

# SPECIALIST Training Courses

FOR HEALTH & SOCIAL CARE SERVICES

# Who is ?

Based in Sheffield, we are an independent training provider, delivering to a wide range of businesses across the UK.

We create bespoke packages of vocational training to equip people with the skills and awareness they need to operate within the law and best practice guidance.

CQM has a comprehensive and diverse training portfolio ranging from trainer led workshops to e-learning. We can manage everything from training needs analysis and recruitment to post training evaluation and reporting.

## Specialist Training

Trainer-led courses are the ideal solution for new employees, or when new or revised legislation and working practices are introduced.

Learners will receive a certificate of attendance that details the learning outcomes covered. The CQC Fundamental Standards that CQM have endeavoured to cover in the workshop are also detailed.

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# Autism Awareness

The course offers key understanding of the conditions, with emphasis on improved communication strategies, social interaction and positive behaviours. It will help to ensure carers are able to identify the unique needs of people with autism in order to provide personalised care and support.

## Learning Outcomes

- Principles underpinning the strategy for Adults with Autism England 2010
- Main characteristics of autistic spectrum conditions and the different approaches
- How autistic spectrum conditions can impact on the lives of individuals and those around them
- Different theories and concepts about autism, including the Triad of Impairment
- Effectively communicate with individuals with an autistic spectrum condition
- A range of strategies to support individuals with an autistic spectrum condition

### Target Audience

This introduction to the complexities of autism is suitable for any person who provides care or support to people with autism.

### Fundamental Standards

9(1, 3b, 3h), 10 (2c),  
12 (2c), 18(1, 2a)

**1 day**



# Behaviour that Challenges

This course is intended to support management, front line staff or anyone who is required to deal with behaviour that challenges.

## Learning Outcomes

- Types of aggression
- Communication issues
- Potential indicators of aggression
- Internal and external factors
- Effective responses to behaviour that challenges
- Interventions and human rights

### Target Audience

Health and social care professionals who support people with behaviour that challenges as a result of a condition such as autism or dementia.

### Fundamental Standards

12 (2c), 13 (4b), 17 (2a, 2b, 2c)  
18 (1, 2a)

**1 day**



# Care Certificate

Achievement of the Care Certificate should ensure that the healthcare support worker has the required values, behaviours, competencies and skills to provide high quality, compassionate care. Designed to be completed within 12 weeks, with competence assessed internally, the Care Certificate replaces the Common Induction Standards and the National Minimum Training standards.

CQM's three-day course is designed to cover the theoretical elements of the Certificate.

## Learning Outcomes

1. Understand Your Role
2. Your Personal Development
3. Duty of Care
4. Equality and Diversity
5. Work in a Person Centred Way
6. Communication
7. Privacy and Dignity
8. Fluids and Nutrition
9. Dementia and Cognitive Issues
10. Safeguarding Adults
11. Safeguarding Children
12. Basic Life Support
13. Health and Safety
14. Handling Information
15. Infection Prevention and Control

### Target Audience

Health Care Assistants, Assistant Practitioners, Care Support Workers and those giving support to clinical roles in the NHS.

### Fundamental Standards

9, 10, 11, 12,  
13, 14, 17, 18

**1 day**



# Conflict Management

This course is designed to provide staff with the training and knowledge to deal with potential and actual violence and aggression in the workplace.

## Learning Outcomes

- Recognise the triggers of aggressive behaviour
- Strategies to help them prevent the behaviour escalating
- Be more aware of the impact that their attitude and communication style can have on a difficult situation
- Feel more confident to be able to deal with escalating situations

The full day course also includes physical interventions and breakaway techniques.

### Target Audience

All staff who have been identified as being at risk from violent or aggressive situations in the workplace.

### Fundamental Standards

12 (2c), 17 (2b), 18 (1, 2a)

**1/2 or 1 day**



# Data Protection and Record Keeping

Effective written communication is essential for all care services to demonstrate the standards and types of care being delivered. If documentation is not up to scratch or if aspects are omitted, then employees/employers can be held accountable both legally and professionally. Poor care planning and record keeping means that organisations are unable to defend themselves in cases of litigation, as it is this documentation that is examined in court.

Increasing amounts of personal data are being processed by organisations so it's never been more important for staff to know how to protect personal data and comply with the Data Protection Act. Failure to comply can result in criminal proceedings, large fines, seizure of personal data and civil action.

