within health and social care and children's and young peoples. These qualifications confirm
competence in these areas and serve as the required qualifications for registration and regulatory requirements in
the sector where appropriate in England.

#### **Course Outcomes**

#### There are 6 pathways;

#### Management pathway;

• The management pathways (Children and Young People's Management and Adults' Management) are suitable for assistant managers and deputy managers working in day or domiciliary services who are looking to progress their career. They are also appropriate for managers who have not yet achieved a vocational qualification at this level.

#### **Residential pathway**

• The residential services pathways (Children and Young People's Residential Management and Adults' Residential Management) are aimed at those in similar job roles as those taking the **management pathway but offer a focus on management and care in residential settings.** 

#### Advanced Practice pathways;

 The Advanced Practice pathways (Children and Young People's Advanced Practice and Adults' Advanced Practice) are suitable for senior practitioners who would like to develop their career but wish to remain active practitioners

within the management framework.

Cost: £1000 Further Information: Grace.lbuka@coventry.gov.uk



| rainers:  | Times:  | Venue:  |
|---|---|---|
| John Hillier  | 09:00 – 16:00                                     | The Opal Centre   |
|   |   | Unit 17-18 Widdrington Rd   |
|   |   | CV1 4NA   |
| Course Length                                       | Target Group                                      |   |
| 1 Day   | All support staff v                               | vithin Adult Social Care  |
| Skills for Care                                     | Qualifications a                                  | nd Credit Framework   |
| Meets the Car<br>Certificate standar<br>12          |   |   |
|   | urses for first aid so c                          | all aspects of first aid. It covers all basic emergency first aid. There are no candidates will need to complete this one day course every three years. |
| Course Outcome                                      |   | - 14  |
|   | the principles of first                           | ald   |
| Understand  | the principles of first<br>o deal with various he |   |
| <ul> <li>Understand</li> <li>Know how to</li> </ul> |   | ealth emergencies   |
| <ul><li>Know how to</li><li>Know the pr</li></ul>   | o deal with various he<br>inciples of CPR and I   | ealth emergencies   |

#### www.coventry DASC I raining@coventry.gov.uk



| Fluid Nutr   | ition and R  | isk Assessment   |
|--|--|--|
| Trainers:  | Times:   | Venue:   |
| Premier Partnership                                    | 10:45-15:30  | The Opal Centre<br>Unit 17-18                              |
|  |  | Widdrington Rd   |
|  |  | CV1 4NA  |
| Course Length  | Target Group   |  |
| 3 Hrs  | This course is ai all support staff                        | imed at staff new to Adult Social Care but is suitable for |
| Skills for Care  | Qualifications a   | nd Credit Framework  |
| Meets Care Certificate Standard 8 and 13: 13.2a, 13.2b | Outcomes suppo<br>Level 2 Unit 7, 8,<br>Level 3 Unit 7, 8, |  |
| Course Aim   |  |  |
| Understand the principles of hydration ar              | nd nutrition   |  |
| Support individuals to have access to flui             | ds and nutrition   |  |
| Understand the principles and processes                | of a risk assessm  | ent  |
| Course Outcomes  |  |  |
|  |  |  |
| What constitutes a balanced diet                       |  |  |
| Signs and symptoms of poor nutrition an                | d dehydration  |  |
| Person Centred Practice                                |  |  |
| Reporting concerns                                     |  |  |
| Five steps to Risk assessment                          |  |  |
| Defining Hazard and Risk                               |  |  |
|  |  |  |
| Cost: £25 Further Information: www.covent              | ry.gov.uk/ODASC  | Training@coventry.gov.uk                                   |



|   | Trainers:  |                        | Times:                                    | Venue:     |
|---|--|------------------------|---|------------|
| -Learning   | lms.highfieldelea                                  | rning.com              | E-Learning                                | E-Learning |
| ourse Length  |  | Target Grou            | up  |            |
| E-Learning  |  | All staff with         | in Adult Social Care                      | 9          |
| kills for Care  |  | Qualificatio           | ons and Credit Fram                       | nework     |
| leets Care Certificate Standards 8.1A 8   | a 8.3B   |                        | na level 3 Unit 132<br>na level 2 unit 77 |            |
| ourse Outcomes  |  |                        |   |            |
| Understand the causes of food pois<br>The cost to the organisation becaus<br>Understand the need for a high star<br>Know how food-related illnesses ca<br>Know how to store food safely | e of poor food hygiene<br>ndard of food hygiene wh | nerever food is stored | d, prepared or served                     |            |



