ESCA Training Programme 2014/15 Contents

- Welcome to ESCA
- Quality Assurance Framework
- Accessibility and special requirements, Non-attendance and Cancellation Policy
- How to book on training

- **Family Operations Induction**
  - Course details
  - Induction Guide
  - Induction Matrix

- **ASYE**
  - Course details

- **Masters Modules**
  - Masters Level Post Qualifying Training

- **Social Care Training**
  - Contents page
  - Course details

- **E-Learning Training**
  - Overview of E-Learning Training
  - Contents
  - Course details

- **Residential Training**
  - Contents page
  - Course details

- **Fostering Training**
  - Contents page
  - Course details

- **Working Together Training**
  - Contents page
  - Course details

- **Social Care courses open to external organisations**
  - Contents page

- **ESCA Library & ESCB Board**
  - ESCA Library Overview
  - ESCB Overview
ESCA Training Programme 2014-2015

Welcome to the NEW 2014-2015 Essex Social Care Academy Training Programme, this programme is available to social care staff, Foster Carers' and professionals from other agencies.

The Essex Social Care Academy's vision is to provide a framework which promotes and enables a professional learning culture, improving professional excellence and driving up standards to deliver high quality practice. In order to achieve this we are continually improving the standard of our training programme. Enabling the workforce to have a clear understanding of what is available for personal and professional development.

We have worked hard to ensure our training programme is clearly mapped against other Continuing Professional Development activities and as such are working on linking all our courses to the Professional Capabilities Framework and implementing our developing CPD strategy.

The schedule, which is to be used in conjunction with this brochure, provides a list of all the courses currently being offered in the ESCA Training Programme and the dates they are available throughout the year.

We have a joined-up approach to training with our colleagues in Adults Commissioning. This means that all class room based, externally procured programmes are done so via the Essex Brokerage.

The Essex Brokerage method ensures that the quality of training is driven towards improving standards, and that trainers are accountable for what they deliver to you based on learning outcomes and impact of training delivered.

We are also continuing to develop a second, blended learning offering. This is a “pick and mix” of different learning interventions. This offers a flexible approach to individuals offering a work life balanced method, whilst understanding that not everyone learns best in a class room environment.

Both elements of the programme will be updated on a regular basis to incorporate newly commissioned training and other blended learning offerings, such as e-learning. Our overarching aim is to ensure that what we deliver to you is more focused in particular to outcomes and links, both to national and ECC objectives for Family Operations, such as recommendations from Ofsted inspections and Social Work Reform Board.

We are also working in partnership with our Learning and Development colleagues across ECC to ensure you gain maximum exposure to what is available.

Your views and feedback are essential as we continue on our journey of change, evolving the programme to be fit for a new world of work.

Mandy Nightingale
Head of Workforce Learning and Development ESCA Children
Essex Social Care Academy
Quality Assurance Framework
2014-15

Background

The quality assurance framework has been put in place by ESCA to monitor the quality of the training events delivered as part of contracts agreed between ESCA/Essex Brokerage and providers of services delivered from September 2013 onwards. The framework is now fully embedded and will continue indefinitely, or until further review.

The framework was rolled out across the ESCA training programmes and events for Family Operations from 1st September 2013, and will be rolled out across the Fostering, Residential training programme and the Working Together training programme from April 2014.

The Approach

There are three steps to our framework which are as follows:

- Observation
- Evaluation Surveys
- Impact Assessment Surveys

Observation

ESCA Team members will observe courses across the programme or alternatively request feedback from delegates via a phone call which takes place following their attendance at the training event. If you have been chosen to become a mystery shopper for one of our courses we will call you up a day prior to the course for your agreement.

Evaluation Forms

At the end of the training event trainers will hand out an evaluation forms to delegates to complete.

Impact Assessment Surveys

Delegates are required, four weeks after attendance at a training event, to complete an impact assessment survey which assesses the impact that the training event has had on their practice and the outcomes for their clients. Delegates will be required to complete the survey within a two week timeframe. Certificates will only be issued upon completion.
Accessibility and special requirements

Please let us know when you book whether you have any special requirements to make your course attendance easier. Many of our venues are fully accessible, and we will do our very best to ensure wheelchair access, provide larger copies of the hand-outs, or find rooms with induction loops. The more notice we have, the more likely we are to be able to meet your needs, so please let us know at time of booking.

Non – attendance

- If a delegate should turn up late they may be turned away by the trainer so please allow plenty of time to get to the venue.
- If you find that you are unable to attend on the day of the training, please notify the relevant learning & development department (details will be on your confirmation e-mail) and follow-up the call with an email (copying in your line manager/supervising social worker) providing full details.

Cancellation policy

- Due to the high demand for courses there is an expectation that you will attend.
- If you are unable to attend, please give as much notice as possible to enable the team to offer the space to another delegate.
How to book on training

**Family Operations Induction:**
You will be invited to attend the Induction by the ESCA Team. Please email **ESCA.scf@essex.gov.uk** if you have not received an invitation.

**ASYE:**
You will automatically be enrolled onto these workshops following your registration.

**Social Care Training:**
Please email the Essex Brokerage service with the courses you wish to attend to **MailEssex.BrokerageService@essex.gov.uk**. They will aim to respond with an acknowledgement within 24 hours. Joining instructions will be received two working weeks prior to the course date.

**E-Learning Training:**
Please complete an application form stating the required course and email to **fostering.training@essex.gov.uk**
Following allocation of a licence, you will receive an email from AKAMAS AutoMailer (automailer@akmas.co.uk) or ProTrainings (support@protrainings.eu), detailing your login details, PIN and password to access the course.

**Residential Training:**
To book places please contact your Homes Manager or training lead who will forward your details to ESCA – **esca.scf@essex.gov.uk**

**Fostering Training:**
Classroom, Online or Distance Learning courses can be booked by completing an application form in full (must include emergency phone number). Please then send the form to us by post to Family Operation Workforce Development (ESCA) – Foster Carers, E2 County Hall, Market Road, Chelmsford, CM1 2QH or by email to **fostering.training@essex.gov.uk**

**Working Together Training:**
Identify a suitable course or workshop and complete the booking form. Once completed, signed and approved by your Line Manager, submit the form either by post to Essex County Council, Family Operations Workforce Learning & Development Team, ESCA - Working Together, E2 County Hall, PO Box 47, Chelmsford, Essex. CM1 1QH or email to **https://ecclms.co.uk/goecclms.asp.** If the application is sent via email please ensure your Line Manager submits the form from their email account ESCA expects any course bookings reflects the individuals personal development plan.
Social Care Courses open to External Organisations

Courses open to extended organisations are identified within the training programme. To apply, please complete one booking form per course, per person and return to the email or postal address below. Confirmation of your place and joining instructions will be emailed out within 2 working weeks of the course date by Essex Brokerage services. If you do not receive joining instructions, this indicates a place has not been secured.

Fostering courses can be accessed by Fostering agencies, local authorisations etc. and enquiries can be made via this booking form to the email address right.

Please return your completed booking form to the applicable address:

For Partner Agencies return to:
Essex County Council
Essex Brokerage Services
A8 County Hall
Market Road
Chelmsford
Essex
CM1 1QH
email MailEssex.BrokerageServices@essex.gov.uk

Fostering Training return to:
Essex County Council
Fostering Training Team
E2 County Hall
Market Road
Chelmsford
Essex
CM1 1QH
email: fostering.training@essex.gov.uk

Course Schedule: [http://i-net.essexcc.gov.uk/vip8/intranet/INet/content/binaries/documents/CourseSchedule20142015.xls](http://i-net.essexcc.gov.uk/vip8/intranet/INet/content/binaries/documents/CourseSchedule20142015.xls)

Please see the above link for all Family Operations course dates available.
Family Operations Induction
Family Operations Induction

Purpose:
To give you an introduction to Family Operations, which partners we work with, your role within it and how you will be supported in your learning and development.

Who should attend:
All new starters within Family Operations

Learning objectives:
By the end of the session you will have an awareness and understanding of

- The Vision of Family Operations
- Structure of Family Operations
- Ways of Working
- Roles and Responsibilities
  - Essex Social Care Academy (ESCA)
  - Professional Capabilities Framework (PCF)
  - Learning and development opportunities

Timings: Timing is ½ day

Delivered by:
Director for Local Delivery
Service Manager
Representatives from Health, Police and Schools
A member of ESCA Family Operations, Workforce Development

Induction Guide
This is a guide which gives you information you will need for your first few weeks. It gives important links and contacts to help you settle into your new role.

Induction Matrix
This is a step by step matrix of what learning and development you may access in your first week, month, six months and year in your role. You will need to work through this with your manager/supervisor to ensure it meets your development plan as part of My Performance.
ASYE Programme
ASYE Programme

Purpose:
To provide NQSW’s with protected time and a supportive environment in which to undertake development activities to facilitate completion of their ASYE.

Who should attend:
NQSW’s

Learning objectives:
- To summarise the ASYE programme and support NQSW’s in understanding the social work role and being able to practice effectively.
- To use strategies to enable NQSW’s to utilise reflective supervision and action learning models.
- To be able to recognise how to gather evidence to support the PCF capabilities.
- To present information regarding different aspects of the service which raise awareness and understanding of the functions of the service.
- To produce a space where participants can learn and benefit from peer support.

Timings: Workshops are 9:30am – 4:30pm

Trainer: Jan Williams
Masters modules
Masters Level Post Qualifying Training

Following on from the recommendations of the Social Work Reform Board and the disbanding of the GSCC, the Social Work Post Qualifying Framework has been replaced with Continuous Professional Development based on modular masters level academic programmes. These programmes replace all previous qualifications such as PQ1, Consolidation, Specialist Award, Higher Specialist Award etc.

The current modular approach allows social workers to undertake post qualifying training at a pace which is more manageable alongside practice.

We are currently working with a number of Higher Education Institutions to develop the range of programmes available but our main partners at present are University of Bedfordshire, Kent and The University of East Anglia with a range of practice based modules and practice education programmes

The Practice Education Programme is accessed via manager nomination once a year around July. The remaining modules are advertised service wide on a module by module basis. Each of the UEA modules is 20 Masters level credits and run for six months. The Kent Assessment module is 20 credits and runs for 10 weeks. Bedfordshire modules are 15 credits.

Credits obtained through these programmes can be used to work towards a range of academic qualifications. These are Post Graduate Certificate (60 credits) Post Graduate Diploma (120 credits) and Masters (180 credits). In general credits can be used for up to five years to achieve one of these awards and credits can be transferred between different HEI's.

The following page sets out the modules that will be offered in 2014/15 with the eligibility criteria and target audience. Please do not attempt to apply for these modules until they are formally advertised. If you would like any further information regarding post qualifying academic courses. Please contact us via email at ESCA.scf@essex.gov.uk
Eligibility Criteria

1) Applicants must have a minimum of one year post qualifying experience
2) Applicants who have been funded but not completed modules (without extenuating circumstances) in the last two years will not be eligible
3) Only permanent employees may apply and must sign a learning agreement
4) One candidate per team will be sponsored initially by team manager nomination in the event that more than one applies
5) Applicants from targeted teams will be prioritised
6) Applicants who require additional credits to achieve a PQ award within a specified timeframe will be prioritised.

In the event that after applying these criteria, there is still over subscription, this will be referred to senior management to determine allocation of places.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>HEI</th>
<th>Credits</th>
<th>Available</th>
<th>Numbers</th>
<th>Target &amp; Audience</th>
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<tr>
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<td>UEA</td>
<td>20</td>
<td>April 2014</td>
<td>20</td>
<td>CIC, LAC, Fostering &amp; Adoption</td>
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<tr>
<td>Protecting Children, Supporting Families</td>
<td>UEA</td>
<td>20</td>
<td>April 2014</td>
<td>20</td>
<td>FS&amp;P, DBIT, Family Sol, CWD</td>
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<tr>
<td>New Perspectives on Assessment</td>
<td>Kent</td>
<td>20</td>
<td>April 2014</td>
<td>20</td>
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<tr>
<td>Young People, Youth Gangs &amp; Group Offending</td>
<td>Beds</td>
<td>15</td>
<td>July 2014</td>
<td>20</td>
<td>YOTS, CIC, LAC</td>
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<tr>
<td>Sexual Exploitation of Children &amp; Young People</td>
<td>Beds</td>
<td>15</td>
<td>Sept 2014</td>
<td>20</td>
<td>All - Particularly those in CIC &amp; LAC</td>
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<tr>
<td>Child Development</td>
<td>UEA</td>
<td>20</td>
<td>Oct 2014</td>
<td>20</td>
<td>All - Particularly those who have recently completed ASYE</td>
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<tr>
<td>Domestic Violence &amp; Abuse</td>
<td>Beds</td>
<td>15</td>
<td>Jan 2015</td>
<td>20</td>
<td>All - Particularly A&amp;I and Fs&amp;P</td>
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</tbody>
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Social Care Training
Professional Capabilities Framework for Social Workers

Professionalism
- Chronologies
- Effective Case Recording – Getting it Write

Values and Ethics
- Childrens Rights and Advocacy
- Information Governance

Diversity
- A World of Difference; Working Effectively with Diversity
- Supporting Asylum Seeking Families and Young People
- Working with Fathers and Male Carers

Critical Reflection and Analysis
- Assessment, Reflection and Analysis
- Systemic Practice for Senior Practitioners

Intervention and Skills
- Achieving Best Evidence
- Direct Work and Communicating with Children and Young People
- Solution Focussed Practice and Strengths Based Approach
- The Road to Resilience: Creating Independence in Families
- Working Together; the Social Worker’s Role in Child Protection
- Working with Resistance and Conflict: Mediation and Motivational Interviewing Techniques
Rights/Justice
- Advanced Court Skills
- Court Skills

Context and Organisations
- Joint Training with Partner Agencies

Professional Leadership
- Systemic Leadership and Management
- Systemic Supervision

Knowledge
- ADAM Project
- Bereavement and Loss
- Creating Change: Responding to Neglect and Emotional Abuse
- Impact of Domestic Abuse
- Neuro-Science, Brain Development and Impact of Childhood Mental Health Concerns
- Parents and Carers with Mental Health Concerns
- Perpetrators and Victims: Child Sexual Abuse
- Safeguarding Children with the Internet, Social Media and Mobile Phones
- Self-Harming
- Sexual Exploitation and Child Trafficking

Classroom Based Training - Targeted and Bespoke

CIC/ Leaving and Aftercare
- Rights and Entitlements of Young People in Care and Leaving Care
- Pathway Planning
- Life Story Book
- Child Permanency Report Training
- Preparation for Adult Life
- Age Assessment Training for CIC Specialist

0-25 Service
- Sleep Assessment
- MAKATON TBC

Booking:
All Classroom Based Training dates are available on the accompanying training schedule, if you wish to book a place on any of these dates it must be booked via the Essex Brokerage Service.
E-mail: mail@essex.brokerageservice@essex.gov.uk
You will receive a booking confirmation email and 7 days prior to the course joining instructions.
Multi Agency / Partnership

For the 2014/15 learning and development brochure we are, for the first time, opening up some of our training courses for partner agencies who specifically work with children and / or their families. This may be relevant where a family’s needs have been identified as upper Level 3 and Level 4 of the Effective Support Windscreen.