## Learning Outcomes

- What is meant by record keeping
- Identify range of records kept within the care setting and their purpose
- The importance of accurately maintaining such records
- Barriers to good record keeping
- Factors that will ensure effective record keeping
- Principles of good record keeping
- Legal requirements for record keeping and data protection
- Describe the term confidentiality
- Measures to ensure the safety and security of care records
- Demonstrate your skills in record keeping

### Target Audience

All health and social care professionals.

### Fundamental Standards

10 (2a), 12 (2c),  
17 (2c, 2d), 18 (1, 2a)

**1 day**



# Dementia Awareness

This course is designed to allow staff in the care environment to gain a theoretical and practical knowledge enabling them to provide an improved standard and quality of care.

## Learning Outcomes

- Common types of dementia
- Nature and causes of some of the common types of dementia
- Concerns and difficulties that a person with dementia will experience
- Treatments and person-centred support approaches for dementia
- The importance of effective, and referential communication for the person with dementia
- The importance of enabling the person to “live well” with dementia, including meaningful occupation
- How the Dementia Strategy has influenced practice

A cost effective e-learning solution is also available - ask for details!

### Target Audience

All health and social care professionals who support people with dementia.

### Fundamental Standards

9 (1, 3b, 3h), 17 (2a, 2b, 2c),  
18 (1, 2a)

**1/2 day**



# Deprivation of Liberty Safeguards (DoLS)

This legislation relates to incapacitated patients/residents who, as a result of the care and treatment they are being provided with, are deprived of their liberty. A deprivation of liberty occurs when the restrictions they are subject to are of a degree and intensity that deprives them of liberty. The actual definition of what amounts to a deprivation remains unclear and we have to look at each individual case and the factors in that case.

The Court of Protection is becoming increasingly active in identifying unlawful deprivations of liberty and naming those parties involved.

## Learning Outcomes

- What is capacity?
- The 5 statutory principles
- Restraint and restriction
- The Bournewood Case
- Restriction or deprivation?
- Identifying a deprivation of liberty
- When DoLS should be used
- Standard and Urgent Authorisations
- How to complete Authorisations
- Case law update

Also available as a 1 day course focusing on the completion of the Authorisation Forms using a variety of case studies.

### Target Audience

All health and social care professionals who support people who reside in a care home or hospital, who lack capacity to make decisions over their care or treatment.

### Fundamental Standards

9 (1), 11 (1), 12 (2a, 2b, 2c),  
13 (5), 18 (1, 2a)

**1/2 or 1 day**



# Diabetes Awareness

This course is designed to give learners the underpinning knowledge of the signs and symptoms and actions that need to be taken in relation to diabetes care.

## Learning Outcomes

- Signs and symptoms of diabetes and how it is treated
- How to manage hypoglycaemia and hyperglycaemia
- How to maintain the health of a client with a diagnosis of diabetes

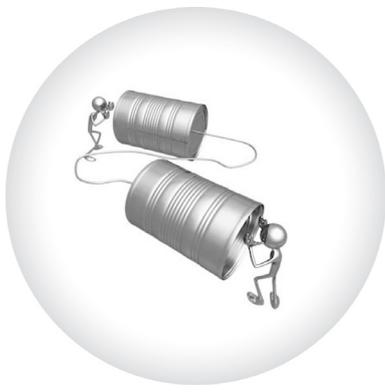
### Target Audience

This introduction to diabetes is suitable for any person who provides care or support to people with diabetes.

### Fundamental Standards

9 (1, 3b), 12 (1, 2a, 2b, 2c),  
18 (1, 2a)

**1/2 day**



# Effective Communication and Record Keeping

Effective written communication is essential for all care services to demonstrate the standards and types of care being delivered. If documentation is not up to scratch or if aspects are omitted, then clinicians/ organisations can be held accountable both legally and professionally. Poor care planning and record keeping means that organisations are unable to defend themselves in cases of litigation, as it is this documentation that is examined in court.

This course provides an awareness of the legal implications involved in the maintenance of accurate and detailed records, and recommendations for best practice policy for all administrative communications.

## Learning Outcomes

- Types of written communication
- Data and access
- Best practice for report writing
- Accuracy and legibility
- Communication - the legalities
- Principles of maintaining confidentiality
- Code of Practice
- Practical session involving cases studies and writing care plans

### Target Audience

All health and social care professionals who are responsible for recording information.