| Available Dates:   | Trainers:   |                       | Times:              | Venue:     |
|--|---|-----------------------|---------------------|------------|
| E-Learning   | Ims.highfield   | lelearning.com        | E-Learning          | E-Learning |
| Course Length  |   | Target Grou           | ıp                  |            |
| E-Learning   |   |                       |                     |            |
|  |   | All staff with        | n Adult Social Care |            |
| Skills for Care  |   | Qualificatio          | ns and Credit Fram  | nework     |
|  |   |                       |                     |            |
| Meets Care Certificate Star  | ndards 13.1   | Meets diplor          | na level 3 Unit 8   |            |
| Meets Care Certificate Star  | ndards 13.2   | Meet diplom           | a level 2 Unit 8    |            |
| Meets Care Certificate Star  | ndards 13.4   |                       |                     |            |
| Meets Care Certificate Star  |   |                       |                     |            |
|  |   |                       |                     |            |
| Course Outcomes  |   |                       |                     |            |
| Course Outcomes  |   |                       |                     |            |
| Ourse Outcomes     Understand your own   | n personal responsibility in  |                       |                     |            |
| <ul> <li>Course Outcomes</li> <li>Understand your own</li> <li>Maintaining health and</li> </ul>   | n personal responsibility in<br>nd safety in the workplace  | nisses.               |                     |            |
| <ul> <li>Course Outcomes</li> <li>Understand your own</li> <li>Maintaining health and</li> <li>Be able to report and</li> </ul>  | n personal responsibility in<br>nd safety in the workplace<br>d record accidents and near r                                   |                       |                     |            |
| <ul> <li>Course Outcomes</li> <li>Understand your own</li> <li>Maintaining health and</li> <li>Be able to report and</li> <li>Promote standards of</li> </ul>                                    | n personal responsibility in<br>nd safety in the workplace<br>d record accidents and near n<br>of Health and Safety in the wo | orkplace              |                     |            |
| <ul> <li>Course Outcomes</li> <li>Understand your own</li> <li>Maintaining health and</li> <li>Be able to report and</li> <li>Promote standards of</li> <li>Relate legislation, point</li> </ul> | n personal responsibility in<br>nd safety in the workplace<br>d record accidents and near r                                   | orkplace<br>orkplace. |                     |            |



| Lea  | arning Disabilit             | y and Mental Health Awareness  |
|--|------------------------------|--|
| Trainers:                                  | Times:                       | Venue:   |
| Premier Partnership                        | 13:00 – 16:00                | The Opal Centre,   |
|  |                              | Unit 17-18,  |
|  |                              | Widdrington Road,  |
| Course Length                              | Target Group                 |  |
| ½ Day                                      | All support staff within Ac  | dult Social Care   |
| Skills for Care                            | Qualifications and Cred      | lit Framework  |
| Meets the Care Certif-<br>icate Standard 9 |                              | ledge for:<br>ial Care Level 2 Adults : Unit 12, 24, & 32<br>ial Care Level 3 Adults: Unit 12, 22 & 32       |
| Course Aim                                 |                              |  |
| -  |                              | of what Learning Disabilities and Mental Health is.<br>tudes and provide care and support for service users. |
|  |                              |  |
| • Understand the ne                        | eds and experience of people | e with mental health conditions or learning disabilities   |
| • Understand the im                        | portance of promoting posit  | ive health and wellbeing   |
| Understand the ad                          | justments that may be neces  | ssary in care delivery   |
| Understand legal fi                        | rameworks, policy and guide  | lines relating to mental health needs and learning disabilities  |
| Understand the me                          | eaning of mental capacity in | relation to how care is provided   |
|  |                              |  |

Cost: £30 Further Information: www.coventry.gov.uk/ODASCTraining@coventry.gov.uk



|   | <u>Medicati</u>  | <u>on in Social Care</u>  |  |  |
|---|--|---|--|--|
| rainers:  | Times:   | Venue:  |  |  |
| Tony Roberts  | 09:30 – 16:00  | The Opal Centre   |  |  |
|   |  | Unit 17-18 Widdrington Rd   |  |  |
|   |  | CV1 4NA   |  |  |
| Course Length   | Target Group   |   |  |  |
| 1 Day   | All support staff  | All support staff within Adult Social Care  |  |  |
| Skills for Care   |  | and Credit Framework  |  |  |
| Meets Care Certificate Stand<br>13.5a, 13.5b, 13.5c   |  | ort knowledge for Diploma in Health and   |  |  |
| 10.00, 10.00, 10.00   |  | el 2 Units 44 & 87  |  |  |
|   | Level 3 Units 47   | 7 & 80  |  |  |
| Course Aim  |  |   |  |  |
|   | -  | ation. The aim of the course is to improve skills and awareness   |  |  |
| -   | -  | ourse and should be supported with competency   |  |  |
| assessments by a manager or   | r supervisor in the work   | place.  |  |  |
| Course Outcomes   |  |   |  |  |
|   |  |   |  |  |
| Understanding the proc  | -  | n is prescribed, dispensed & obtained for the Individual  |  |  |
| Understanding the proc  | ess by which medication sponsibilities and bound   |   |  |  |
| <ul><li>Understanding the proc</li><li>Understanding roles, re</li></ul>  | sponsibilities and bound   |   |  |  |
| <ul><li>Understanding the proc</li><li>Understanding roles, re</li></ul>  | sponsibilities and bound ortance of some types o   | laries  |  |  |
| <ul> <li>Understanding the proc</li> <li>Understanding roles, re</li> <li>Understanding the import</li> </ul>   | sponsibilities and bound<br>ortance of some types o<br>outes of medication   | laries  |  |  |
| <ul> <li>Understanding the proc</li> <li>Understanding roles, re</li> <li>Understanding the imp</li> <li>Recognising different re</li> <li>The 6 Rights when adm</li> </ul>   | sponsibilities and bound<br>ortance of some types o<br>outes of medication   | laries<br>f medication and why they are prescribed  |  |  |
| <ul> <li>Understanding the proc</li> <li>Understanding roles, re</li> <li>Understanding the imp</li> <li>Recognising different re</li> <li>The 6 Rights when adn</li> <li>An awareness of change</li> </ul>   | sponsibilities and bound<br>ortance of some types or<br>outes of medication<br>ninistering medication<br>ges, side effects and adv   | laries<br>f medication and why they are prescribed  |  |  |
| <ul> <li>Understanding the proc</li> <li>Understanding roles, re</li> <li>Understanding the import</li> <li>Recognising different re</li> <li>The 6 Rights when adm</li> <li>An awareness of change</li> <li>Understanding the import</li> </ul>  | sponsibilities and bound<br>ortance of some types or<br>outes of medication<br>ninistering medication<br>ges, side effects and adv   | laries<br>f medication and why they are prescribed<br>verse reactions<br>recording changes in the individual  |  |  |
| <ul> <li>Understanding the proc</li> <li>Understanding roles, re</li> <li>Understanding the import</li> <li>Recognising different re</li> <li>The 6 Rights when adm</li> <li>An awareness of change</li> <li>Understanding the import</li> <li>Have the ability to read</li> </ul>  | sponsibilities and bound<br>ortance of some types or<br>outes of medication<br>ninistering medication<br>ges, side effects and adv<br>ortance of reporting and                           | laries<br>f medication and why they are prescribed<br>verse reactions<br>recording changes in the individual<br>arts/record medication                          |  |  |
| <ul> <li>Understanding the proc</li> <li>Understanding roles, re</li> <li>Understanding the import</li> <li>Recognising different re</li> <li>The 6 Rights when adm</li> <li>An awareness of change</li> <li>Understanding the import</li> <li>Have the ability to read</li> </ul>  | sponsibilities and bound<br>ortance of some types or<br>outes of medication<br>ninistering medication<br>ges, side effects and adv<br>ortance of reporting and<br>I and complete MAR cha | laries<br>f medication and why they are prescribed<br>verse reactions<br>recording changes in the individual<br>arts/record medication                          |  |  |
| <ul> <li>Understanding the proc</li> <li>Understanding roles, re</li> <li>Understanding the import</li> <li>Recognising different re</li> <li>The 6 Rights when adm</li> <li>An awareness of chang</li> <li>Understanding the import</li> <li>Have the ability to read</li> <li>Understand the important</li> <li>Safe disposal of medical</li> </ul> | sponsibilities and bound<br>ortance of some types or<br>outes of medication<br>ninistering medication<br>ges, side effects and adv<br>ortance of reporting and<br>I and complete MAR cha | laries<br>f medication and why they are prescribed<br>verse reactions<br>recording changes in the individual<br>arts/record medication<br>lifferent medications |  |  |