You will see on each course description who the course is available to:

**Examples of role could be:**

**Health:**
- School Nurse
- Named Nurse
- Designated Nurse
- Health Visitor / Midwives

**Education:**
- Pastoral Officers/ Manager
- Child Protection Officer
- Children in Care Officer
- Education Welfare Officer

**Voluntary:**
- Children and Families Services
- Mental Health (Childrens)
- Sexual Abuse Services (Childrens)

This is not an exhaustive list, please email Jean Simmons – jean.simmons@essex.gov.uk to discuss your organisation and continuous professional development.
Chronologies

Purpose:
The training is intended to provide the tools to up-skill workers in completing cohesive, relevant and fit-for-purpose chronologies as part of their case files, in order to improve the welfare and outcomes of their customers.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers
This course may also be relevant for the following partner agencies – Educational Providers, Health Professionals and Professionals who hold cases which are involved with Social Care at levels 3 & 4

Learning objectives:
- How to write an effective, concise and relevant chronology
- What information to include in a chronology and what length it should be
- Why chronologies are important
- Chronologies using ICS

Trainer: Do the Write Thing

Timings: ½ day

Effective Case Recording – Getting it Write

Purpose:
To provide staff with the knowledge and skills to fulfil the statutory expectation that children are not only seen by professionals as part of the assessment process, but that their views are recorded. To enable social workers to make sound judgements about what needs to be recorded and what does not. It is skills based, and complementary to ICS training.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

Learning objectives:
- Learning what actually constitutes the record in children's social services and what the record should contain for children and young people who have different levels and types of need
- Enhance knowledge of the legal/legislative framework for recording in children's social services
- Which information is relevant and important, and how to record effective summaries
- The common pitfalls in recording for practitioners, and suggestions for how these can be avoided
- Threading the principles of equality and diversity through recording
- Recording styles and techniques
- Planning and time management

Trainer: Do the Write Thing

Timings: 1 Day - 9:30-4:30
Law for Social Workers: Human Rights, The Children Act and The PLO

Purpose:
The aim of this training is to provide practitioners with an enhanced understanding of Legal & Policy Frameworks in Children’s Social Care including Human Rights.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Health Professionals and Police

Learning objectives:
- Allow delegates to understand the legal framework and ethics of social work practice
- Human rights and Equality law
- The principles and purposes of the Children Act
- An overview of the public law outline
- The implications of the reforms in the Children and Families Bill and other changes arising from the Family Justice Review
- The impact of changes to legal aid
- Recent case law and guidance

Trainer: Kingsley Knight

Timings: 2 days – 9:30-4:30

A World of Difference; Working Effectively with Diversity

Purpose:
The course aims to enable attendees to develop a cultural competence that allows them to interact effectively with persons from different cultural/ethnic backgrounds. It will provide attendees with the understanding of diversity and ethnicity and how this relates to Children’s Social Care.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Educational Providers, Children Centre (Managers), Equality Named Co-Ordinators (ENCO), Youth Workers and Health Professionals

Learning objectives:
- An overview of ethnic minority communities in Britain and the challenges they face
- A general understanding of what diversity means and about different cultural practices
- An understanding of how ethnic, cultural and religious identity relates to social work and can be threaded through assessments
- An approach to safeguarding which respects diversity and difference but ensures that all children are equally safeguarded regardless of difference
- Transcending racial prejudice and language barriers in order to engage with children and families

Trainer: Elect Partnership

Timings: 1 day - 9:30-4:30
ADAM Project for Attachment

Purpose:
Provide staff with the skills to understand complex needs of children and families and undertake assessments presented information in a variety of forums.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

Learning objectives:
- Understanding the meaning and significance of disorganised attachment behaviour and why it is a strong predictor for child maltreatment
- Familiarity with new techniques for assessing why some parents who are thought to be high-risk go on to abuse a child, whereas others do not
- Learning about the contribution of three key mediating factors to our understanding of child abuse; unresolved early trauma/loss and parental disassociation; disconnected and insensitive parenting; low parental metallisation and reflective function
- Toolkit of measures to assess the above
- Awareness of neuro-biological and genetic explanations
- Consider which interventions work best
- Confidence in presenting assessments at court or other decision-making forums

Trainer: David Shemmings

Timings: 2 Days - 9:30 - 4:30

Bereavement and Loss

Purpose:
The training is intended to increase workers to be confident in working with children and families who have experienced bereavement and loss, and to help them improve their practice in order to improve the welfare and outcomes of these customers.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Educational Providers, Health Professionals, Youth Workers and Voluntary organisations who are working with issues surrounding bereavement and loss

Learning objectives:
- Improved understanding of the issues surrounding losses and responses to loss experienced by children
- How loss and bereavement can affect child development and attachment, and how a child’s stages of development and attachment can affect their coping with bereavement and loss
- Review current theories of childhood bereavement and their implications for practice
- Working with bereaved families and children and methods for supporting them

Trainer: Sally Bolton

Timings: 1 Day 9:30-4:30
Assessment, Reflection & Analysis

Purpose:
The training is intended to up-skill workers to carry out high quality and appropriate assessments of children and families, in order to improve their welfare and outcomes. The training should be underpinned by the Essex Child & Family Single Assessment Framework, which is currently being implemented across Family Operations.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers.

Learning objectives:
- To understand the purpose of assessments under Section 17 and Section 47
- To use a staged research based model which follows through an assessment from information gathering through to analysis and decision making
- To understand the importance of reflecting upon the information gathered from the child, family and professionals in order to understand what is happening within the family
- To help give staff confidence to digest information collected in initial and core assessments in order to assess the safety and well-being of the child
- Developing basic assessment skills, including engaging the family in the assessment process, and working in partnership with families through the assessment
- Undertaking the assessment, using analytical questions to gather information about the child, the capacity of the parents to meet the developmental needs of the child within the family and environmental context, drawing on messages from research and SCRs drawing on Marian Brandon’s (2002) model
- Ensuring that the “lived experience” of the child is captured and evidenced in the assessment
- Using a “Signs of Safety” model for engaging families in the assessment process and focusing on building relationship skills (Munro 2011)
- Focusing on assessment skills with parents and talking to parents about the needs of the child and the risks using role play
- Assessing complex risk using messages from research and inquiries, with a particular focus on being “risk sensible” and using judgment and balance (Munro 2011)
- Understanding diversity and the impact of faith and culture on the assessment process, and talking to families from diverse communities, particularly about the place of faith and culture in their family and their parenting. Being alert to faith and culture in analysis and decision making and looking analytically at the impact of this
- Developing critical thinking skills and tools for analysis of information which model “curiosity” in supervision with the aim of developing “curiosity” in practitioners

Trainer: Melanie Phillips

Timings: 3 Days 9:30-4:30 - (split in to 2 days with a follow-up 1 day)
The Road to Resilience; Creating Independence in Families

**Purpose:**
The training is intended to up-skill workers to be confident in developing resilience and independence in families, and to help them improve their practice in order to improve the welfare and outcomes of children and young people.

**Who should attend?**
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Educational Providers, Health Professionals, Children Centre’s (Outreach workers) and Family based Voluntary organisations

**Learning objectives:**
- Working with families on building their resistance and independence
- How to help children and families employ coping mechanisms for difficult situations
- Challenging negative self-talk and helping children develop positive but realistic outlooks
- Helping families and children to strengthen their emotional wellbeing and looking at practical ways in which practitioners can work to reduce the impact of risk factors
- How to help children build a secure base and develop coping strategies to deal with the difficulties and threats they face

**Trainer:** Sally Bolton

**Timings:** 1 Day – 9:30-4:30

Self-Harming

**Purpose:**
The course aims to help participants to work effectively and appropriately with young people who self harm or who may be at risk of self harm. The course looks at what to do in these situations and giving guidance.

**Who should attend?**
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Educational Providers, Health Professionals and Voluntary organisations who are working within this area of specialism

**Learning objectives:**
- Have a better understanding of self-harm from a variety of perspectives and be able to respond better to young people who self-harm
- Examine the difference between self-harm, suicide and attempted suicide
- Examine young people’s experiences and why they may self-harm
- Assessing and managing the risk presented by self-harm
- Understand the concept of harm minimization and be better able to explore alternatives to self harm within the context of their role.

**Trainer:** Sally Bolton

**Timings:** 1 Day – 9:30 - 4:30
Perpetrators and Victims: Child Sexual Abuse

Purpose:
The training is intended to provide staff with specific knowledge and skills to be confident in working with both the perpetrators and victims of child sexual abuse, and to help them improve their practice in order to improve the welfare and outcomes of children and young people.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers
This course may also be relevant for the following partner agencies – Educational Providers, Health Professionals, Voluntary organisations who are working within this area of specialism and Professionals who hold cases which are involved with Social Care at level 3 & 4

Learning objectives:
- Understanding the impact of child sexual abuse on children, young people and their families
- Sexual behaviours in pre-pubescent children and adolescents: what is age-expected and what is of concern
- Working with young people and children with inappropriate or harmful sexual behaviours
- Intervention work and direct work with children and young people who have harmful sexual behaviours
- Managing cases of sexual abuse
- Adult male sex offenders / Adult female sex offenders; what causes perpetrators of sexual abuse to carry out offences
- Working with perpetrators of child sexual abuse

Trainer: Sally Bolton

Timings: 1 Day – 9:30-4:30
Sexual Exploitation and Child Trafficking

Purpose:
The training is intended to up-skill workers to be confident in working with cases of child sexual exploitation and child trafficking, as part of their work with children and families, and to improve their practice with affected vulnerable people, in order to improve the welfare and outcomes of children and young people.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Educational Providers and Health Professionals

Learning objectives:
- The ability to define sexual exploitation and its impact on a child/young person
- An understanding of the legislation (including the Sexual Offences Act 2003)
- An awareness and understanding or national and local initiatives in relation to sexual exploitation.
  - Knowledge of Essex policy, procedures and practice guidance
- Increased knowledge and understanding of the indicators of potential risks of sexual exploitation and the issues around identification
- Increased knowledge and understanding of grooming processes
- An understanding of how to respond and support the needs of a child/young person who is either at risk of or is engaged with sexual exploitation
- An understanding of the importance of working together with partner agencies within a multi-agency approach
- A clear understanding of intervention strategies and be confident in implementation
- Considered the impact upon professionals when working with sexual exploitation

Trainer: RGT Training and Consultancy

Timings: 1 Day course – 9:30-4:30
**Solution-Focussed Practice**

**Purpose:**
The training is intended to equip workers to practice within a solution-focussed framework and to help improve their practice in this way, in order to improve the welfare and outcomes of children and young people.

**Who should attend?**
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

**Learning objectives:**
- Understanding of the main theoretical and practice issues underpinning solution focussed interventions
- Developed a clear understanding of the solution-focussed model of delivery with children, young people and families, and understand how to apply the methods to practice
- Understand the concept of the strengths based approach, and understand the aspects of their own practice style which contribute to engagement and good outcomes
- Exploring beliefs about practice which are likely to bring service user strengths to the fore

**Trainer:** Brief

**Timings:** 2 Days – 9:30 - 4:30

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**Creating Change; Responding to Neglect and Emotional Abuse**

**Purpose:**
The training is intended to up-skill workers to respond appropriately and manage the risk around cases of Neglect and Emotional Abuse, as part of their work with children and families, and to improve their practice with these vulnerable people, in order to improve their welfare and outcomes.

**Who should attend?**
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

*This course may also be relevant for the following partner agencies – Educational Providers, Health Professionals and Professionals who hold cases which are involved with Social Care at levels 3 & 4*

**Learning objectives:**
- To consider the signs, symptoms and definitions of neglect and emotional abuse
- To set out the legal and procedural framework for responding to neglect and emotional abuse, and to understand how to apply appropriate interventions in practice
- Neglect and Parenting capacity: Understanding the underlying causes of neglect
- Understanding the impact of neglect and/or emotional abuse upon the developing child, including attachment and resilience
- Identifying the factors which create risk and vulnerability for individual children
- To identify the “lived experience” of the neglected or emotionally abused child, and to look at ways of working with children and their families to enhance outcomes for children, and promote opportunities for change
- Learning how to engage the family in a strengths-based approach to change using contracts and working agreements using the “Signs of Safety” model for engagement

**Trainer:** Melanie Phillips

**Timings:** 1 Day – 9:30 - 4:30
Working with Resistance and Conflict: Mediation and Motivational Interviewing Techniques

Purpose:
To assistant staff to be confident in working with resistant parents and carers; working with conflict in families; this should help them improve their practice in order to improve the welfare and outcomes of children and young people.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

Learning objectives:
- Strategies for responding to resistance, conflict and disagreement
- Skills and techniques for breaking down resistance in a service user-social worker relationship and creating a positive relationship
- Managing the power dynamics in relationships with service users
- Skills and techniques for working alongside parents / carers to build and maintain relationships, raise self-esteem and empower
- Motivational interviewing techniques to use in communicating with service users, and how to promote and motivate them to change behaviours
- Conflict resolution and mediation skills

Trainer: Elect Partnership

Timings: 2 Days – 9:30 - 4:30

Achieving Best Evidence

Purpose:
The course aims to give staff the skills to ensure they are able to jointly interview vulnerable children and young people, when they are faced with being interviewed by the police as a witness.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

- Assessment and Intervention
- Emergency Duty Service
- Family Support and Protection

These teams take priority

Learning objectives:
- Knowledge of the relevant legislation and guidance in relation to the role and responsibilities of the social worker.
- Skills for interviewing a vulnerable child or young person who is a witness, in accordance with the appropriate guidance and standards.
- The ability to identify the impact of the ABE process on a child witness
- Have key strategies for structuring and planning interviews
- Understand the principles of multi-agency working
- Identify the support procedure before the interview process

Trainer: Essex Police

Timings: 5 Days – 9:30 - 4:30
Supporting Asylum Seeking Families and Young People

Purpose:
The training is intended to up-skill workers to be confident in working with families, children and young people seeking asylum in the UK. The training should help them understand the issues faced by asylum-seeking young people, and improve their practice in order to improve the welfare and outcomes of children and young people.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Educational Providers and Health Professionals where issues of Asylum Seeking are present

Learning objectives:
- Up to date training on asylum legislation and any recent changes in the law
- Entitlements of unaccompanied asylum seeking children, and of asylum seeking families with no recourse to public funds
- Impact of extreme trauma and bereavement and loss as a result of war and conflict
- The 'lived experience' of an asylum seeking child
- Thinking about cultural and ethnicity aspects of working with asylum seeking families

Trainer: Refugee Council

Timings: 1 Day – 9:30 -4:30
Court Skills

Purpose:
To provide social workers with the knowledge, introduce them to the skills they will need and signpost the resources which are available to support them when working within legal frameworks and, specifically, in courts.