### Fundamental Standards

10 (2a), 17 (2c), 18 (1, 2a)

**1/2 day**



# Epilepsy Awareness

A course designed to give learners an awareness of epilepsy and equip them with strategies to support people with epilepsy.

## Learning Outcomes

- Relevant terminology and the main causes of epilepsy
- Main types of epilepsy and list common triggers of seizures
- Risks and benefits of common anti-epileptic drugs
- Importance of keeping accurate records
- Ways to minimise risks associated with seizures
- How to respond to a person experiencing a seizure
- Psychosocial effect of epilepsy on a person

### Target Audience

All health and social care professionals who support people with epilepsy.

### Fundamental Standards

9 (1, 3b), 12 (1, 2a, 12b, 12c),  
18 (1, 2a)

**1/2 day**



# Equality, Diversity and Inclusion

An awareness course which will enable participants to appreciate the far-reaching impact of the UK's equality legislation on their working practices and responsibilities. The course is extremely interactive and relevant to anyone working within the Health and Social Care sector.

## Learning Outcomes

### Prejudice and discrimination

- What do these terms mean?

### Equality Act 2010

- The 9 'protected characteristics'
- Harassment and victimisation
- The positive benefits of equality and diversity
- Getting it wrong - the possible consequences

### Supporting people

- Equality and diversity in action

This course is also available as a distance learning workbook with assessment.

### Target Audience

All health and social care professionals.

### Fundamental Standards

9 (1, 3b, 3h), 10 (2c),  
12 (2c), 18 (1, 2a)

**1/2 or 1 day**



# Falls Awareness

Falls in older people often result in reduced mobility, fractures, fear of falling, loss of independence and isolation. This course offers advice on how to reduce the risks of falling.

## Learning Outcomes

- What makes people fall?
- What are the implications of falling?
- Potential areas of personal and environmental risks
- What can be done to prevent falls, and who can help

### Target Audience

All health and social care professionals, and volunteers.

### Fundamental Standards

9 (1), 11 (1, 3),  
12 (1, 2a, 2b, 2c), 18 (1, 2a)

**1/2 or 1 day**



# Learning Disability Awareness and Behaviour that Challenges

A specialist course which looks at the specific causes, signs and coping strategies related to behaviour which challenges in people with learning disabilities.

## Learning Outcomes

- What is meant by a learning disability
- Common causes of a learning disability
- Behaviour that challenges
- Possible causes of behaviour that challenges
- Proactive and reactive strategies

### Target Audience

All health and social care professionals who support people with a learning disability and behaviour that challenges.

### Fundamental Standards

9 (1, 3b, 3h), 10 (2c), 12 (2c), 13 (4b), 17 (2a,b,c), 18 (1, 2a)

**1/2 day**



# Lone Working

Developed to support those health and social care workers who may work alone, this course is designed to raise awareness of the risks associated with lone working and ways to reduce them.

## Learning Outcomes

- Define 'lone worker'
- Relevant health and safety legislation
- Possible risks to safety
- What can be done to reduce these risks
- Appreciate the important of good record keeping

### Target Audience

All health and social care professionals who do, or may, work on their own

### Fundamental Standards

12 (2c), 18(1, 2a)

**1/2 day**



# Medication Management: Awareness

Medication is a potentially hazardous area of care provision. This course will develop an awareness of the safe management, administration and control of medicines.

## Learning Outcomes

- Types of medicines and their effects
- Key legislation and guidance
- Roles and responsibilities
- Boundaries of practice
- Workplace policies and procedures

### Target Audience

All health and social care professionals who administer medication.

### Fundamental Standards

12 (2c, 2f, 2g), 17 (2c),  
18 (1, 2a)

**1/2 day**



# Mental Capacity Act (MCA)

Do you or your staff work with people who may lack the capacity to make some decisions for themselves? This could be due to:

- Illness
- A learning disability
- Mental health problems
- Addiction and substance abuse problems
- Brain injury
- Alzheimer's and other forms of dementia

If so, this course offers vital legislative information and practical guidance. The aim is to ensure that carers have the skills and support they need to act in the best interests of those in their care and to protect themselves by acting in accordance with the law.

## Learning Outcomes

- 5 core principles of the Act
- Assessment process for establishing mental capacity
- Key elements of consultation and engagement when establishing a person's best interests
- Legal implications of Lasting Powers of Attorney and Advance Decisions to refuse medical treatment
- Code of Practice and how it affects working practices

### Target Audience

All health and social care professionals who work with adults or young people who will shortly be moving to adult services.