| Trainers:  |  | Times:   | Venue:  |  |  |  |  |
|--|--|--|---|--|--|--|--|
| Premier Partnership  |  | 13:00 – 16:30  | The Opal Centre<br>Unit 17-18 Widdrington Rd<br>CV1 4NA   |  |  |  |  |
| Course Length  |  | Target Group   | Target Group  |  |  |  |  |
| ½ Day  |  | previously comp  | All support staff within Adult Social Care that have<br>previously completed Medication training (within 24 months) and need to refresh their<br>knowledge to comply with National minimum standards  |  |  |  |  |
| Skills for Ca  | re   | Qualifications a   | nd Credit Framework   |  |  |  |  |
| N/A  |  |  | Outcomes support knowledge for Diploma in Health and<br>Social Care. Level 2 Units 44 & 87 , Level 3 Units 47 & 80  |  |  |  |  |
| Course Aim   |  |  |   |  |  |  |  |
| Course Aim   | etand roles  | and responsibiliti   |   |  |  |  |  |
| <ul><li>Under</li><li>Be abl</li></ul>   | le to identify   | and responsibiliti<br>y safe handling pr   | actice  |  |  |  |  |
| <ul><li>Under</li><li>Be abl</li></ul>   | le to identify   | y safe handling pr   |   |  |  |  |  |
| <ul><li>Under</li><li>Be abl</li></ul>   | le to identify<br>an understa  | y safe handling pr   | actice  |  |  |  |  |
| Under     Be abl     Have a  | le to identify<br>an understa<br>comes   | y safe handling pr<br>anding of the diffe  | actice  |  |  |  |  |
| Under     Be abl     Have a  Course Outo     Legisla   | le to identify<br>an understa<br>comes<br>ation and Gu   | y safe handling pr<br>anding of the diffe<br>idance that controls  | actice<br>rent legislations related to safe handling of medicine  |  |  |  |  |
| Under     Be abl     Have a  Course Outo     Legisla     Unders  | le to identify<br>an understa<br>comes<br>ation and Gu<br>standing the   | y safe handling pr<br>anding of the diffe<br>idance that controls  | actice<br>rent legislations related to safe handling of medicine<br>the safe handling of medication<br>nedication is prescribed, dispensed & obtained for the Individual  |  |  |  |  |
| Under     Be abl     Have a  Course Outo     Legisla     Unders     Unders   | le to identify<br>an understance<br>comes<br>ation and Gu<br>standing the<br>standing role   | y safe handling pr<br>anding of the diffe<br>idance that controls<br>process by which n<br>es, responsibilities a  | actice<br>rent legislations related to safe handling of medicine<br>the safe handling of medication<br>nedication is prescribed, dispensed & obtained for the Individual  |  |  |  |  |
| Under     Be abl     Have a  Course Outo     Legisla     Unders     Unders     Unders  | le to identify<br>an understand<br>comes<br>ation and Gu<br>standing the<br>standing role<br>standing the  | y safe handling pr<br>anding of the diffe<br>idance that controls<br>process by which n<br>es, responsibilities a  | actice<br>rent legislations related to safe handling of medicine<br>the safe handling of medication<br>nedication is prescribed, dispensed & obtained for the Individual<br>nd boundaries<br>e types of medication why it's prescribed  |  |  |  |  |
| Under     Be abl     Have a  Course Outo     Legisla     Unders     Unders     Unders     Unders     Recogn  | le to identify<br>an understand<br>comes<br>ation and Gu<br>standing the<br>standing role<br>standing the<br>nising differe  | y safe handling pr<br>anding of the diffe<br>idance that controls<br>process by which n<br>es, responsibilities a<br>importance of some  | actice<br>rent legislations related to safe handling of medicine<br>the safe handling of medication<br>nedication is prescribed, dispensed & obtained for the Individual<br>nd boundaries<br>e types of medication why it's prescribed<br>ation   |  |  |  |  |
| <ul> <li>Under</li> <li>Be able</li> <li>Have a</li> <li>Course Outo</li> <li>Legisla</li> <li>Unders</li> <li>Unders</li> <li>Unders</li> <li>Recogn</li> <li>The 6 I</li> </ul>  | le to identify<br>an understand<br>comes<br>ation and Gu<br>standing the<br>standing role<br>standing the<br>nising differe<br>Rights when   | y safe handling pr<br>anding of the diffe<br>idance that controls<br>process by which n<br>es, responsibilities a<br>importance of some<br>ent routes of medica<br>administering medi  | actice<br>rent legislations related to safe handling of medicine<br>the safe handling of medication<br>nedication is prescribed, dispensed & obtained for the Individual<br>nd boundaries<br>e types of medication why it's prescribed<br>ation   |  |  |  |  |
| <ul> <li>Under</li> <li>Be able</li> <li>Have a</li> </ul> Course Outo <ul> <li>Legisla</li> <li>Unders</li> <li>Unders</li> <li>Unders</li> <li>Recogn</li> <li>The 6 I</li> <li>An awa</li> </ul>  | le to identify<br>an understand<br>comes<br>ation and Gu<br>standing the<br>standing the<br>standing the<br>nising differe<br>Rights when<br>areness of cl   | y safe handling pr<br>anding of the diffe<br>idance that controls<br>process by which m<br>es, responsibilities a<br>importance of some<br>ent routes of medica<br>administering medi<br>hanges, side effects                        | actice<br>rent legislations related to safe handling of medicine<br>the safe handling of medication<br>nedication is prescribed, dispensed & obtained for the Individual<br>nd boundaries<br>e types of medication why it's prescribed<br>ation   |  |  |  |  |
| <ul> <li>Under</li> <li>Be able</li> <li>Have a</li> <li>Course Outo</li> <li>Legisla</li> <li>Unders</li> <li>Unders</li> <li>Unders</li> <li>Recogn</li> <li>The 6 I</li> <li>An awa</li> <li>Unders</li> </ul>                                  | le to identify<br>an understa<br>comes<br>ation and Gu<br>standing the<br>standing the<br>standing the<br>nising differe<br>Rights when<br>areness of cl<br>standing the                                     | y safe handling pr<br>anding of the diffe<br>idance that controls<br>process by which m<br>es, responsibilities a<br>importance of some<br>ent routes of medica<br>administering medi<br>hanges, side effects<br>importance of repor | actice<br>rent legislations related to safe handling of medicine<br>the safe handling of medication<br>hedication is prescribed, dispensed & obtained for the Individual<br>nd boundaries<br>e types of medication why it's prescribed<br>ation<br>ication<br>a and adverse reactions when administering  |  |  |  |  |
| <ul> <li>Under</li> <li>Be able</li> <li>Have a</li> <li>Course Outo</li> <li>Legisla</li> <li>Unders</li> <li>Unders</li> <li>Unders</li> <li>Unders</li> <li>An awa</li> <li>Unders</li> <li>Have the</li> </ul>                                 | le to identify<br>an understa<br>comes<br>ation and Gu<br>standing the<br>standing the<br>standing the<br>nising differe<br>Rights when<br>areness of cl<br>standing the<br>he ability to p                  | y safe handling pr<br>anding of the diffe<br>idance that controls<br>process by which m<br>es, responsibilities a<br>importance of some<br>ent routes of medica<br>administering medi<br>hanges, side effects<br>importance of repor | actice<br>rent legislations related to safe handling of medicine<br>the safe handling of medication<br>hedication is prescribed, dispensed & obtained for the Individual<br>nd boundaries<br>e types of medication why it's prescribed<br>ation<br>ication<br>s and adverse reactions when administering<br>rting and recording changes in the individual   |  |  |  |  |
| <ul> <li>Under</li> <li>Be able</li> <li>Have a</li> <li>Course Outo</li> <li>Legisla</li> <li>Unders</li> <li>Unders</li> <li>Unders</li> <li>Recogn</li> <li>The 6 I</li> <li>An awa</li> <li>Unders</li> <li>Have ti</li> <li>Unders</li> </ul> | le to identify<br>an understa<br>comes<br>ation and Gu<br>standing the<br>standing the<br>standing the<br>nising differe<br>Rights when<br>areness of cl<br>standing the<br>he ability to p<br>stand the imp | y safe handling pr<br>anding of the diffe<br>idance that controls<br>process by which m<br>es, responsibilities a<br>importance of some<br>ent routes of medica<br>administering medi<br>hanges, side effects<br>importance of repor | actice<br>rent legislations related to safe handling of medicine<br>the safe handling of medication<br>hedication is prescribed, dispensed & obtained for the Individual<br>and boundaries<br>e types of medication why it's prescribed<br>ation<br>ication<br>a and adverse reactions when administering<br>rting and recording changes in the individual<br>MAR charts/record medication<br>rage and disposal of medication |  |  |  |  |