This is an introductory course, which can be followed by Advanced Court Skills for those who have gained more experience of court work.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

Learning objectives:
- Be familiar with legal terminology insofar as it relates to such proceedings
- Have a working knowledge of the Public Law Outline and pre-proceedings process and the family justice review
- Have an awareness of the nature and purpose of different types of court hearing and the orders which can result
- Have a beginning ability to critically analyse written material which may need to be put before a court
- Begin to appreciate what makes ‘good’ evidence
- Collation of evidence and the significance of some within court proceedings
- Decision making and how this relates to court proceedings
- Understanding of what forms and other documents are required for court and their significance
- Court etiquette
- Understand the nature and purpose of cross-examination
- Understand the roles and responsibilities of the various participants in court proceedings

Trainer: Kingsley Knight

Timings: 1 Day – 9:30 – 4:30
Advanced Court Skills

Purpose:
To consolidate and develop social workers’ existing knowledge and skills in relation to court work, so that they can fulfil the expectations of an expert witness in court. This builds on the introductory Court Skills course.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

Learning objectives:
- Understand the role and responsibilities of an expert witness
- Exercise the principles and skills required in the preparation of good quality court documents
- Know how to present evidence fairly, objectively, clearly and comprehensively
- Perform confidently under cross-examination
- Understand how courts make decisions
- Identify potential dilemmas and challenges for social workers when undertaking court work
- Prepare documents based on 1 of 3 different case scenarios to be used in a mock trial
- Have the opportunity to rehearse giving evidence in chief and cross examination on the court documents previously prepared
- Know what support is available before, during and after court hearings

Trainer: Kingsley Knight

Timings: 2 Days – 9:30 – 4:30
Neuro-Science, Brain development and Impact of Childhood Mental Health Concerns

**Purpose:**
The training is intended to teach workers about neuroscience and child brain development, in order to allow them to understand the effects of attachment disorders, neglect and abuse, and childhood mental health concerns on the development of the brain. The outcome of this would be for workers to improve their practice with vulnerable people, in order to improve their welfare and outcomes.

**Who should attend?**
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Educational Providers (Secondary age) Youth Workers, Adolescent Mental Health Workers and Voluntary organisations who are working within this area of specialism

**Learning objectives:**
- Understanding human brain development and the importance of positive brain development in early years
- Adolescent brain development, cognitive and psychological development and emotional functioning
- Understanding of where mental health problems come from and what they might look like in children and young people
- The social influences on mental health problems, and the role of the social worker in contributing to improving outcomes
- Impact of trauma and stress on children and young people

**Trainer:** Canterbury Christ Church University

**Timings:** 1 Day – 9:30 - 4:30
Impact of Domestic Abuse

Purpose:
The course aims to give an understanding of the different ways that domestic abuse may be experienced and the effect domestic abuse may have on children and how to intervene in cases of domestic abuse.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Educational Providers, Health Professionals, Police and Armed Forces

Learning objectives:
- Defining and learning about the different types and experiences of domestic abuse
- Looking at the risk factors associated with domestic abuse and how to recognise the signs of domestic abuse
- Working with and understanding the victims of domestic abuse and how it can affect their capability to parent
- Impact of domestic abuse on children and ways of working with children and young people who are affected by domestic abuse in their families, or are victims of domestic abuse
- Intervention strategies for social care professionals
- Assessing and working with perpetrators of domestic abuse, and managing intimidation and resistance

Trainer: Safer Places
Timings: 2 Days – 9:30 - 4:30

Working with Fathers and Male Carers

Purpose:
This course will enable staff to understand the barriers to working with difficult fathers, provide confidence and resilience to address practice in order to work with fathers who may pose a risk.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Educational Providers and Health Professionals working with Social care at levels 3 & 4

Learning objectives:
- Explore some of the challenges in engaging with risky fathers and ways to overcome them
- Examples of effective practice in working with males.
- Learning about the views of fathers who have received local authority services, and using this feedback to think about their own practice
- Consider the evidence from relevant research concerning how social care agencies engage with fathers who are risky
- Reflect on how practice within Essex addresses these difficult issues and begin to develop strategies to take forward more effective working practices

Trainer: Family Rights Group
Timings: 1 Day – 9:30 – 4:30
Safeguarding Children with the Internet, Social Media and Mobile Phones

**Purpose:**
The course aims to enable Social Workers to identify potential safeguarding risks to children and young people in relation to the use of the internet, social media and mobile phones.

**Who should attend?**
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

**Learning objectives:**
- An understanding of the relevant legislation and guidance in relation to safeguarding and new technologies
- Be able to understand the current safeguarding issues in the use of new technologies
- The ability to identify abuse on children and young people who access the internet, Social Media and Mobile Phones, and identifying those who may be more vulnerable
- Effective tools to put effective practical safeguarding strategies in place for children and young people when using new technologies.
- An understanding of ways of reporting safeguarding concerns related to the use of the internet, Social Media and Mobile Phones.
- Learning about and accessing a number of tools and resources for children and young people to use to enhance their online resilience

**Trainer:** Sally Bolton

**Timings:** 2 Days – 9:30 – 4:30

Working Together; the Social Worker's Role in Child Protection

**Purpose:**
The training is intended to up-skill workers to be confident in the Section 47 investigation process, and to help them improve their joint working, safeguarding and child protection practice in order to improve the welfare and outcomes of children and young people.

**Who should attend?**
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

**Learning objectives:**
- An overview of the social worker role in safeguarding and child protection
- An overview of the section 47 enquiry process, and techniques for working effectively with other agencies and professionals in carrying out this investigation
- To ensure better outcomes for vulnerable children by improving knowledge within the ECC workforce of the SET Procedures
- To review the findings of the Munro Review of Child Protection and implications for improving practice in Essex

**Trainer:** Rahana Hussain

**Timings:** 1 Day – 9:30 - 4:30
Direct work & Communicating with C&YP

Purpose:
This one day programme is to support practitioners to ascertain, listen to and consider children’s views, concerns, wishes and feelings and involve them as active participants in decision-making that affects their lives and to ensure that the impact of children’s views on the analysis of assessments are always evident and that parents and carers are consistently provided with a copy of the assessment.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Educational Providers (Pastoral / nurture workers) and Health Professionals and Children Centres

Learning objectives:
- Identify the main theories of direct work and effective communication with children
- Understand the impact of children’s earlier experiences on their capacity to express their feelings and needs
- Be practiced in a number of techniques to use in their Direct Work with children and young people, including life story work
- Understand the possible impact of various attachment ‘styles’ on the way the work may be conducted
- Have insight into the personal and emotional impact of using the methods on children, and those supporting and caring for them
- Demonstrate improved communication skills in order to engage in a positive and meaningful way with children and young people
- Techniques for communicating and working with adolescents

Trainer: RGT Training and Consultancy

Timings: 2 Days – 9:30 – 4:30

Impact of Parents and Carers with Mental Health Concerns

Purpose:
The course aims to increase an understanding of the impact of significant and/or enduring parental mental illness on the family and on parenting capacity.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

This course may also be relevant for the following partner agencies – Educational Providers, Health Professionals and Voluntary organisations who are working within this area of specialism

Learning objectives:
- Exploring personal and social attitudes and beliefs
- Gain understanding and ability to recognise a range of the most common diagnoses
- Understand any long-term potential risks to children of having a parent with a mental illness
- Understand acute and chronic issues and problems for parents and children
- Understand impact of parental mental illness on child development and how to mitigate it
- Learn how to use learning from this course in identifying and assessing risk
- Learn how to support the family effectively
- Discuss issues associated with children being carers
- Social workers are able to evidence learning in assessment, practice and reflective supervision

Trainer: The Change Agency – David Goosey

Timings: 1 Day – 9:30 – 4:30
Age Assessment of Unaccompanied Minors

Purpose:
This course will provide staff with the skills to competently undertake Age Assessments as required under law. Staff will gain a greater understanding of the legislative framework for unaccompanied minors.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

Learning objectives:
- Up to date training on the UK Border Agency and DfE age assessment legislation and policy framework, and any recent changes in the law
- Confidence in using tools and techniques to assess age of unaccompanied minors
- Recognising the impact of cultural and ethnic background on the age assessment process

Trainer: Refugee Council

Timings: 1 day – 9:30 – 4:30

Rights and Entitlements of Young People in Care and Leaving Care

Purpose:
The training is intended to up-skill workers to be confident in understanding the rights and entitlements of children in care and children leaving care, as part of their work with these young people, and for this improved knowledge to in turn improve the welfare and outcomes of children and young people.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

Learning objectives:
- Define the purpose of the Children (leaving care) Act 2000 and an overview of the updates to the 2008 Children and Young Persons Act
- Understanding the different categories of care leavers and their entitlements to finance, accommodation and education
- Understand the issues and vulnerabilities facing those leaving care and strategies for supporting them to overcome these
- An overview of how to create an advocacy strategy for children in care and care leavers
- Understanding of the key features of law and guidance relating to children in care and the role of the Local Authority
- Awareness of how the legislation affects asylum seeking children and those in the criminal justice system

Trainer: Elect Partnership

Timings: 1 Day – 9:30 – 4:30
Preparation for Adult Life

Purpose:
The training is intended to up-skill workers who work with children in care and leaving care to be confident in helping to prepare for independence and adult life, and to help them improve their practice of children and young people in order to improve their welfare and outcomes.

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

Learning objectives:
- Working with and understanding the experiences of young people who are leaving care
- Recognising anxiety / decoding anger
- Observational learning as a teaching strategy
- Understanding the developmental needs of young people in their transition to adulthood
- Knowledge and skills in practice
- Arising issues in adulthood and how they can be overcome
- The impact of transitions
- Helping young people to developing independence

Trainer: Kingsley Knight

Timings: 1 Day – 9:30 – 4:30

Information Governance

Purpose:
This course aims to provide staff with the knowledge to produce and manage others personal information commensurate with relevant legislation

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

Learning objectives:
- To have an awareness and understanding of legal and ethical responsibilities when handling information and how their role interacts with:
  - The law and regulations for handling all kinds of information
  - Privacy and confidentiality
  - Protecting data
  - Good recording skills

Trainer: Brian Arrowsmith

Timings: ½ a day
Children’s Rights and Advocacy

Purpose:
This course gives participants the opportunity to learn and understand legislation containing children’s rights

Who should attend?
Qualified Social Workers and Alternatively Qualified, Senior Practitioners, Team Managers

Learning objectives:
- Knowledge of the national and international policy and legislative context supporting children’s rights
- Information on current policy and practice in Essex for involving children and young people in decision making
- A practical understanding of methods and tools that can be used to support children and young people’s involvement
- An understanding of the provision of independent advocacy and role of advocates for children and young people looked after and in need in Essex
- An introduction to the Complaints and Representations procedure and role of the Customer Care Team
- Information on opportunities for the involvement of children and young people in public decision making
- Access to information and resources that can help practitioners ensure they support and promote the involvement of children and young people and ensure their views, wishes and feelings are respected and listened to

Trainer: Linda Marshall

Timings: ½ day
Pathway Planning

Purpose:
To enable workers to produce high quality and meaningful pathway plans that will have a positive impact on the outcomes for young people in Care and Leaving Care in Essex.

Who should attend?
Leaving and After Care, Children in care

Learning objectives:
At the end of this course candidates should be able to:

- Recognise the statutory requirements for completion of pathway plans
- Write high quality pathway plans tailored to individual needs of the young person
- Summarise interview strategies to help engage the young person and identify their aspirations to feed into the pathway plan
- Clarify the importance of inclusion from all support networks
- Produce high quality contingency plans
- Recognise anti discriminatory practice and the impact of this on young people
- Explain the use of theory and legislation to inform practice
- Recognise the importance of timescales, accountability and quality assurance

Background to request:
Change in legislation, service restructure, change in ECC priorities etc. Ofsted inspection, Leaving and After Care service review

Trainer: Belinda Beukes and Tracy Coward

Timings: 9:30 – 4:30

Sleep Practitioner Training

Purpose:
To provide a sound knowledge of sleep theory and equip professionals with the specialist skills to apply this to families of disabled children.

Who should attend?
Alternatively Qualified from CWD and Senior Practitioners from Co-25 Service

Learning objectives:

- Mechanisms of typical sleep eg. Sleep phases and cycle.
- Different categories of sleep disorder commonly seen in disabled children.
- Partnership working with families of disabled children.
- How complex health needs associated with disabled children impact on sleep.
- Understanding the role of medication in tackling sleep disturbance.
- Preventing sleep problems and developing positive sleep habits.
- Assessing sleep problems using diaries and questionnaires.
- Understanding how different strategies for change work and knowing how to apply them.

Trainer: Handselproject

Timings: 2 days – 9:30 – 4:30
Child Permanence Report

Purpose:
To provide social workers with a detailed understanding of how to complete the CPR, with a focus on care planning for permanence, and the individual needs of the child.

Who should attend?
The target group is all qualified social workers working within the Children In Care Teams countywide.

Learning objectives:
- To understand the purpose and processes of good care planning
- To be able to develop good quality plans for children who require permanence, which are both evidence based and analytical
- To be able to complete the CPR in accordance with best practice and to a high standard.

Trainer: BAAF
Timings: 10:00am – 4:00pm

Life Story Book

Purpose:
The aim is to give an overview of how a Life Story Book helps to maintain and reinforce a child in care’s sense of identity and also helps to build resilience, whilst answering the ‘what happened, when and why’ questions. Participants will gain knowledge and learn the importance of the contribution they can make to a child’s understanding of her/his own Life Story.

Who should attend?
Children in Care Teams

Learning objectives:
- Understand the theoretical base underpinning the importance of the Life Story Book, especially as it relates to looked after children and children placed in permanent family placements
- Gain understanding of the different ways Life Story material can be gathered and put together
- Perform various Life Story Work resources and tools;
- Build their confidence in contributing to or compiling a Life Story Book and in the case of children who are placed for adoption to become familiar with the life story book approach used by Essex which has been adapted from Joy Rees book

Trainer: Reconstruct
Timings: 9:30am – 4:30pm
E-Learning
E-Learning

We offer a wide range of e-learning courses covering an extensive range of topics and this enables learners to undertake a course at their own pace at a time that is suitable to the individual. The majority of the courses equate to 10 hours of learning with some 20 hours and the courses provide extensive information and incorporate videos, activities to undertake and a final questionnaire to confirm your learning with a certificate of completion that can be printed for your Continuous Professional Development record.

The courses available are detailed below.

How to apply

Please complete an application form stating the required course and email to fostering.training@essex.gov.uk

Following a licence being allocated to you will receive an email from AKAMAS AutoMailer (automailer@akmas.co.uk) or ProTrainings (support@protrainings.eu), detailing your login details, PIN and password to access the course.