### Fundamental Standards

9 (1, 3b, 3g), 10 (2b), 11 (1, 3), 12, (2c), 18 (1, 2a)

**1/2 or 1 day**



# Mental Capacity Act (MCA) Specialist Courses

## Assessing Capacity

This course focuses on how to assess capacity by defining what it is as well as what a 'decision' is. Learners will discuss how to help someone decide for themselves and what happens when they can't. In addition, they will understand what information is relevant, how communication issues can affect the process and decisions that are not covered by the Act.

## Best Interests Decision Making

The emphasis of this course is to understand what decision making is including the difference between day to day and significant decisions. The decision maker hierarchy is covered in detail from who should assess capacity; the role of the Independent Mental Capacity Advocate and the Court of Protection. Learners are given examples of checklists and documentation for determining best interest and associated meetings, as well as how settle disagreements and complaints.

## Complex Decision Making

What makes a decision complex? An interactive course focusing on scenarios based on up to date case law.

### Target Audience

All health and social care professionals who work with adults or young people who will shortly be moving to adult services.

### Fundamental Standards

9 (1, 3b, 3g), 10 (2b), 11 (1,3), 12 (2c), 17 (2c), 18 (1, 2a)

**1/2 day**



# Mental Capacity Act (MCA) Specialist Courses

## Working with Unwise Decisions

This course looks at decisions and what influences us when making them. Learners explore “wise” and “unwise” decisions and the information required to help someone decide for themselves.

Key learning outcomes include realisation that if you disagree with someone’s decision, it doesn’t mean that it is “unwise”.

## Restriction vs. Deprivation of Liberty

Learners will understand the types of restraint and when they can be used and the difference between this and deprivation. Examples of deprivation are explored along with guidance as to how to avoid a deprivation of liberty from occurring.

In addition, learners will familiarise themselves with how to identify a deprivation of liberty and gain an understanding of when to use a Standard or Urgent authorisation and the consequences of an unauthorised deprivation of liberty.

### Target Audience

All health and social care professionals who work with adults or young people who will shortly be moving to adult services.

### Fundamental Standards

9 (1, 3b, 3g), 10 (2b), 11 (1, 3),  
12 (2c), 13 (5), 17 (2c)

**1/2 day**



# Person Centred Care Planning

This course provides opportunities to explore our own values and how these relate to those of person centred planning and practice. The course will provide participants with an understanding of person centred care planning and delivering care that is centred around the needs, wishes and preferences of individuals.

## Learning Outcomes

- Understand what person centred care is
- How to deliver person centred care
- How to manage risk
- Appreciate the care setting, environment and relationships
- Understand a positive approach to care
- Develop a person centred care plan based on a scenario

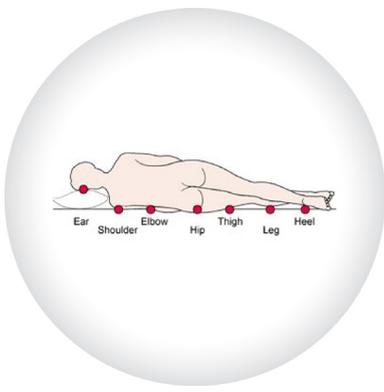
### Target Audience

All health and social care workers involved in care planning for adults in a variety of settings.

### Fundamental Standards

3, 9 (1), 11 (1), 12 (2c),  
18 (1, 2a)

**1/2 day**



# Prevention and Management of Pressure Ulcers

Designed to show learners that the key aim is to prevent pressure ulcers, this course also looks at the causes and treatment of pressure ulcers and the role of the care worker.

## Learning Outcomes

- Risk factors in the development of pressure ulcers
- Preventative measures against the development of pressure ulcers
- Manage pressure ulcers and promote healing

### Target Audience

All health and social care professionals.

### Fundamental Standards

9 (1), 11 (1, 3), 12 (2a, 2b, 2c),  
13 (1), 18 (1, 2a)

**1/2 day**



# Principles of Confidentiality in Care

This course is designed to give an awareness of the importance of following confidentiality procedures within care establishments. The course promotes an understanding of the various forms of confidential information carers have access to in their daily routine and how their actions can lead to breaches in confidentiality.