| Moving and Handling |  |                            |  |  |  |
|---------------------|--|----------------------------|--|--|--|
| Trair               | ners:  | Times:                     | Venue:   |  |  |
| Cliff E             | ivans, Grace Ibuka, Tom Dovey  | 09:00 – 16:00              | The Opal Centre<br>Unit 17-18 Widdrington Rd<br>CV1 4NA  |  |  |
| Cour                | rse Length   | Target Group               |  |  |  |
|                     | 2 Days   | All support staff within A | ort staff within Adult Social Care   |  |  |
|                     | kills for Care Qualifications and Credit Framework   |                            |  |  |  |
|                     | Meets Care Certificate standards 13Outcomes support knowledge for Diploma in<br>Health and Social Care (Level 2&3 Unit 8)13.1c, 13.3c, 13.3b, 13.3c. |                            |  |  |  |
| Cou                 | rse Aim  |                            |  |  |  |
| ma<br>ind           | nual handling techniques with an lependence, dignity, and respect  | d without the use of equi  | Handling and be able to successfully complete a range of pment safely and in a way that promotes the |  |  |
|                     | rse Outcomes   | in n in immenuterat        |  |  |  |
| •                   | Explain why safe manual handl  |                            |  |  |  |
| •                   | Describe what you should do be   | -                          |  |  |  |
| •                   | Describe how you should hand   | e loads                    |  |  |  |
| •                   | Explain the purpose of a manua   | al handling assessment     |  |  |  |
| •                   | <ul> <li>Complete a range of manual handling techniques with and without the use of equipment</li> </ul>   |                            |  |  |  |
| Stud                | y Topics include:  |                            |  |  |  |
| •                   | Base to Face Safety Checkpoir  | its                        |  |  |  |
|                     | Risk Assessment and assessing Service User Needs   |                            |  |  |  |
| •                   | Manual Handling Techniques   |                            |  |  |  |
| •                   | Manual Handling Techniques   |                            |  |  |  |
| •                   | Manual Handling Techniques<br>Using Manual Handling Equipm   | -                          |  |  |  |
| •                   | <b>c</b> .   | -                          |  |  |  |
| • • •               | Using Manual Handling Equipm   | -                          |  |  |  |
| •                   | Using Manual Handling Equipm<br>Pressure Ulcers  | -                          |  |  |  |
| •                   | Using Manual Handling Equipm<br>Pressure Ulcers<br>Safe Load Management  | ient                       |  |  |  |
| •                   | Using Manual Handling Equipm<br>Pressure Ulcers<br>Safe Load Management<br>Manual Handling Legislation   | ient                       |  |  |  |
| •                   | Using Manual Handling Equipm<br>Pressure Ulcers<br>Safe Load Management<br>Manual Handling Legislation<br>Responsibilities for Manual Har            | ndling                     |  |  |  |