Please note that only one licence can be issued at a time and if you have a course outstanding you will be required to complete the course prior to any additional licences being allocated.

For Foster Carers, Short Break Carers and Friends & Family, each course has been linked to the Training, Support & Development Standards.

For Qualified Social Workers each course has been linked to a Professional Capabilities Framework (PCF) Domain. However, it should be noted that the learning obtained is likely to span a number of the Domains overall.

To view the learning outcomes, please click on the course title from the following list of available courses.
Contents Page

Attachment and Loss
Autism
Bullying
Child Protection Awareness
Child Protection Skills
Children and Domestic Abuse
Children and Parental Mental Health Issues
Children and Parental Substance Misuse TBC
Children’s Rights
Communicating with Children and Young People
Education and Trauma
Equality and Diversity
Facilitation Skills
Family Centred Working
Foetal Alcohol Spectrum Disorder
Food Hygiene and Nutrition
Healing Environments
Health and Safety in Social Care TBC
Human Rights in Social Care
Infection Control
Impulsive Behaviour
Keeping and Sharing Information
Kinship Care
Life Story Work
Making Sense of Adolescence
Men in Childrens Services
Multi Agency Working
National Minimum Standards in Residential Care
Online Safety and the impact of Social Media
Paediatric First Aid
Physical and Learning Disabilities
Promoting Health and Development
Promoting Positive Contact
Record Keeping in Foster Care
Reflective Practice
Resilience and Recovery
Risk Management and Safer Working
Safeguarding Vulnerable Adults
Safer Foster Care
Safe use of Medication
Secondary Trauma and Workplace Stress
Self-harming Behaviours
Sexualised Behaviour
Sexual Development and Sexual Abuse
Sexual Exploitation and Child Trafficking
Supervising Foster Care
The Role of the Foster Carer
The Role of the Panel Member in Fostering and Adoption
The Role of the Residential Worker
Therapeutic Care & Social Pedagogy
Transitions and Vulnerability
Understanding Child Development
Understanding Adoption
Vulnerable Children having Vulnerable Children
Working as part of a Team
Working with Disabled Children
Working with Birth Parents TBC
Youth Justice System
Attachment and Loss

Purpose:
Everyone in the children’s workforce needs to understand attachment and the traumatic impact of abuse, separation and loss. This course enables learners to gain this necessary knowledge, and also describes appropriate interventions to assist children and young people to recover. It emphasises the importance of teamwork in dealing with childhood trauma.

Learning objectives:
- Understand the attachment process
- Know how to promote positive attachment relationships
- Know about the impact of trauma, separation and loss on child development
- Understand how intervention can help children and young people who have been traumatised by early life experiences

Timings: 20 hours

Contributes to Training, Support and development Standards:
- Foster Carers - Standard 5
- Short Break Carers & Friends and Family Carers – Standard 4

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge

Autism

Purpose:
The aim of this course is to provide carers with a working understanding of the impairments of autism and autistic spectrum disorders and to manage the issues they cause when caring for children within the context of a fostering or short break placement.

Learning objectives:
- Understand what ASD (Autistic Spectrum Disorder) is
- Know what the characteristics of Autism are
- Understand specific communication issues that children and young people with Autism may have
- Know what Asperger’s Syndrome is and how it differs from Autism

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers - Standard 4, 5
- Short Break Carers & Friends and Family Carers – Standard 3, 4

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge
Bullying

**Purpose:**
Bullying can take many forms. All bullying damages self-esteem, causes trauma and leaves a lifelong legacy. This course enables learners to develop awareness of how and why bullying happens and how to support the bullied and the bully.

**Learning outcomes:**
- To recognise the signs of bullying
- To understand the causes and impact of bullying
- To know how to support someone who is being bullied
- To know how to help the child/children who bully to change their behaviour
- To be able to structure a whole-school approach to prevent and minimise bullying
- To know the statutory responsibilities of schools and social care providers in respect of child protection and bullying

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers - Standard 6
- Short Break Carers & Friends and Family Carers – Standard 5

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge

Child Protection Awareness

**Purpose:**
Everyone working in a role that brings them into contact with children and young people needs to know about safeguarding children. This course enables learners to develop awareness of key issues in child protection and what to do if they suspect a child or young person is being harmed.

**Learning outcomes:**
- Know about child abuse, child protection and safeguarding children
- Know what to do if they suspect a child is being harmed
- Understand how to work with other agencies

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers - Standard 6
- Short Break Carers & Friends and Family Carers – Standard 5

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge
Child Protection Skills

**Purpose:**
This course enables learners to understand child protection and what to do if they suspect a child or young person is being harmed. It helps them to reflect on their own role in safeguarding children, and to understand how to work with other agencies.

**Learning objectives:**
- Recognise signs and indicators that a child or young person may be being abused
- Know how children are protected from abuse
- Understand their own role in working together to safeguard children
- Understand how to work with other agencies

**Timings:** 20 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers - Standard 6
- Short Break Carers & Friends and Family Carers – Standard 5

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Intervention & Skills

Children and Domestic Abuse

**Purpose:**
Children and young people are traumatised by living with domestic abuse. This course enables learners to understand the key issues facing these children, and how to help them to develop resilience and become more able to grow towards healthy and positive adult life.

**Learning objectives:**
- Understand the impact of domestic violence on parenting abilities
- Understand the impact of domestic violence on children and young people
- Know how to help children exposed to domestic violence to recover from trauma and develop resilience

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 2 & 5
- Short Break Carers & Friends and Family Carers - Standard 4

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge
Children and Parental Mental Health Issues

**Purpose:**
When parents have mental health issues, children and young people often carry great burdens. They may be young carers, or they may have stressful or frightening experiences. This course explores the impact on children of living with these issues, and enables staff and carers to work positively to support them.

**Learning objectives:**
- Understand the impact of mental health issues on parenting abilities
- Understand the impact of parental mental health issues on children and young people
- Know how to help children exposed to parental mental health issues to recover from trauma and develop resilience

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 2 & 5
- Short Break Carers & Friends and Family Carers – Standard 4

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge

Children’s Rights

**Purpose:**
Children’s rights are central to the values that underpin work with children and young people and their families. This course will enable learners to understand key facts about children’s rights, to relate these to the principles and values underpinning their own work with children and young people, and to understand how children’s rights are protected in practice.

**Learning objectives:**
- Know about the laws and conventions protecting human rights and the rights of children
- Show awareness of the principles and values essential for working with children, young people and their families
- Know how the rights of children are protected in practice

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers - Standard 2
- Short Break Carers & Friends and Family Carers – Standard 3

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Rights, Justice & Economic Wellbeing
Communicating with Children and Young People

**Purpose:**
Everyone in the children’s workforce needs to be able to communicate effectively with children and young people. This course enables learners to understand how general principles of effective communication can be applied specifically to work with children and young people. It also addresses record keeping and confidentiality in the context of communicating with children.

**Learning objectives:**
- Understand how to communicate effectively with children
- Know about key principles in recording communication with children

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 4 & 5
- Short Break Carers & Friends and Family Carers – Standard 3 & 4

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Intervention & Skills

Education and Trauma

**Purpose:**
A significant minority of children and young people live with acquired brain injuries as a result of traumatic experiences. This course enables learners to understand the impact of childhood trauma on development and learning, and how they and the child’s school can work effectively to support the education of traumatised children.

**Learning objectives:**
- Understand why traumatised children and young people may need help in order to achieve their educational potential
- Know how to promote the educational achievement of traumatised children and young people

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 5
- Short Break Carers & Friends and Family Carers – Standard 4

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge
Equality & Diversity

Purpose:
Issues of equality and diversity are central to the values that underpin work with children and young people and their families. This course enables learners to understand how these issues affect every aspect of professional life, how to challenge prejudice and discrimination effectively and how to promote empowerment.

Learning objectives:
- Understand issues in equality and diversity
- Understand the different types of prejudice and discrimination that can affect children and young people
- Know how issues of equality and diversity are addressed professionally

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 1 & 5
- Short Break Carers & Friends and Family Carers – Standard 1 & 4

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Diversity

Facilitation Skills

Purpose:
There are a variety of ways to define the role of a facilitator. It is usually a single person helping a group of people to agree a common objective or purpose and in a neutral and supportive manner assist the group to meet its objective/purpose.

Learning objectives:
- Understand the role of the facilitator, including
- The functions of the facilitator
- Group dynamics, development of group dynamics and roles within group dynamics
- Possess the skills of a good facilitator, including
- The principles of communication, how to communicate effectively and why it is important
- The principles of listening, how to listen effective and why it is important
- Organising group activities and managing conflict
- Be confident in acting as a facilitator, including:
- Being equipped to overcome fear to lead group activities
- Being able to work with a group to foster positive group dynamics and improve individual and group performance
- Possessing practical solutions to problems that may arise in group work

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 4
- Short Break Carers & Friends and Family Carers – Standard 3

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Skills & Intervention
Family Centred Working

Purpose:
Family-centred working is where all practitioners supporting a family, or individuals within it, are working together effectively to meet needs and improve lives. For the people who rely on these support services, that network is essential to their safety and well-being. This course will show the learner how to play a part in effective family-centred working.

Learning objectives:
- Understand the importance of effective family-centred working
- Identify the range of agencies involved in effective work with children, young people and their families
- Show awareness of the experience of service users in dealing with a range of agencies
- Explain how effective joint working contributes to positive outcomes for children and families
- Identify barriers to communication and how to overcome them
- Show awareness of how diverse skills and experience can contribute to teamwork
- Identify different types of communication needed to promote positive family-centred working
- Be aware of the systems and processes for joint working around the family – What is early intervention and what are the benefits, the Common Assessment Framework, the role of the lead professional and the undertaking of joint assessment planning

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 1,2,4 & 7
- Short Break Carers & Friends and Family Carers – Standard 1,3 & 6

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Skills & Intervention
Foetal Alcohol Spectrum Disorder

**Purpose:**
Foetal Alcohol Spectrum Disorders (FASD) are a set of entirely preventable mental and physical birth defects caused by maternal alcohol consumption. This damage is manifested in physiological, learning and behavioural disabilities in the individual. This course enables learners to understand what FASD is, the physical and cognitive features of the disorder and the impact that it can have on children and families.

**Learning objectives:**
- Understand what FASD is
- Identify the causes of FASD
- Explain the signs at symptoms at different ages
- Understand diagnosis and why this is important
- Describe how to get a diagnosis
- Understand Strategies that can be employed
- Identify and explain strategies for use at home
- Understand what Plans are needed for the future
- Identify specific areas of support needed
- Give examples of support

**Timings:** 20 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 3 & 5
- Short Break Carers & Friends and Family Carers – Standard 2 & 4

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge
Food Hygiene & Nutrition

Purpose:
The main reasons for food poisoning are ignorance, poor food management and bad hygiene practice. By developing food hygiene measures and increasing our knowledge of proper food handling the risk of food poisoning can be greatly reduced.

Learning objectives:
1. Understand the importance of food hygiene
   a. Identify the 4 common types of food hazards
   b. Know the causes, sources and symptoms of food poisoning
   c. Learn the food safety law
2. Understand the contamination hazards and control
   a. Identify the four different types of food
   b. Know the types and sources of contamination
   c. Understand how to prepare, store and serve food
3. Understand the concept of nutrition and healthy eating
   a. Know your nutrients
   b. Learn what constitutes a well balanced diet
   c. Identify eating disorders

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 3
- Short Break Carers & Friends and Family Carers – Standard 2

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge

Healing Environments

Purpose:
Vulnerable and traumatised children and young people are powerfully affected by environmental stimuli. This course enables learners to understand the interaction between human beings and the physical environment, and to develop the knowledge and skills they need to create within their own setting surroundings that promote recovery from trauma.

Learning objectives:
- Understand the impact of the environment on recovery from trauma
- Understand the soothing and stimulating effects of different aspects of the environment
- Know how changing the environment can help children and young people to manage their behaviour more effectively

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 3 & 5
- Short Break Carers & Friends and Family Carers – Standard 2 & 4

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Intervention & Skills
Human Rights in Social Care

Purpose:
Human Rights exist to protect everyone from abuse of power, disrespect or neglect. Particularly where there are no other legal safeguards. This course will show the learner how human rights principles should be used within their own environments.

Learning objectives:
- Know what is meant by “Human Rights”
- Know about the laws and conventions protecting Human Rights:
- Identify key facts about the Human Rights Act 1998
- Identify current legislation protecting the rights of vulnerable adults
- Explain what the term ‘Vulnerable Adult’ means
- Understand responsibilities of both public authorities and individuals, and how their decision making takes Human Rights into account. Understand what Personalisation means and how important this is in applying Human Rights principles in practice
- Show awareness of the principles and values essential in caring for adults
- Identify the key principles of Care Base Values underpinning working with adults
- Identify the codes of practice and the definition of ‘duty of care’ Know how the rights of adults are protected in practice, and identify within the National Standards which elements are relevant to an individual’s rights
- Understand a key legal case study relating to Human Rights in Social Care

Length: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 2
- Short Break Carers & Friends and Family Carers – Standard 1

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Rights, Justice & Economic Wellbeing
Impulsive Behaviour

**Purpose:**
The ability to self-regulate is impaired by trauma. When children and young people cannot regulate their impulses they develop a range of challenging behaviours. This course enables learners to understand and respond positively and effectively to the impulsive behaviour that can have such an impact on life at home, in school and in the community.

**Learning objectives:**
- Understand cause and effect in the behaviour of traumatised children and young people
- Know about techniques for responding to challenging situations
- Understand the importance of taking account of the experiences, preferences, wishes and needs of individual children and young people and their families to help them manage their behaviour

**Length:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 2, 4 & 6
- Short Break Carers & Friends and Family Carers – Standard 2, 3 & 5

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge

Infection Control

**Purpose:**
The aim of this course to raise your understanding and ability to manage and maintain Infection control.

**Learning objectives:**
- Identify types of micro-organisms and infections they cause and the modes of transmission
- Learn sign and symptoms
- Learn about the cycle of infection and understand standard precautions
- Explain personal hygiene measures and identify health checks and vaccination for healthcare staff
- Learn about the effects of infection and know the legislation and sources of information relating to Infection control

**Length:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 2, 3 & 7
- Short Break Carers & Friends and Family Carers – Standard 1, 2 & 6

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge
Keeping and Sharing Information

Purpose:
Everyone who works with children and young people must know how to keep and share information. This course enables learners to understand the principles that underpin good record keeping, and how to apply rules of confidentiality within their own work.

Learning objectives:
- Know about record keeping and record maintenance
- Know how to record and keep records within their own work

Length: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 4
- Short Break Carers & Friends and Family Carers – Standard 3

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Professionalism

Kinship Care

Purpose:
Children who need looking after often benefit from kinship care. However, there are special challenges in looking after related children. This course gives kinship carers and those who support them a way to understand those challenges, and provides practical guidance on managing the difficult feelings and behaviour that often go with kinship care.