## Learning Outcomes

- What is confidentiality?
- Legal background: Common Law, ECHR, The Data Protection Act
- Information carers have access to: personal and financial
- How confidentiality can be broken
- Policies and procedures
- When should information be disclosed?
- Whistle blowing
- General Social Care Council Codes of Practice

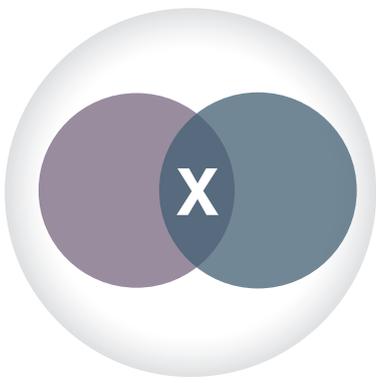
### Target Audience

All health and social care professionals who, in their job roles, have access to confidential information about people.

### Fundamental Standards

10 (2a), 12 (2c),  
17 (2c, 2d), 18 (1, 2a)

**1/2 day**



# Professional Boundaries

The course is designed to give an awareness of the importance of maintaining professional boundaries within care establishments.

The Professional Boundaries course promotes understanding of what is acceptable and unacceptable for a professional to do, both at work and outside it, and also the boundaries of a professional's practice.

## Learning Outcomes

- What is a boundary?
- The importance of observing professional boundaries
- How confidentiality plays a key role
- Applying professional boundaries to a number of scenarios

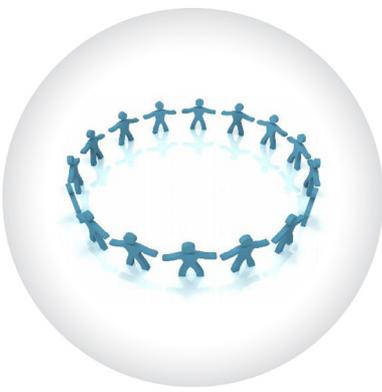
### Target Audience

All health and social care professionals who, in their job roles, build relationships with those who use their services.

### Fundamental Standards

10 (2a), 12 (2c),  
17 (2c, 2d), 18 (1, 2a)

**1/2 day**



# Safeguarding Adults

This course will develop an understanding of what abuse is and the different forms of abuse. It explores the indicators of abuse and identifies what to do if abuse is suspected. The course is developed around the Care Act 2014.

## Learning Outcomes

- What is abuse?
- Who is an adult at risk?
- Different types of abuse
- Recognising potential abuse
- Preserving and recording evidence
- Disclosure
- Reporting abuse

One day management courses are available which look at implementing safeguarding strategies and responsibilities under the Care Act 2014.

### Target Audience

All health and social care professionals who work with adults who may be at risk of abuse.

### Fundamental Standards

10 (1, 2a, 2b, 2c), 12 (2c),  
13 (1), 18 (1, 2a)

**1/2 or 1 day**

# Health & Safety Workshops

**HABC Level 2 Award in Emergency First Aid at Work**

**HABC Level 3 Award in First Aid at Work**

**First Aid at Work Requalifier**

**HABC Level 2 Award in Fire Safety**

**HABC Level 2 Award in the Control of Substances Hazardous to Health**

**Level 2 National Award in Infection Control**

**HABC Level 2 Award in Food Safety**

**HABC Level 3 Award in Supervising Food Safety**

**HABC Level 4 Award in Managing Food Safety**

**Level 2 Award in HACCP**

**HABC Level 3 Award in Supervising HACCP**

**HABC Level 2 Award Health and Safety in the Workplace**

**HABC Level 3 Award in Health and Safety in the Workplace**

**HABC Level 4 Award in Health and Safety in the Workplace**

# e-Learning

## Courses include:

- Care Certificate
  - Food Safety
  - Health & Safety
  - First Aid Theory
- ...and many more!

## Why e-Learning?

Using audio visual and interactive animation, e-Learning courses are delivered in an enjoyable and refreshing format that helps keep the learner engaged.

CQM offers a range of e-Learning courses that deliver many benefits to learners and the organisations they work in:

- Proven training techniques – developed by professional training consultants
- Downloadable certificate on successful completion
- Stop and start the training whenever you like
- Available 24 hours a day, 365 days a year
- Can be completed in any location with access to a computer and an internet connection
- Learn at your own pace and repeat modules as often as needed
- No special IT skills necessary
- For bulk purchases a comprehensive yet simple Management System allows the organisation to add or delete learners and to monitor their progress
- No limit to the number of learners who can be logged onto the system
- No tutor or additional staff costs
- No travelling costs

## Interested?

Contact Claire Eley, Specialist Training Manager  
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