| Trainers:   | Times:  | Venue:  |  |  |  |
|---|---|---|--|--|--|
| Cliff Evans, Grace Ibul   | ka 09:00 – 16:00  | The Opal Centre   |  |  |  |
|   |   | Unit 17-18 Widdrington Rd   |  |  |  |
|   |   | CV1 4NA   |  |  |  |
|   |   |   |  |  |  |
| Course Length Target Group  |   |   |  |  |  |
| All support staff within Adult Social Care that have  |   |   |  |  |  |
| 1 Day   |   | pleted Moving and Handling training (within 12 months) and need to re-  |  |  |  |
|   |   | vledge and skills to comply with National minimum standards             |  |  |  |
| Qualifications and Cr   | edit Framework  |   |  |  |  |
|   |   | alth and Social Care Level 2&3 Unit 8                                   |  |  |  |
|   |   |   |  |  |  |
| Course Aim  |   |   |  |  |  |
|   | • • •   | f Safe Moving and Handling and be able to successfully complete a range |  |  |  |
| •   |   | the use of equipment safely and in a way that promotes the independ-    |  |  |  |
| ence, dignity, and resp   | ect of service users.   |   |  |  |  |
| Course Outcomes   |   |   |  |  |  |
| Explain why safe manual handling is important   |   |   |  |  |  |
| <ul> <li>Explain why saf</li> </ul>   |   |   |  |  |  |
|   | ou should do before movi  |   |  |  |  |
| Describe what y   | •   |   |  |  |  |
| <ul><li>Describe what y</li><li>Describe how y</li></ul>  | ou should do before movi  | ng loads  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> </ul>   | you should do before movi<br>ou should handle loads<br>pose of a manual handling  | ng loads  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> <li>Complete a ran</li> </ul>   | you should do before movi<br>ou should handle loads<br>bose of a manual handling<br>ge of manual handling tecl  | ng loads<br>assessment  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> <li>Complete a ran</li> </ul> Study Topics include  | you should do before movi<br>ou should handle loads<br>bose of a manual handling<br>ge of manual handling tech  | ng loads<br>assessment  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> <li>Complete a ran</li> </ul> Study Topics include  | you should do before movi<br>ou should handle loads<br>pose of a manual handling<br>ge of manual handling tech<br>:<br>afety Checkpoints  | ng loads<br>assessment  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> <li>Complete a ran</li> <li>Study Topics include</li> <li>Base to Face S</li> <li>Risk Assessme</li> </ul>  | you should do before movi<br>ou should handle loads<br>pose of a manual handling<br>ge of manual handling tect<br>:<br>afety Checkpoints<br>nt  | ng loads<br>assessment  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> <li>Complete a ran</li> <li>Study Topics include</li> <li>Base to Face S</li> <li>Risk Assessme</li> <li>Assessing Serv</li> </ul>  | you should do before movi<br>ou should handle loads<br>pose of a manual handling<br>ge of manual handling tect<br>:<br>afety Checkpoints<br>nt<br>ice User Needs  | ng loads<br>assessment  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> <li>Complete a ran</li> <li>Study Topics include</li> <li>Base to Face S</li> <li>Risk Assessme</li> <li>Assessing Serv</li> <li>Manual Handlin</li> </ul>  | you should do before movi<br>ou should handle loads<br>pose of a manual handling<br>ge of manual handling tect<br>afety Checkpoints<br>nt<br>ice User Needs<br>g Techniques   | ng loads<br>assessment  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> <li>Complete a ran</li> <li>Study Topics include</li> <li>Base to Face S</li> <li>Risk Assessme</li> <li>Assessing Serv</li> <li>Manual Handlin</li> </ul>  | you should do before movi<br>ou should handle loads<br>pose of a manual handling<br>ge of manual handling tech<br>afety Checkpoints<br>nt<br>ice User Needs<br>g Techniques<br>landling Equipment   | ng loads<br>assessment  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> <li>Complete a ran</li> <li>Study Topics include</li> <li>Base to Face S</li> <li>Risk Assessme</li> <li>Assessing Serv</li> <li>Manual Handlin</li> <li>Using Manual H</li> </ul>  | you should do before movi<br>ou should handle loads<br>pose of a manual handling<br>ge of manual handling tech<br>afety Checkpoints<br>nt<br>ice User Needs<br>g Techniques<br>landling Equipment   | ng loads<br>assessment  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> <li>Complete a ran</li> <li>Study Topics include</li> <li>Base to Face S</li> <li>Risk Assessme</li> <li>Assessing Serv</li> <li>Manual Handlin</li> <li>Using Manual H</li> </ul>  | you should do before movi<br>ou should handle loads<br>pose of a manual handling<br>ge of manual handling tect<br>:<br>afety Checkpoints<br>nt<br>ice User Needs<br>g Techniques<br>landling Equipment<br>s<br>agement                                    | ng loads<br>assessment  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> <li>Complete a ran</li> </ul> Study Topics include <ul> <li>Base to Face S</li> <li>Risk Assessme</li> <li>Assessing Serv</li> <li>Manual Handlin</li> <li>Using Manual H</li> <li>Pressure Ulcers</li> <li>Safe Load Mana</li> <li>Manual Handlin</li> </ul> | you should do before movi<br>ou should handle loads<br>pose of a manual handling<br>ge of manual handling tect<br>:<br>afety Checkpoints<br>nt<br>ice User Needs<br>g Techniques<br>landling Equipment<br>s<br>agement                                    | ng loads<br>assessment  |  |  |  |
| <ul> <li>Describe what y</li> <li>Describe how y</li> <li>Explain the purp</li> <li>Complete a ran</li> <li>Study Topics include</li> <li>Base to Face S</li> <li>Risk Assessme</li> <li>Assessing Serv</li> <li>Manual Handlin</li> <li>Using Manual H</li> <li>Pressure Ulcers</li> <li>Safe Load Mana</li> <li>Manual Handlin</li> </ul>   | you should do before movi<br>ou should handle loads<br>pose of a manual handling<br>ge of manual handling tect<br>afety Checkpoints<br>nt<br>ice User Needs<br>g Techniques<br>landling Equipment<br>s<br>agement<br>g Legislation<br>for Manual Handling | ng loads<br>assessment  |  |  |  |