Learning objectives:
- Understand key issues in looking after children related to them
- Know how to help children in kinship care to recover from trauma
- Understand the need to care for those who care for the children

Length: 10 hours

Contributes to Training, Support and development Standards:
- Friends and Family Carers – Standard 1, 2, 3, 4, 5 & 6
Life Story Work

Purpose:
The overall goal of Life Story Work is to help people to piece together a complete narrative of their lives. This includes their life history and information about relatives, friends, carers, places lived and key life events as well as personal achievements. Life Story Work may also help people to plan for their future as a result of understanding their past and the effect that it has had on them.

Learning objectives:
- To know the definition of, and theory supporting Life Story Work
- To understand the potential benefits of Life Story Work
- To use a range of approaches to Life Story Work, including age-appropriate templates
- To assess which children will benefit from Life Story Work and which would benefit from other types of intervention
- To recognise opportunities to use Life Story Work in adult social care contexts

Length: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 2
- Short Break Carers & Friends and Family Carers – Standard 1

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Skills & Intervention

Making sense of Adolescence

Purpose:
Working with adolescents can be challenging. This course enables learners to understand the challenges of being an adolescent in the twenty-first century, the particular challenges facing vulnerable children in adolescence, and how to work effectively with young people as they face these challenges.

Learning objectives:
- Understand what it means to be an adolescent in the modern world
- Be aware of skills needed to work effectively with adolescents

Length: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 4 & 5
- Short Break Carers & Friends and Family Carers – Standard 3 & 4

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge
Men in Children’s Services

Purpose:
Research shows that children and young people need to have positive male role models in their lives for healthy social, emotional and behavioural development. Yet being a man who works with children is challenging. This course explores the challenges and promotes gender competence throughout the workforce.

Learning objectives:
- Understand the importance of gender competence in all work with children and young people
- Understand the gender related needs of a young person who has a distorted narrative about gender
- Understand the concept of involved fathering and the importance of men in the children’s workforce

Length: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 2 & 7
- Short Break Carers & Friends and Family Carers – Standard 1

Multi-Agency Working

Purpose:
Members of the children’s workforce must be able to communicate effectively with a wide variety of colleagues. This course enables learners to understand issues in creating and maintaining good communication, how to overcome barriers and build positive relationships, and how to give and receive feedback appropriately.

Learning objectives:
- Understand the importance of effective multi-agency working
- Understand the importance of effective communication in multi-agency working
- Be aware of skills needed to promote effective communication between agencies

Length: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 2 & 4
- Short Break Carers & Friends and Family Carers – Standard 1 & 3

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Contexts & Organisations
National Minimum Standards in Residential Care

Purpose:
Revised regulations, guidance and National Minimum Standards (NMS) set out how residential workers are expected to fulfil their responsibilities. The statutory framework has been revised and streamlined so that it is consistent with wider revisions to the legal framework governing care planning for looked after children. This course will explain to learners the National Minimum Standards and their purpose in ensuring quality of care.

Learning objectives:
- The National Minimum Standards and their purpose in ensuring quality of care
- The roles and responsibilities of those implementing, inspecting and ensuring that standards are being met
- The Care Standards Act and what it set out to achieve
- Children’s Homes: National Minimum Standards
- Domiciliary Care: National Minimum Standards
- The guidance and legislation surrounding the National Minimum Standards
- Specific legislation and guidance in relation to those with disabilities
- The Care Quality Commission
- The National Minimum Training Standards as an addition to the National Minimum Standards

Length: 10 hours

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Context & Organisations
Online Safety & the impact of Social Media

Purpose:
The internet is an ever increasing and developing part of all our lives, personally, professionally, within families and most of all for young people for whom the internet is rapidly becoming an essential tool for learning, communication, self-expression and the forming of personal identity and peer groups. It is therefore necessary for parents, teachers, others involved with children and young people, peers, as well as the state, to educate on the risks and responsibilities of using the internet.

Learning objectives:
- Understand the rise of digital media and social networking
- Know about online child sex abuse images, ‘grooming’ and cyber-bullying
- Understand statutory guidance on child internet safety
- Be aware of the issues surrounding internet pornography
- Explain digital trends and behaviour amongst young people and their possible psychological consequences
- Understand ‘Digital Citizenship’ and ‘Digital Literacy’
- Know about the guidelines for responsible use for adults, children, parents and organisations
- Understand on-going work in the area of online safety and useful organisations and research
- Have a global perspective surrounding this topic

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 6
- Short Break Carers & Friends and Family Carers – Standard 5

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge

Paediatric First Aid

Purpose:
For carers who need a greater understanding of the possible injuries and illnesses that could affect infants and children.

Learning objectives:
- Know how to plan for First Aid emergencies
- To learn to be aware of the different accidents and illnesses that involve children
- Resuscitation procedures appropriate to the age of the children being cared for
- Recognise and respond to spinal injury, shock (anaphylactic and electric), serious bleeding and minor bleeding, burns and scalds, fractures, poisoning, foreign bodies in eyes and noses
- Respond to emergency needs of children with chronic medical conditions: Epilepsy, Asthma, Sickle Cell Anemia and Diabetes, Meningitis and other Serious Sudden Illnesses

Timings: 12 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 3
- Short Break Carers & Friends and Family Carers – Standard 2

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge
Physical & Learning Disabilities

Purpose:
A disability may be generally defined as a condition which can restrict the way a person learns, their mobility or sensory function. Disabilities affect different people in different ways. This course explores a variety of physical, learning and sensory disabilities. The key treatments and techniques available to support children and young people with disabilities.

Learning objectives:
- Understand the Medical and Social Models of Disability and how these provide different approaches to dealing with disability
- Understand the causes, types and symptoms of a variety of Physical and Learning Disabilities, including Cerebral Palsy, Spina Bifida, Autistic Spectrum Disorder, Down’s Syndrome, Diabetes, Asthma, Epilepsy, HIV/AIDS
- Know the key treatments and support methods associated with these disabilities
- Understand the nature and range of Sensory Disabilities:
  - Sight
  - Hearing Disability
  - Spatial Awareness or Balance Disorder
  - Smell and taste
  - Touch and skin sensitivity
- Know about a range of equipment, resources and practical techniques that are available to support children and young people with disabilities, including:
  - Mobility
  - Feeding
  - Medication
  - Communication

Timings: 20 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 4, 5
- Short Break Carers & Friends and Family Carers – Standard 3, 4

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Values & Ethics
- Diversity
Promoting Health and Development

**Purpose:**
Promoting health and development is a high priority for everyone who works with children and young people. This course enables learners to understand how they can help children and young people to be healthy and to stay healthy.

**Learning objectives:**
- Understand legislation, policies and procedures
- Know how to provide a safe, healthy and stimulating environment
- Know about healthy care

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 3 & 5
- Short Break Carers & Friends and Family Carers – Standard 2 & 4

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge

Promoting Positive Contact

**Purpose:**
Contact between looked after children and young people and their families can be a particularly challenging area of work. This course enables learners to understand the complexity of the issues involved in planning and managing contact, and to develop knowledge and skills to play their part with confidence.

**Learning objectives:**
- Know about contact between looked after children and their families
- Know how to manage contact

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 2 & 4
- Short Break Carers & Friends and Family Carers – Standard 3

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Intervention & Skills
Record Keeping in Foster Care

Purpose:
Everyone who works with children and young people must know how to keep and share information. In foster care this can involve unique challenges. This course enables learners to understand the principles that underpin good record keeping, and how to apply rules of confidentiality within their own work.

Learning objectives:
- Know about record keeping and record maintenance in foster care
- Know how to record and keep records

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 6
- Short Break Carers & Friends and Family Carers – Standard 5

Reflective Practice

Purpose:
This course establishes the importance of reflective practice and professional development for everyone in the children’s workforce. It enables learners to understand how adults learn, to consider their own learning style, to recognise the importance of both reflective and guided learning, and to practice using a model for professional reflection.

Learning outcomes:
- Understand the need for reflective practice and professional development
- Know about adult learning
- Know how to promote reflective practice and professional development

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 7
- Short Break Carers & Friends and Family Carers – Standard 6

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Critical Reflection & Analysis
Resilience and Recovery

Purpose:
Resilience helps recovery from trauma. Yet any child or young person, however resilient, can be traumatised, acquiring brain injury as a result of unregulated stress. Once traumatised, even resilient children become vulnerable. This course shows how resilience is linked to recovery from trauma, and how adults can help children and young people to develop resilience.

Learning objectives:
- Understand how resilience contributes to recovery from trauma
- Know how to help traumatised children and young people to develop resilience and self-esteem

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 5
- Short Break Carers & Friends and Family Carers – Standard 6 & 4

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge

Risk Management and Safer Working

Purpose:
There are risks associated with working with vulnerable children and young people. The children are, by definition, vulnerable and therefore at risk, but there are also risks to others including staff, carers, and other children. This course enables learners to understand the nature of risk and to develop knowledge and confidence to assess and manage the risks that are an inevitable part of their work.

Learning objectives:
- Be aware of the need for safer working and how it is provided
- Be aware of issues in assessing and managing risk when working with children and young people

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 3,5 & 6
- Short Break Carers & Friends and Family Carers – Standard 2,4 & 5

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Professionalism
Safeguarding Vulnerable Adults

Purpose:
A vulnerable adult is someone aged 18 or over who receives or may need health and/or social care support because of illness, age or disability and who is or may be unable to take care of themselves or protect themselves against significant harm or exploitation. Such adults are therefore at greater risk of abuse. This course enables learners to develop an awareness of key issues and procedures relating to adult abuse.

Learning objectives:
- Understand the definition of the term ‘vulnerable adult’.
- Understand who could be considered as ‘vulnerable’ and what kind of abuse might they be at risk from.
- Understand how to recognise potential abuse and neglect
- Understand current safeguarding legislation and guidance.
- Understand patient Safety, Policy and Standards.
- Understand safeguarding Vulnerable Adults- principles and remit within statutory and independent services- a multi-agency approach
- Understand what to do if you or someone you know is being abused.
- Understand future legislation and guidance within the area of the safeguarding of vulnerable adults

Timings: 10 hours

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Intervention & Skills

Safer Foster Care

Purpose:
There are risks associated with caring for traumatised children and young people. The children are, by definition, vulnerable and therefore at risk, but there are also risks to others including carers, staff and other children. This course enables learners to understand how to assess risk, what children need to feel safe and to develop ‘safer care guidelines’ for your household.

Learning objectives:
- Understand that safer caring is about assessing and managing risk
- Know how to assess and manage risks to the child
- Know how to assess and manage risks to the foster family

Timings: 20 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 3 & 6
- Short Break Carers & Friends and Family Carers – Standard 2 & 5

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Professionalism
Safe use of Medication

Purpose:
This course is designed to support you in completing the Medication Workbook, and providing you with the information you need to maintain safe use of medication.

Learning objectives:
- Identify the different types of medication and know how medicines are classified
- Learn the roles and responsibilities of all involved in the medication process
- Learn how medicine is supplied and received and the requirements for storing medication
- Describe how to dispose of medication
- Know how to prepare to administer medicines and how to administer medication safely
- Understand the correct reporting and recording procedure
- Common side effects

Timings: 6 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 3 & 7
- Short Break Carers & Friends and Family Carers – Standard 2 & 6

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge

Secondary Trauma and Workplace Stress

Purpose:
Working with troubled children is stressful. This course explains why this stress arises specifically out of working with childhood trauma. It enables learners to identify their own personal resources to reduce vulnerability and promote resilience, and to understand how to create strong networks to maintain the wellbeing of everyone in the workforce.

Learning objectives:
- Understand secondary traumatic stress
- Understand strategies for preventing and treating secondary traumatic stress disorders

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 4 & 7
- Short Break Carers & Friends and Family Carers – Standard 3 & 6

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Professionalism
Self-Harming Behaviours

**Purpose:**
Children and young people who harm themselves present a particular challenge to the children’s workforce. This course enables learners to understand why young people develop maladaptive behaviours such as eating disorders, substance misuse and self-harm. It also enables them to learn how they can work more safely and effectively with these children and young people.

**Learning objectives:**
- Understand adaptive and maladaptive behaviours
- Know how to work effectively and safely with children and young people with eating disorders
- Know how to work effectively and safely with children and young people who self-harm
- Know how to work effectively and safely with children and young people who misuse substances

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 3, 4 & 6
- Short Break Carers & Friends and Family Carers – Standard 2 & 5

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge

Sexualised Behaviours

**Purpose:**
One of the consequences of sexual abuse can be that children and young people do not understand the boundaries of appropriate behaviour, and may behave in sexually inappropriate ways. This course enables learners to understand the origins of such behaviour, and how to help children and young people to develop socially acceptable ways of relating to others.

**Learning objectives:**
- Understand the developmental impairments and distortions that lead to sexualised behaviour
- Understand the impact of sexual abuse on children and young people and the adults who work with them
- Know how to work effectively and safely with children and young people with sexualised behaviour

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 3, 4, 5 & 6
- Short Break Carers & Friends and Family Carers – Standard 2, 4 & 5

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge
Sexual Development and Sexual Abuse

Purpose:
It is essential for everyone working with children and young people to understand the process of sexual development and the impact of child sexual abuse. This course explains how to work effectively to promote healthy sexual development and also enables learners to build confidence and skill to manage issues around sexual abuse.

Learning objectives:
- Understand human sexual development and sexuality
- Understand how to promote positive sexual health and sexual identity
- Know about effective interventions in working with children and young people who have been sexually abused

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 3, 4, 5 & 6
- Short Break Carers & Friends and Family Carers – Standard 2, 4 & 5

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge

Sexual Exploitation and Child Trafficking

Purpose:
Child/Human Trafficking is one of the fastest growing crimes in the world. Many children who have been trafficked may be sexually abused as part of being controlled or because they are vulnerable. This course enables learners to gain knowledge and awareness of the issues that surround this topic and the impact that organised abuse has on children and young people.

Learning objectives:
- To understand the scale of national and international trafficking
- To recognise the impact of organised abuse on children who have been exploited and trafficked
- To identify additional factors that compound vulnerability, such as EAL and absence of appropriate adult or guardian
- To understand the complexities of ensuring child protection, such as the likelihood of being ‘re-trafficked’ after rescue
- To be able to work with other agencies to provide appropriate support
- To know current legal and statutory requirements

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 6
- Short Break Carers & Friends and Family Carers – Standard 5

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge
Supervising Foster Care

Purpose:
As understanding of the needs of traumatised children has grown foster care has been changing rapidly. This course enables learners to understand these changes, and to develop the knowledge and skills needed to supervise therapeutic families effectively. It also addresses the need to assess learning as part of effective supervision.

Learning objectives:
- Understand what is involved in supervising therapeutic family life
- Explain why children in public care should be regarded as traumatised children
- Explain what traumatised children and young people need in order to recover
- Explain the role of the supervisor in promoting and managing therapeutic family life
- Know how to promote and assess learning and professional development in foster carers
- Explain how training standards contribute to the learning and professional development of foster carers
- Identify the challenges and benefits of applying standards to training in foster care
- Explain the role of the supervising social worker in promoting and assessing learning and professional development
- Explain how learning needs can be assessed and used to develop learning plans
- Identify key issues in supervising learners

Timings: 10 hours

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Contexts & Organisations

The Role of the Foster Carer

Purpose:
Working with children and young people means being part of a complex structure. It is essential that everyone within the workforce understands their own role and can set it within the context of their organisation and the workforce as a whole. This course enables learners to develop the knowledge and skills they need to take on their role with confidence

Learning objectives:
- Understand the role of the foster carer
- Know about legislation, policies and procedures
- Understand the importance of working as part of the foster care team
- Understand the processes for complaints and compliments

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 1, 2 & 7
- Short Break Carers & Friends and Family Carers – Standard 1 & 6

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Professionalism
The Role of the Panel Member in Fostering and Adoption

Purpose:
Although agencies make decisions about whether a family should be approved as an adopter or foster carer, they are guided in this by recommendations made by an adoption or fostering panel. Panels are made up of people with diverse and relevant experience of adoption or fostering. This course explores the role of the panel member, the legal frameworks and guidance on training, support and supervision.

Learning objectives:
- The purpose and remit of the panel member in cases of fostering and adoption
- The legislation, regulation and guidance that panel members should adhere to
- The national minimum care standards regarding the responsibilities of panel members
- The process, within adoption and fostering panels, that aims to identify successful adopters and foster parents and the evidence sought to undertake this task
- How the panel members assess that the plan for the child is the right one at the time
- Training, support and supervision of panel members
- Recent and proposed changes to fostering and adoption panels

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 2
- Short Break Carers & Friends and Family Carers – Standard 1

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Contexts & Organisations
The Role of the Residential Worker

Purpose:
Working with children and young people means being part of a complex structure. It is essential that everyone within the workforce understands their own role and can set it within the context of their organisation and the workforce as a whole. This course enables learners to develop the knowledge and skills they need to take on their role with confidence.

Learning objectives:
- Understand the role of the residential worker
- Describe the overall aim of the residential service
- Explain the role and responsibilities of the residential service
- Explain the implications of approval as a residential worker
- Explain the role of the registered manager
- Explain the role of the residential worker and the key worker
- Explain how being a residential worker may affect you personally and where you can find support
- Identify particular issues for male, black and minority ethnic, gay and lesbian residential workers and indicate the support available
- Know about legislation, policies and procedures
- Identify relevant legislation, policies and procedures
- Find further information on legislation, policies and procedures
- Explain the importance of adhering to service policies and procedures
- Understand the importance of working as part of a team
- Explain the concept of ‘the team around the child’ and how the residential worker contributes to this
- Explain the concept of the residential staff team and how the residential worker contributes to effective teamwork
- Identify the structure of accountability in the residential service and where residential workers go for support
- Explain how the residential worker contributes to planning for children and young people, including contributions to meetings and reviews
- Understand the processes for complaints and compliments
- Explain how complaints and compliments are dealt with in the residential service
- Explain how children, young people and their families can access the complaints and compliments procedure and how the residential worker can support them
- Explain the allegations policies and procedures in the residential service and how the residential worker can access support and legal advice
- Explain how to raise concerns and grievances

Timings: 10 hours

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Contexts & Organisations
Therapeutic Care and Social Pedagogy

**Purpose:**
Social pedagogy is an approach to learning and development that has a humanist and holistic foundation. This course will show the learner how to enable a therapeutic setting to work towards an ideal of social pedagogy.

**Learning objectives:**
- To understand the principles underpinning social pedagogy
- To develop a setting based on the key aims of social pedagogy:
  - Building relationships
  - Developing identity
  - Enabling child voice and collaborative participation
  - Exploring the role of wider community
  - To manage risk appropriately
- To be able to work with other agencies to provide appropriate support
- To plan strategies, policies and procedures to enable a therapeutic setting to work towards an ideal of social pedagogy

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 1, 4 & 5
- Short Break Carers & Friends and Family Carers – Standard 1, 3 & 4

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Skills & Intervention

Transitions and Vulnerability

**Purpose:**
Resilient children grow stronger through every transition in life. Vulnerable children and young people, however, can find transitions painful or even traumatic. This course provides learners with understanding and tools to enable children and young people to build resilience and make successful transitions.

**Learning objectives:**
- Understand transitions in the lives of children and young people and the range of responses to them
- Know how to promote positive transitions

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 5
- Short Break Carers & Friends and Family Carers – Standard 4

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Knowledge
Understanding Child Development

Purpose:
Every member of the children’s workforce must have an understanding of child development in order to promote healthy development and recognise signs that a child or young person is not thriving or may need protecting from harm. This course provides that understanding and enables learners to relate this to their role in working with children and young people.

Learning objectives:
- Know how to observe and record children’s development
- Know milestones in child development
- Know about indicators of developmental delay and impairment

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 5
- Short Break Carers & Friends and Family Carers – Standard 4

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge

Understanding Adoption

Purpose:
Legally, adoption refers to an official transfer of parental rights from the biological parent to the adoptive parent via the court process. These rights are assumed in their entirety by the adoptive parents and include the responsibility for the health, welfare and wellbeing of the child by meeting physical, intellectual, emotional and financial needs. This course explains policies and procedures and provides detailed guidance of this journey.

Learning objectives:
- Have a thorough understanding of the meaning of adoption from the perspectives of all involved- from children under a care order to birth parents and foster carers.
- Have an understanding of the adoption process and the role of adoption agencies, local authorities and panel members.
- Have knowledge of adoption legislation within the UK.
- Have knowledge of the Prospective Adopter’s Report (PAR) including the January 2013 updates.
- Have information on what to expect, as a prospective adopter, of the assessment process.
- Have information on support resources for adopters, birth parents and foster carers.

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 2 & 5
- Short Break Carers & Friends and Family Carers – Standard 1 & 4

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge
Vulnerable Children having Vulnerable Children

Purpose:
Teenage pregnancy is defined as pregnancy before the age of 20. This course focuses on understanding that many teenage parents are known to the social care system themselves and as a result both them and their unborn child will require additional support to overcome difficulties.

Learning objectives:
- To know how to recognise children at risk of early sexual activity, STDs and pregnancy
- To understand the impact of early parenthood on young men and young women
- To understand the impact of vulnerable young parents on the attachment process and appropriate care of a child
- To know how to support vulnerable young parents in creating greater stability in their and their children's lives
- To be able to work with other agencies to provide appropriate support
- To be able to assess risk in the context of child protection

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 5 & 6
- Short Break Carers & Friends and Family Carers – Standard 4 & 5

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Knowledge

Working as Part of a Team

Purpose:
Vulnerable children and young people need the adults around them to work effectively together. This course enables learners to understand the importance of working as part of a team and to develop knowledge and skills to play their part in team development.

Learning objectives:
- Understand key issues in working as part of a team
- Understand how a shared purpose supports the management of change and team development
- Know about techniques used for successful team development

Timings: 10 hours

Contributes to Training, Support and development Standards:
- Foster Carers – Standard 2 & 4
- Short Break Carers & Friends and Family Carers – Standard 1 & 3

Contributes to the Professional Capabilities Framework (PCF) domain(s):
- Contexts & Organisations
Working with Disabled Children

**Purpose:**
Inclusive services require workers who understand the issues faced by disabled children and young people and their families. This course enables learners to address these issues and develop the basic knowledge and skills to work effectively with a diverse range of children and young people with disabilities.

**Learning objectives:**
- Understand the social model of disability in relation to work with disabled children and young people
- Understand the inclusion needs of disabled children and young people

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 4, 5 & 6
- Short Break Carers & Friends and Family Carers – Standard 1, 2, 3, 4, 5 & 6

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Diversity

Youth Justice System

**Purpose:**
Youth Justice is for young people who have broken the law. It attempts to give them an opportunity to change their lives for the better. This course explains the procedures that are followed within the Youth Justice System, risk factors and ways to support young people to help prevent re-offending.

**Learning objectives:**
- To know the key agencies, roles and responsibilities which make up the Youth Justice System
- To recognise the factors that put young people at risk of offending (such as poor literacy skills)
- To understand the concept of 'The Revolving Door' and the interventions likely to increase the chances of successful rehabilitation
- To be able to use the concept of 'Restorative Justice' to structure interventions
- To be able to work with other agencies to provide appropriate support
- To undertake risk assessment appropriate to your role

**Timings:** 10 hours

**Contributes to Training, Support and development Standards:**
- Foster Carers – Standard 2, 5 & 6
- Short Break Carers & Friends and Family Carers – Standard 2, 4 & 5

**Contributes to the Professional Capabilities Framework (PCF) domain(s):**
- Rights, Justice & Economic Wellbeing
Residential
Residential Training Contents Page

Classroom Based Training

- Emergency First Aid at Work
- First Aid at Work Level 3
- Food Safety Level 2
- Protection Rights in a Caring Environment (PRICE)

Qualification

- Qualification and Credit Framework Diploma (Level 3) for the Children and Young People’s workforce

To book places please contact your Homes Manager or training lead who will forward your details to ESCA – esca.scf@essex.gov.uk
Emergency First Aid at Work

Purpose:
This course is designed to enhance personal knowledge of First Aid in the home voluntary capacity or at work. This is Qualsafe qualification which is on the QCF (Qualification and Credit Framework) (Y/600/1250).

Who should attend:
All new Residential Staff.

Learning objectives:
- The course content will cover:
- The role and responsibilities of the first aider
- Assessing – how to conduct a scene and primary survey
- Record keeping and accident reporting,
- Equipment required and safe use of equipment
- Infection control
- Managing an unresponsive casualty who is breathing normally
- Manage an unresponsive casualty who is not breathing normally
- Cardio pulmonary resuscitation,
- Recognise and assist a casualty who is choking
- Manage a casualty who is wounded and bleeding
- Manage a casualty who is in shock
- Managing casualties with minor injuries
- The purpose of AED (Automatic External Defibrillation)

How will I learn?
Question/Answer, Lecture, Discussion, Individual work, Group Work, Practical activities, Demonstration.

How will I know how well I am doing?
There will be ongoing assessment and feedback via question, answer, demonstration and practical work 100% attendance is compulsory to achieve the Emergency First Aid at Work. Final assessment is through a multi-choice exam.

What will I need to provide?
Note pad and pen

Please note that it is essential that candidates provide original photographic evidence of their identity for exam entry.

This can be any one of the following:- Passport, Driving Licence, Student Union Card, Work Pass or Age 'prove it' cards for 18 – 21 year olds
It is also important that learners wear suitable clothing and soft footwear to allow ease of movement. It would be appreciated if you would restrain from wearing inappropriate clothing because this may cause embarrassment or offence to other course members.

Trainer: Adult Community Learning (ACL) Tutor

Timings: One day course
First Aid at Work Level 3

**Purpose:**
To provide a Qualsafe qualification which is on the QCF (Qualification and Credit Framework) (600/7621/5). It is a requirement for those who are designated as a first aider in a work environment.

**Who should attend:**
All new Appointed First Aiders in Residential Service.

**Learning objectives:**
The course content is contained in two mandatory units.

**Unit 1 – Managing First Aid in the Workplace**
- The role and responsibilities of the first aider
- Assessing – how to conduct a scene and primary survey
- Record keeping and accident reporting,
- Equipment required and safe use of equipment
- Infection control
- Managing an unresponsive casualty who is breathing normally
- Manage an unresponsive casualty who is not breathing normally
- Cardio pulmonary resuscitation,
- Recognise and assist a casualty who is choking
- Manage a casualty who is wounded and bleeding
- Manage a casualty who is in shock
- Managing casualties with minor injuries

**Unit 2 – Managing illness and injury in the workplace**
- Assessing – how to conduct a secondary survey
- Suspected head and spinal injuries
- Injuries to bones, muscles & joints
- Types of and treatment for chest injury
- Burns & scalds, including electricity and chemicals
- Eye injuries
- Poisoning
- Anaphylactic shock
- Recognise and treat suspected major illness - heart attack, stroke, epilepsy, asthma and diabetes
- The purpose of AED (Automatic External Defibrillation)

You will be assessed by a practical end of course skills test.
100% attendance is compulsory to achieve the First Aid at Work certificate. Final assessment will be through a multi-choice exam for each of the two units.

**Will I have to do any work at home?**
It may be necessary for you to do extra work to revise and consolidate your learning in preparation for the skills test.

**What will I need to provide?**
Note pad and pen
Please note that it is essential that candidates provide original photographic evidence of their identity for exam entry. This can be any one of the following:- Passport, Driving Licence, Student Union Card, Work Pass or Age ‘prove it’ cards for 18 – 21 year olds.

It is also important that learners wear suitable clothing and soft footwear to allow ease of movement. It would be appreciated if you would restrain from wearing inappropriate clothing because this may cause embarrassment or offence to other course members.

To maintain your qualification you will need to take a First Aid at Work Re-qualification course every three years, before the expiry date of your current certificate.

**Trainer:** Adult Community Learning (ACL) Tutor

**Timings:** 3 Days

**First Aid at Work Level 3 Requalification (QCF) (2013 – 2014)**

**Purpose:**
This is Qualsafe qualification that is designed to provide requalification for staff who hold a current First Aid at Work Certificate (less than 3 years old). It refreshes the content of the three day course to ensure that knowledge and skills are maintained. You will be required to present your current First Aid at Work certificate at the start of the session.

**Who should attend:**
First Aiders in Residential Service who hold a current First Aid at Work Certificate (less than 3 years old).

If your current certificate has expired you will be required to complete the full three day First Aid at Work course.

**Learning objectives:**
The course content is contained in two mandatory units.

**Unit 1 – Managing First Aid in the Workplace**
- The role and responsibilities of the first aider
- Assessing – how to conduct a scene and primary survey
- Record keeping and accident reporting,
- Equipment required and safe use of equipment
- Infection control
- Managing an unresponsive casualty who is breathing normally
- Manage an unresponsive casualty who is not breathing normally
- Cardio pulmonary resuscitation,
- Recognise and assist a casualty who is choking
- Manage a casualty who is wounded and bleeding
- Manage a casualty who is in shock
- Managing casualties with minor injuries

**Unit 2 – Managing illness and injury in the workplace**
Assessing – how to conduct a secondary survey
- Suspected head and spinal injuries
- Injuries to bones, muscles & joints
- Types of and treatment for chest injury
- Burns & scalds, including electricity and chemicals
- Eye injuries
- Poisoning
- Anaphylactic shock
- Recognise and treat suspected major illness :- heart attack, stroke, epilepsy, asthma and diabetes
- The purpose of AED (Automatic External Defibrillation)

**Will I have to do any work at home?**

Prior to the course it is useful to re-read your First Aid at Work booklet to refresh your knowledge and identify any areas you personally would like to recap/check.