| Person Centred Support   |                     |   |  |  |  |
|--|---------------------|---|--|--|--|
| Trainers:  | Times:              | Venue:  |  |  |  |
| Tony Roberts   | 10:45 – 15:30       | The Opal Centre                                     |  |  |  |
|  |                     | Unit 17-18 Widdrington Rd                           |  |  |  |
|  |                     | CV1 4NA   |  |  |  |
| Course Length Target Group   |                     |   |  |  |  |
| ½ Day  | All support staff v | within Adult Social Care                            |  |  |  |
|  |                     |   |  |  |  |
| Skills for Care  |                     | nd Credit Framework                                 |  |  |  |
| Meets Care Certificate   |                     | rt knowledge for Diploma in Health and              |  |  |  |
| Standards 5 and 7  | Social Care Level   | I 2&3 Unit 7  |  |  |  |
| Course Aim   |                     |   |  |  |  |
| This course looks at all aspe  | ects of person cent | red support.  |  |  |  |
| It explores legislation and he   |                     |   |  |  |  |
| The course also demonstrat   | tes how these princ | piples support the provision of good personal care. |  |  |  |
| Course Outcomes  |                     |   |  |  |  |
|  |                     |   |  |  |  |
| New Legislation and I  | Fundamental stand   | lards   |  |  |  |
| Understand the Prince  | iple Care Values    |   |  |  |  |
| Understand Code of (   | Conduct             |   |  |  |  |
| Person Centred Appre   | oach                |   |  |  |  |
| Understanding the Co   |                     |   |  |  |  |
| Explore Legislation ar   | nd Government Init  | iatives   |  |  |  |
| How to Promoting Independence  |                     |   |  |  |  |
| How to demonstrate g   |                     |   |  |  |  |
| Looking at specialist e  |                     |   |  |  |  |
| Person centred End c   | of Life planning    |   |  |  |  |
| Person Centred Plan  |                     |   |  |  |  |
| Cost: £25 Further Information: www.coventry.gov.uk/ODASCTraining@coventry.gov.uk |                     |   |  |  |  |