**What will I need to provide?**

Note pad and pen

Please note that it is essential that candidates provide original photographic evidence of their identity for exam entry.

This can be any one of the following:-

Passport, Driving Licence, Student Union Card, Work Pass or Age ‘prove it’ cards for 18 – 21 year olds.

It is also important that learners wear suitable clothing and soft footwear to allow ease of movement. It would be appreciated if you would restrain from wearing inappropriate clothing because this may cause embarrassment or offence to other course members.

**Trainer:** Adult Community Learning (ACL) Tutor

**Timings:** 2 Days
Food Safety Level 2

Purpose:
This level 2 Chartered Institute of Environmental Health (CIEH) qualification is aimed at those who work in an environment where food is prepared cooked or served. It will provide you with an understanding of the main criteria involved in food safety including food law, food safety hazards, temperature control, safe food handling, cleaning and food storage. Course length includes a 30 minute lunch break. Lunch not provided. You will need to provide photographic ID in order to sit the examination.

Who Should Attend:
All new Residential Staff who work in an environment where food is prepared cooked or served within the home.

Learning objectives:
- The importance of food safety
- Knowledge of systems, techniques and procedures
- How to control food safety risks – personal hygiene, food storage, cooking and handling
- Confidence and expertise to safely deliver quality food to consumers.

Qualification Aim/Level
Level 2 Award in Food Safety Catering

How will I learn?
Tutor instruction, discussion and group work. You will be working through a course guide

How will I know how will I am doing?
- Tutor feedback during activities
- Question and answer
- Multiple-choice exam that will be taken on the same day as the course

Please note that you will not be able to sit this exam without providing photo identification – see below

What will I need to provide?
Pen, pencil and paper..

You must bring photo ID with you to the lesson or you will not be able to sit the exam.
This must be in the format of a:
- Passport
- Driving Licence, Student Union Card, Work Pass, Age “Prove It Card” for 18 to 21 year olds.

Trainer: Adult Community Learning (ACL) Tutor

Timings: 1 Day
Protection Rights in a Caring Environment (PRICE)

**Purpose:**
To ensure that staff are trained in the use of physical intervention as a last resort and are aware of a wider strategy for managing challenging and violent behaviour.

**Who Should Attend:**
- **Four Day** - All new Residential Staff.
- **Two Day Refresher** - All existing Residential staff who have already completed the four day course and need to retain their PRICE certification.

**Learning objectives:**
At the end of this course delegates will be able to demonstrate that PRICE
- Is a system that acknowledges the Service Users Rights and Dignity
- Promotes Least Intrusive intervention
- Acknowledges the Responsibilities inherent in a Duty of Care
- Promotes Reasonable use of Force and Minimum Duration
- Has a Gradient of Response and approach (appropriate techniques Phased Up or Down as circumstances dictate)
- Uses the Avoidance of the use of Pain and Restraint Upon the Ground where possible
- Has no use of holds Against Joints
- Uses a risk assessment of each hold covering Gender, Medical and Cultural issues
- Allows you to differentiate between Escorting, Touching and Holding in accordance with legal boundaries and principles of good practice
- Promotes the principles of Adult Learning provide the teaching methodology (full participation, acknowledging/building on previous experience, interactive and relevant to daily practice)

**Trainer:** PRICE Instructors from our Residential Homes

**Timings:**
- **4 Day Full Course**
- **2 Day Refresher Course**
Qualification and Credit Framework Diploma (Level 3) for the Children and Young People’s workforce

Purpose:
The Qualification aims to give learners an opportunity to develop a solid understanding of the children and young people’s workforce and provides a recognised qualification for employees within the sector.

Who Should Attend:
The Diploma is a statutory requirement for Residential Care workers who have successfully completed their six month probationary period.

Learning objectives:
Candidates will gain a 65 credit qualification through mandatory and optional units depending on job role, to demonstrate their knowledge of the subject as well as demonstrate competence in the workplace.

You will achieve this through the Children’s Social Care Pathway.

Trainer: QCF Assessor - Adult Community Learning (ACL)

Timings: 9 to 12 Months
Fostering
Contents

Why is training important?
Development Standards for Foster Carers
Stages of Development for Foster Carers
Specialist Healthcare Task Training
Continuous Professional Development Training Overview
Applying and Booking on Training Courses
Course Attendance and Responsibilities

Pre-approval Mandatory Courses – Stage 1
- First Aid

Post Approval Core Courses – Stage 2
- Introduction to Fostering and Record Keeping
- Achieving Health & Wellbeing of Children in Care
- Guide to Education
- Attachment (3-day)
- Child Development
- Child Protection
- Practical Techniques for promoting positive Behaviour
- Healthy & Safety (e-learning only available post 1.3.2014)

Continuous Professional Development courses – Stage 3
- Adolescent Child Development
- Autism & Aspergers
- Creatively Communicating and Engaging with Children and Young People
- Culture, Religion, Language and Asylum Children
- Makaton Beginners
- Makaton Follow-On
- Neonatal Unit
- Parent and Child Training
- Practical Techniques for Managing and Effecting positive Behaviours with Teenagers
- Preparation for Adult Life for Foster Carers
- Resilience and Recovery
- Safeguarding Children in the use of Social Media
- Sexual Exploitation
- Substance Misuse

E-Learning – see main brochure Contents page

Distance Learning

Fostering Changes Programme

Free GCSE English and Maths Course

Diploma
Why is Training Important?

As professionals we all share a responsibility to continue to develop our skills and knowledge. This is particularly important as child research, legislation and policies are continually developing and changing. Undertaking Core training is also a requirement set by the Fostering Service National Minimum Standards (2011).

Therefore the council and Family Operations are committed to supporting you to continue your professional development. Committed to provide you opportunities to learn, enhance and develop your professional skills and knowledge. This will also enable you to meet the standards expected of you as professionally approved carers for children. We are showing this support and commitment to you by providing you with first class and varied learning and development opportunities through a training programme targeted at meeting the above aims and those listed below:

- **Children are able to achieve better outcomes in all areas of their lives through being given the security, stability and quality and type of care they deserve**
- **Carers are helped to develop skills required to care for children without impacting negatively on their own family relationships**
- **Any warning signs in relation to safe caring or fostering breakdown are identified early.**

We want and are committed to creating a learning experience that enables you to learn and develop your skills whilst also feeling worthwhile to you in your care of children and how you see your foster care career developing.

We welcome your feedback on your individual learning needs and views and ideas of how we can further develop and improve the training programme. Please ring the training team at Family Operations Workforce Development on **0300 0034133** or email to: fostering.training@essex.gov.uk.
Development Standards for Foster Carers

All learning activities are linked to the Training Development Standards (TSD) and the Fostering Services National Minimum Standards (NMS) 2011. Throughout this guide you will be able to see how learning activities link to these standards which are summarised below.

**Foster Carers**

**Training, Support & Development TSD Standards**

1. Understand the principles and values essential for working with children and young people
2. Understand your role as a carer
3. Understand health & safety and healthy care
4. Know how to communicate effectively
5. Understand the development of children and young people
6. Keep children and young people safe from harm
7. Develop yourself

**Friends & Family and Short Break Carers**

**Training, Support & Development TSD Standards**

1. Understand your role as a short break carer
2. Provide a safe environment and healthy care
3. Know how to communicate effectively
4. Understand the development of children and young people
5. Keep children and young people safe from harm
6. Develop yourself

All Foster Carers and Short Break Carers are expected to complete the (TSD) Training, Support and Development Standards within 12 months for Foster Carers and Short Break Carers. Friends and Family Carers need to have completed these within 18 months of approval. Any carers who have not completed these within the specified time will need an extension in writing. Workshops are available to assist carers in understanding what is required. Carers interested in attending a workshop should contact Rosemarie Cronin on 01206 222435.

For further information please refer to the Guidance and Procedures for Completion of the Training, Support and Development Standards Workbooks (formally CWDO) for Foster Care, Short Break Care and Family and Friends Care October 2012.
Stages of Development for Foster Carers and Short Break Carers

**Stage 1**

Pre-approval training is as follows:

- **First Aid (Classroom/Online)**
- **Skills to Foster** - Provides the skills to help you look after foster children. Sessions include: What Do Foster Carers Do, Identity and Life Chances, Working with Others, Understanding Children in Foster Care, Safer Caring and Transitions.

**Stage 2**

**Induction modules** - Post approval training consists of 3 mandatory induction modules that all carers need to complete within 12 months of their approval.

- Introduction to Fostering in Essex County Council and Record Keeping
- Achieving Health and Wellbeing of Children in Care.
- Guide to Education

**Core modules** – To be completed within 12 months of approval and then repeated every 3* or 5** years as indicated.

* **Attachment (Separation and Loss) – Creating a Secure Base for children**
* **Child Development (0-18 years)**
* **Child Protection**
* **Practical Techniques for Promoting Positive Behaviour**
* **First Aid Awareness**
* **Health & Safety**

**Stage 3**

Continuous Professional Development – Providing you with specialist skills to enhance your development and your care of children.

A range of these courses are on offer to further develop your skills, knowledge and expertise and will help you evidence that you meet the Training and Development Standards for Foster Care.

You should discuss your learning and development needs with your Supervising Social Worker so that a development plan can be created.
Specialist Healthcare Task Training for Children with Complex Medical Needs

If you are required to undertake a specialist healthcare intervention with a child or young person then you will need to be trained and assessed as competent by a qualified healthcare professional. Examples of these interventions include:-

- Artificial feeding (gastrostomy, nasogastric or jejunal)
- Seizures requiring emergency intervention (buccal midazolam, rectal diazepam, rectal paraldehyde)
- Oral suction
- Administration of oxygen
- Administration of emergency medication for anaphylaxis (severe allergy)

You may be required to attend classroom training in either gastrostomy awareness, epilepsy awareness or anaphylaxis awareness. Classroom training is refreshed every 2 years.

You will also receive one to one specific training with the child or young person you are working with. This will continue until you are assessed as competent by the qualified healthcare professional. This competence is reviewed annually.

There are children who require even more specialist intervention than is detailed above such as things like artificial ventilation (eg BiPAP), or require you to make clinical decisions about their care. If this is the case the healthcare professional will make an assessment of the risks involved and this will be countersigned by senior people in your organisation to ensure you have the right level of insurance cover.

The above training is based upon the principles described in the Medication and Related Tasks Policy, and as a pre requisite Carers will generally be expected to have completed their Medication Workbook before they can be trained in specialist healthcare interventions.

The training is delivered by the Specialist Healthcare Tasks Service who are based centrally in County Hall & cover the whole of Essex. The Service delivers competency based training, education and support to Care staff working with a child with a disability with an additional medical need.

If you think you need to undertake this level of training you will need to talk to your Social Worker who will refer you to our service.
Continuous Professional Development (CPD) – Stage 3

Training that Changes the lives of children and their carer families

‘Make a lifelong difference for a child’ (Fostering Changes, 2011).

Continuous Professional Development (CPD) is a term used to show your continued learning and development within your role and career within the care profession.

We ask that you discuss your learning and development needs with your Supervising Social Worker so that a personal development plan can be created with your identified learning and development requirements.

It is always beneficial and useful to discuss and explain the learning you have achieved over the past year and the impact this has on your care career and to assist your Supervising Social Worker to gain a clear understanding of your on-going learning needs.

Learning can be achieved through different methods, as outlined below. Please explore with your Supervising Social Worker how these various learning resources can be used to evidence your learning whilst continuing your professional development.
Applying for Training

Booking Form: [http://i-net.essexcc.gov.uk/vip8/intranet/INet/content/binaries/documents/esca/Fostering_Training_Application_Form_2014_15.doc](http://i-net.essexcc.gov.uk/vip8/intranet/INet/content/binaries/documents/esca/Fostering_Training_Application_Form_2014_15.doc)

Course attendance/non-attendance

- You will receive booking confirmation(s) within 7 days of receipt of your application form. Full joining instructions will be sent 2-3 weeks prior to each course taking place. (NB Please note that you will receive an email from one of the following: fostering.training@essex.gov.uk  ACL.Online@essex.gov.uk or MailEssex.BrokerageService@essex.gov.uk)

- You are expected to attend all training that you are booked on to attend. Please ensure that you record dates in your diary or calendar and plan child care in advance if this could be an issue with your attendance at courses. It is your responsibility to arrange childcare and attend training - please contact your fostering team or social worker well in advance of the course to arrange.

- We ask that you take full responsibility for your training and development and those of other carers, by contacting us at least 7 days (where possible) before course dates if you are not able to attend courses to enable to offer your place to someone else.

What happens at training events?

You will be sent venue details and expected times of arrival and closing 3-4 weeks before the course date. There will be refreshments available at the venues, however lunch is not provided so you will need to bring a packed lunch or make other arrangements.

You do not have to take part in anything you do not feel comfortable with. However, activities are designed to provide you with optimum opportunities for learning. For example group discussion with other carers will enable you explore and reflect on some of your own experiences, ideas and feelings. Practice activities have been shown by research to enable us to apply our learning of strategies and techniques.

As the learning day is short, all trainers will be able to sign post you to further learning opportunities including suggesting books to read or internet sites to visit.

Quality Assurance

A framework for Quality Assurance is in place and a certificate of completion of training will be issued upon completion of this process.

Foster Carer annual Review

All foster carers have an annual performance review. Training and development is a key area of the review process, and like everybody in the children and young people’s workforce, continuing professional development is an on-going responsibility.

Your performance review will look at the training you have attended in the past year, how you have applied learning to your practice and look at your development needs for the next year. Your supervising social worker will help and advise you on which courses are most relevant for the fostering tasks that you undertake.
Pre-approval mandatory courses – Stage 1

First Aid Awareness
(Needs to be repeated every 3 years)

**Purpose:**
This course provides knowledge on basic first aid for carers. This is a compulsory course and should be undertaken by all carers once every three years and before carers are approved.

There is also an online course which you can undertake if attending a classroom course is not possible.

**Timings:** 1 day (09:30-14:30)

**Trainer:** Adult Community Learning

**Learning objectives:**
- Identify the basic principles of first aid
- Describe how to apply basic resuscitation techniques
- Recognise how to deal with unconsciousness and how to use the recovery position
- Understand how to control bleeding and how to deal with choking, burns, scalds and fractures

**Contributes to Training, Support & Development Standards**
- Foster Carers – Standard 3
- Short Break Carers & Friends and Family Carers – Standard 2

Basic understanding of asthma, concussion, compression, febrile seizure, epilepsy, meningitis, shock, poisinging and biles.
Post-approval Core courses – Stage 2

Introduction to Fostering in Essex County Council and Record Keeping

Purpose:
This course is for newly approved carers, providing an introduction to the Fostering Service in Essex and the requirements and skills needed for Record Keeping.