| Personal Development and Professional Ethics |  |  |  |
|--|--|--|--|
| Trainers:                                    | Times:   | Venue:   |  |
| Grace Ibuka                                  | 09:30 – 12:30  | The Opal Centre<br>Unit 17-18, Widdrington Rd<br>CV1 4NA |  |
| Course Length                                | Target Group   |  |  |
| ½ Day  | This course is aimed at staff new to Adult Social Care but is suitable for all support staff |  |  |
| Skills for Care                              | Qualifications a   | nd Credit Framework                                      |  |
| Meets Care Certificate Standards 1 and 2     | Outcomes support knowledge for Diploma in Health and<br>Social Care                          |  |  |
|  | Level 2&3Unit 8  |  |  |
| Course Aim                                   |  |  |  |

Learners gain an understanding of their role and responsibility relating to their professional conduct and recognise the importance of being accountable for their personal development.

#### **Course Outcomes**

- Understand roles and responsibilities within professional development.
- Understand Standards and Codes of practice.
- Understand organisational policies and procedures.
- Understand partnership means.
- Reflective practice.
- Personal development
- Continual Professional Development (CPD) and Learning Journals.

Cost: £25 Further Information: www.coventry.gov.uk/ODASCTraining@coventry.gov.uk



### **React to Red Skin**

| Trainers:                                  | Times:   | Venue:                     |  |
|--|--|----------------------------|--|
| Cliff Evans, Grace Ibuka, Jenny Nelson     | 09:00 – 10:30  | The Opal Centre            |  |
|  |  | Unit 17-18                 |  |
|  |  | Widdrington Rd             |  |
|  |  | CV1 4NA                    |  |
|  |  |                            |  |
| Course Length                              | Target Group   |                            |  |
| 1.5 Hrs                                    | All support staf   | f within Adult Social Care |  |
| Skills for Care                            | Qualifications   | and Credit Framework       |  |
| Meets Care Certificate standard 3, 10, 13: | Outcomes support knowledge for Diploma in Health and Social Care |                            |  |
| 13.3                                       | Level 2 Units 4, 5 & 72  |                            |  |
|  | Level 3 Units 4  | , 5 & 55                   |  |
|  |  |                            |  |

#### **Course Aim**

To be able to identify the causes of pressure ulcers and undertake pressure ulcer care with an aim to preserve healthy

skin and thus prevent breakdown and development of pressure ulcers.

#### **Course Outcomes**

With good care the worker will identify the following with the aim to maintain healthy skin and thus prevent breakdown and the development of pressure :-

- Identify risk factors
- Functions of the skin and changes in skin condition
- How pressure ulcers develop
- How changing the person's position will reduce pressure
- Management of existing pressure injury damage

Cost: £20 Further Information: www.coventry.gov.uk/ODASCTraining@coventry.gov.uk



## **Recording and Communication**

| Trainers:  |  | Times:   | Venue:   |  |
|--|--|--|--|--|
| Premier Partnership  |  | 09:30 – 12:30  | The Opal Centre<br>Unit 17-18<br>Widdrington Rd  |  |
| Course Length Target Group   |  |  |  |  |
| 1/2 Day All support staff  |  | within Adult Social Care   |  |  |
| Skills for Care Qualifications and Credit Framework  |  | and Credit Frame   | ework  |  |
| This training is<br>based on Coventry<br>City Councils Re-<br>cording  | d on Coventry 1 & 9<br>Councils Re-  |  |  |  |
| Policy. Meets Care<br>Certificate Stand-   |  |  |  |  |
|  |  |  |  |  |
| ards 1, 6 and 14   |  |  |  |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C   | -  |  | egal requirements but also on best practice around recording &   |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, ther<br>Providers need to be  | efore it is recomm   | nended that these  |  |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes   | efore it is recomme<br>aware of their ov   | nended that these  | standards are followed. Those learners who are from Independe  |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes<br>Definitions of v   | efore it is recomme<br>e aware of their ov<br>what is a record.  | nended that these  | standards are followed. Those learners who are from Independe  |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes<br>Definitions of w<br>Why records a  | efore it is recomme<br>e aware of their ov<br>what is a record.<br>are kept.   | nended that these<br>wn companies Rep  | standards are followed. Those learners who are from Independe  |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes<br>Definitions of w<br>Why records a<br>Legal requirem  | efore it is recomme<br>e aware of their ov<br>what is a record.<br>are kept.<br>nents for docume   | nended that these<br>wn companies Rep<br>ntation.  | standards are followed. Those learners who are from Independe<br>porting & Recording Policies.   |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes<br>Definitions of w<br>Why records a<br>Legal requirem<br>How to docum  | efore it is recomme<br>e aware of their ov<br>what is a record.<br>are kept.<br>nents for docume<br>nent accurate, ade   | nended that these<br>wn companies Rep<br>ntation.  | standards are followed. Those learners who are from Independe  |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes<br>Definitions of v<br>Why records a<br>Legal requiren<br>How to docum  | efore it is recomme<br>e aware of their ov<br>what is a record.<br>are kept.<br>nents for docume<br>nent accurate, ade<br>actual and concis  | nended that these<br>wn companies Rep<br>entation.<br>equate and relevan<br>e notes.   | standards are followed. Those learners who are from Independe<br>porting & Recording Policies.   |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes<br>Definitions of v<br>Why records a<br>Legal requiren<br>How to docum<br>How to write fa<br>What is mean   | efore it is recomme<br>e aware of their own<br>what is a record.<br>are kept.<br>ments for docume<br>ment accurate, ade<br>actual and concis<br>t by confidentiality   | nended that these<br>wn companies Rep<br>intation.<br>equate and relevan<br>e notes.   | standards are followed. Those learners who are from Independe<br>porting & Recording Policies.   |  |
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| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes<br>Definitions of v<br>Why records a<br>Legal requiren<br>How to docum<br>How to docum<br>What is mean<br>What is mean<br>The Data Prot   | efore it is recomme<br>e aware of their over<br>what is a record.<br>are kept.<br>ments for docume<br>ment accurate, ade<br>actual and concis<br>t by confidentiality<br>ation may need to<br>rection Act and ho   | nended that these<br>wn companies Rep<br>entation.<br>equate and relevance<br>notes.<br>y<br>b be passed on.<br>ow this relates to y                                       | standards are followed. Those learners who are from Independe<br>porting & Recording Policies.   |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes<br>Definitions of v<br>Why records a<br>Legal requiren<br>How to docum<br>How to docum<br>How to write fa<br>What is mean<br>Where informa<br>The Data Prot   | efore it is recomme<br>e aware of their over<br>what is a record.<br>are kept.<br>nents for docume<br>nent accurate, add<br>actual and concis<br>t by confidentiality<br>ation may need to<br>rection Act and ho<br>n-judgemental not  | entation.<br>equate and relevance<br>notes.<br>o be passed on.<br>ow this relates to year  | standards are followed. Those learners who are from independent<br>porting & Recording Policies.   |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes<br>Definitions of w<br>Definitions of w<br>Uhy records a<br>Legal requiren<br>How to docum<br>How to docum<br>What is mean<br>What is mean<br>The Data Prot<br>Recording nor<br>How to establi  | efore it is recomme<br>e aware of their over<br>what is a record.<br>are kept.<br>nents for docume<br>nent accurate, add<br>actual and conciss<br>t by confidentiality<br>ation may need to<br>rection Act and ho<br>n-judgemental not<br>ish communicatio                         | entation.<br>equate and relevance<br>o be passed on.<br>ow this relates to yo<br>tes.<br>n needs, language   | standards are followed. Those learners who are from independent or the second s |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes<br>Definitions of v<br>Why records a<br>Legal requirent<br>How to docum<br>How to write fa<br>What is meant<br>Where informa<br>The Data Prot<br>Recording nor<br>How to establi<br>The importanc   | efore it is recomme<br>e aware of their over<br>what is a record.<br>are kept.<br>nents for docume<br>nent accurate, add<br>actual and concis<br>t by confidentiality<br>ation may need to<br>rection Act and ho<br>n-judgemental not<br>ish communicatio<br>ce of observing re    | ended that these<br>wn companies Rep<br>entation.<br>equate and relevance<br>notes.<br>y<br>be passed on.<br>ow this relates to y<br>tes.<br>n needs, language<br>actions. | standards are followed. Those learners who are from independent<br>porting & Recording Policies.   |  |
| ards 1, 6 and 14<br>Course Aim<br>If not employed by C<br>communication, then<br>Providers need to be<br>Course Outcomes<br>Definitions of w<br>Definitions of w<br>Uhy records a<br>Legal requirent<br>How to docum<br>How to docum<br>How to write fa<br>What is meant<br>Where informa<br>The Data Prot<br>Recording nor<br>How to establi<br>The importance<br>Use appropria | efore it is recomme<br>e aware of their over<br>what is a record.<br>are kept.<br>ments for docume<br>actual and conciss<br>t by confidentiality<br>ation may need to<br>rection Act and ho<br>n-judgemental not<br>ish communication<br>ce of observing re-<br>ite verbal and nor | entation.<br>equate and relevance<br>o be passed on.<br>ow this relates to yo<br>tes.<br>n needs, language   | standards are followed. Those learners who are from independence<br>porting & Recording Policies.  |  |



| Say No to Infection  |  |               |  |
|--|--|---------------|--|
| Trainers:  |  | Times:        | Venue:   |
| Cliff Evans, Grace Ibuka, Jenny Nelson   |  | 09:00 – 10:30 | The Opal Centre<br>Unit 17-18<br>Widdrington Rd<br>CV1 4NA |
| Course Length  | Target Group   |               |  |
| 1 ½ Hrs  | All support staff within Adult Social Care   |               |  |
| Skills for Care  | Qualifications and   | Credit Framew | ork  |
| Meets Care Certificate Standards 13 and 15   | Outcomes support knowledge for Diploma in Health and Social Care<br>Level 2 Unit 8, 21 and 22<br>Level 3 Unit 8, 19 and 20 |               |  |
| To provide staff with the knowledge to protect service users and staff from infection.  Course Outcomes  |  |               |  |
| <ul> <li>To outline the fundamental elements of Infection Prevention and Control</li> <li>Help you minimise the transmission of infection</li> </ul> |  |               |  |
| Cost: £20 Further Information: www.coventry.gov.uk/ODASCTraining@coventry.gov.uk   |  |               |  |