Timings: 1 day course

Trainers: Rosemarie Cronin and Brian Arrowsmith

Learning objectives:
- Understand the fostering service and what is expected of a new foster carer
- Discuss the legislation, policies and procedures and how they relate to foster care in Essex
- Identify a number of key people who will be able to help new and existing foster carers and short break carers
- Identify opportunities for learning and development
- Understand the reasons for keeping different types of records
- Identify what information should be gathered in ways which it can best be recorded
- Consider the audience for records and their use
- Understand how to separate fact from opinions and avoid discriminatory comments and value judgements
- Understand and apply the rules of data protection

Contributes to Training, Support & Development Standards
- Foster Carers – Standard 2
- Short Break Carers & Friends and Family Carers – Standard 1
Achieving Health and Wellbeing of Children in Care

**Purpose:**
This course provides an overview of the physical and emotional health and welfare needs of children who are in care and how carers can work towards meeting them.

**Timings:** 1 day (09:30-14:30)

**Trainer:** NHS Locality LAC Nurses

**Learning objectives:**
- Understand what health means and how the definition can differ from person to person and within different settings.
- Understand the factors affecting health and wellbeing.
- Explore own attitudes to health and wellbeing.
- Understand how health outcomes for looked after children can be improved.
- Understand the roles and responsibilities of carers in promoting healthy lifestyles for children in their care.
- Understand the importance of resilience and how to help children in care develop and maintain it.
- Identify and understand the importance of support strategies for the carer.
- Appreciate the roles of the key health professionals and how to contact them.

**Contributes to Training, Support & Development Standards:**
- Foster Carers – Standard 3
- Short Break Carers & Friends and Family Carers – Standard 2

Guide to Education

**Purpose:**
This course gives an overview of the issues around education and how to work in partnership with schools and the Local Authority to support your child’s education.

**Timings:** 1 day (9:30-14:30)

**Trainer:** Matthew Cooke & Clare Davis

**Learning objectives:**
- Understanding the role of the Achievement Service for CiC
- Understanding how to apply for a school place
- Understanding how to contribute to an effective Personal Education Plan
- Understanding the law on exclusions
- Understanding how to improve and promote school attendance
- Understanding the level of progress that is expected of children according to their age and starting point
- Understanding how to support children reach their potential at school

**Contributes to Training, Support & Development Standards:**
- Foster Carers – Standard 5
- Short Break Carers & Friends and Family Carers – Standard 4
Attachment (Separation and Loss)

Purpose:

This 3 day Attachment course is aimed at providing foster carers with the knowledge and understanding needed to apply Attachment theory to their care of children in the form of the Secure Base Model. The central aim of the course is to provide a toolkit for carers to enhance the Attachment relationship for the child within the family in which they are placed.

Timings: 3 day (09:30-14:30)

Trainer: Adult Community Learning

Learning objectives:

- Understand the links between attachment and child and brain development.
- Be able to identify and understand the different attachment types.
- Understand how attachment affects children’s behaviour and development.
- Understand how children’s attachment style can affect care-giving.
- Be able to relate attachment theory to the children in their care.
- Understand the Secure Base Model and positive caregiving cycle.
- Understand how to promote availability and how they can use strategies to develop children’s trust in them.
- Understand ways to look for and value children’s progress.
- Understand sensitive caregiving that helps children to manage feelings and behaviour.
- Understand the importance of accepting the child as they are.
- Know how to use strategies to develop children’s self-esteem.
- Understand some of the caregiving approaches that promote competence and co-operation.
- Understand ways to help children belong and feel part of their family.
- Understand how they can use and take the learning from the course and apply it to their care of children.
- Know how to monitor and record progress and involve their supervising social worker in this process.

Contributes to Training, Support & Development Standards:

Foster Carers – Standard 1, 2, 3 and 5
Short Break Carers – Standard 2 and 4
Child Development

Purpose:
This course explores the physical, emotional and social development of children and young people who are Looked After and how they may be affected by their experiences.

Timings: 1 day (09:30-14:30)

Trainer: Adult Community Learning

Learning objectives:
- Understand how children and young people’s development can be affected by events in their lives
- Be able to explore what ‘normal’ development can be expected and how to recognise development which is unusual
- Be able to develop strategies to help meet the needs of children
- Identify sources of help and support in caring for children and young people whose development has been affected.

Contributes to Training, Support & Development Standards:
- Foster Carers – Standard 5
- Short Break Carers & Friends and Family Carers – Standard 4

Child Protection

Purpose:
This course is aimed at those people who work regularly with children and young people and follow Essex Safeguarding Children’s Board (ESCB) regulations.

Timings: 1 day (09:30-14:30)

Trainer: Catch 22

Learning objectives:
- Develop an awareness of significant harm
- Understand what to do when child abuse is suspected
- Know the procedure and your role in safeguarding and promoting the welfare of children
- Have an understanding of relevant legislation
- Understand the role of assessment, planning & review in effective service provision

Contributes to Training, Support & Development Standards:
- Foster Carers – Standard 4
- Short Break Carers & Friends and Family Carers – Standard 3
Practical Techniques for Promoting Positive Behaviour

Purpose:
This course looks at practical strategies to use with children and young people to help them follow and understand boundaries.

Timings: 1 day (09:30-14:30)

Trainer: Adult Community Learning

Learning objectives:
- To explore some reasons for challenging or difficult behaviour
- To develop some tips and techniques for dealing with different age ranges
- To develop some strategies to support children to manage their own behaviour
- To evaluate if situations need further support

Contributes to Training, Support & Development Standards:
- Foster Carers – Standard 3
- Short Break Carers & Friends and Family Carers – Standard 2
Continuous Professional Development Courses – Stage 3
Adolescent Child Development

Purpose:
The aim of this course is to increase understanding and ability to meet the development needs of teenagers.

Timings: 1 day (9:30-14:30)

Trainer: Adult Community Learning

Learning objectives:
- Understand Child development from middle childhood through adolescence to adulthood
- Be able to consider the issues that arise when taking placements of teenagers
- Understand the influence developmental factors have on the behaviour and social skills of teenagers
- Understand the role and influence foster carers have in improving the development of children through adolescence.
- Know how to help teenagers to develop their resilience and social and communication skills.
- Consider the services and resources that can help

Contributes to Training, Support & Development Standards:
- Foster Carers – Standard 2,4 and 7
- Short Break Carers & Friends and Family Carers – Standard 1,3 and 6

Autism and Asperger’s

Purpose:
This course has been designed for Foster Carers and Short Break Carers who care for children with a diagnosed disability.

The aim of this course is to provide carers with a working understanding of the impairments of autism and autistic spectrum disorders and to manage the issues they cause when caring for children within the context of a fostering or short break placement.

Timings: 2 day (09:30-14:30)

Trainer: Adult Community Learning

Learning objectives:
- Understand theory of the mind and the triad of impairments and how this applies to the children in their care.
- Understand how social communication and interaction can differ with autism
- Understand the impact of sensory materials and environment on thinking and behaviour.
- To plan and provide an environment where a child with autism/ASD can feel secure.
- To devise strategies to avoid and reduce challenging behaviour.
Creatively Communicating and Engaging with Children and Young People

Purpose:
Fostered children often have a background which includes neglect. This can greatly impact upon their ability to communicate. This workshop offers an opportunity to explore early language development and the role that parents and carers can play in developing and extending these essential skills. This course also offers the opportunity to engage with creative activities and consider the use of metaphor and play as languages of expression, and emotions in relation to the brain.

Timings: 1 day (09:30-14:30)

Trainer: Adult Community Learning

Learning objectives:
- Understand communication and early language development in young children, and how neglect and trauma can impact on this.
- Have a theoretical understanding of the triune brain to support their knowledge base
- Understand the role that communication can play in a child’s emotional wellbeing
- Be able to consider a variety of effective communication techniques
- Identify and adapt techniques to suit different age groups
- To have an understanding of the importance of creative mediums and the impact of this on self
- To have an awareness of the use of metaphor and play as expressive communication tools
- Understand the role that the carer can play in developing children’s communication skills (within this area cover early communication skills and state that older children may have missed out on in their early years)
- Explore and review some of the supporting resources available

Contributes to Training, Support and Development Standards:
- Foster Carers – Standard 4 and 5
- Short Break Carers & Friends and Family Carers – Standard 3 and 4
**Culture, Religion, Language and Asylum Children**

**Purpose:**
The aim of this course is to increase the awareness and understanding of foster carers in relation to the cultural and religious issues relating to care of children with differing cultures and ethnicities. It should also provide carers with an understanding of asylum seeking and refugee children and the role of carers in meeting their specific needs.

**Timings:** 1 day (09:30-14:30)

**Trainer:** Kingsley Knight Legal Training and Consultancy

**Learning objectives:**
- Exploration of different cultural and ethnic practices
- Understand the different religious practices and explore how these can be met
- Understand how to gain support to communicate with children who speak another language
- Understand issues related to the care of separated asylum seeking children and young people
- Clarify terminology such as ‘refugee’ and ‘asylum seeker’
- Be able to identify reasons why Children and Young People become asylum seekers and refugee
- Be able to consider the implications of the UK asylum seeking process for separated refugees and asylum seeking Children and Young People

**Contributes to Training, Support and Development Standards:**
- Foster Carers – Standard 1
- Short Break Carers & Friends and Family Carers – Standard 2

**Makaton beginners**

**Purpose:**
This course is aimed at providing Foster Carers and Short Break Carers with a basic vocabulary of Makaton (200 signs) to enable effective communication with Children who may have an impairment.

**Timings:** 20 hours over 10 separate sessions

**Trainer:** Adult Community Learning

**Learning objectives:**
- Understanding the principles behind Makaton Vocabulary
- Understand the communication needs of children/adults with cognitive/communication difficulties such as Autism and severe learning difficulties.
- Be able to demonstrate competence in using over 200 Makaton signs

**Contributes to Training, Support & Development Standards**
- Foster Carers – Standard 4
- Friends and Family Carers & Short Break Carers – Standard 3
Makaton Follow On

**Purpose:**
This course is aimed at Foster Carers and Short Break Carers who have undertaken the beginners course and will provide them with the remaining 200 signs to enable effective communication with Children who may have an impairment.

**Timings:** 20 hours over 10 separate sessions

**Trainer:** Adult Community Learning

**Learning objectives:**
- Understanding the principles behind Makaton Vocabulary
- Understand the communication needs of children/adults with cognitive/communication difficulties such as Autism and severe learning difficulties.
- Be able to demonstrate competence in using over 400 Makaton signs

**Contributes to Training, Support and Development Standards:**
- Foster Carers – Standard 4
- Friends and Family Carers & Short Break Carers – Standard 3

Neonatal Unit

**Purpose:**
This course is for carers who look after new-borns, and is specific to those who would care for babies from the local Neonatal Unit. This includes a visit to your local Neonate Unit and includes practical demonstrations

**Timings:** 1 day (10.00-14.30)

**Trainer:** Neonatal Unit Nurse

**Learning objectives:**
- How to care for premature babies.
- How to care for a child withdrawing from illegal drugs.
- Specialist Care for babies who need monitoring and specialist feeding and winding.
- Specialist services who may be involved in the care of the child.
- Understand Discharge Planning.
- Understand the Foster Carers role and responsibility.

**Contributes to Training, Support & Development Standards:**
- Foster Carers – Standard 3
- Friends and Family Carers & Short Break Carers – Standard 2
Parent and Child Training

Purpose:
The aim is to train and provide foster carers with the knowledge and tools needed to be able to provide parent and child placements.

Timings: 3 day (10:00-14:30)

Trainer: Eastern Family Services

Learning objectives:
- Understanding the need for parent and child placements
- Understanding Key Legislation underpinning the placement and role.
- Developing the skills required to undertake and manage placements
- Understanding the Process for Approved carers
- Understand the Placement Planning Process
- Developing skills and tools in Assessment
- The application of Attachment and Bonding to promote greater security for child with their parent
- Understanding the needs of Parents with Learning Difficulties and the challenges in relation to placements
- Understand the Child Protection process, the role of the carer and how to manage this process and challenges that could arise.
- Understand the requirements and processes for Recording and Report Writing
- Understand their role and responsibilities for recording and report writing

Contributes to Training, Support & Development Standards:
- Foster Carers – Standard 1,2,4,5 and 6
- Friends and Family Carers – Standard 1,3,4,5
Practical Techniques for Managing and Effecting Positive Behaviour with Teenagers

**Purpose:**
This course is aimed at increasing foster carers skills and ability to manage the behaviour of teenagers and enhance their understand why teenagers behave the way they do.

**Timings:** 1 day (09:30-14:30)

**Trainer:** Adult Community Learning

**Learning objectives:**
- Explore why teenagers behave the way they do
- Consider the impact on the family and relationships with them
- Explore the underlying needs underlying behaviours
- Explore the different strategies that can be used to maintain positive and constructive communication with teenagers
- Explore different strategies to help teenagers manage and positively change their behaviours
- Know how to listen and respond constructively to challenging teenagers
- Know how to support a teenager in problem solving and supporting them to take more control of their lives
- Know how to raise teenagers confidence and ability in risk assessing as part of problem solving
- Know how to support teenagers in creating, developing and achieving their life aims and goals
- Review some of the resources available to support this work.

**Contributes to Training, Support & Development Standards:**
- Foster Carers – Standard 2,4,5,6,7
Preparation for Adult Life for Foster Carers

Purpose:
The aim of this course is to increase foster carers ability to prepare and equip children and young people to be able and ready to leave care and what carers will need to do as a family to manage this process.

Timings: 1 day (09:30-14:30)

Trainer: Adult Community Learning

Learning objectives:
- Understand the experiences of young people leaving care and lessons learnt in preparing young people to enter the independent adult world
- Know the key parts of legislation that cover children leaving care
- Understand the developmental needs of young people in their transition to adulthood
- Understand the skills and tools young people need to successfully manage the transit
- Know their role in supporting and guiding the young person to gain the knowledge and skills they require
- Know how to support the young person to gain the knowledge and skills they require (Strategies
- Identify the issues that can arise that affect preparation for adulthood
- Know how to overcome these issues
- Understand the emotional impact this stage and work can have on both young person and carer/family
- Know how they can support themselves and the manage the process for the family
- Consider the risk management versus skill development in teenagers
- Strategies for managing the process of enabling young people to experiment and take risks within safe boundaries.
- Services and resources that may help you and the young person

Contributes to Training, Support & Development Standards:
- Foster Carers – Standard 2,4,5,6,7
- Short Break Carers & Friends and Family Carers – Standard 3,4,5,6
Resilience and Recovery

Purpose:
A one day learning and development conference style event for foster carers and residential workers who are looking after children who have undergone overwhelming stress.

Timings: 1 day (09:30-14:30)

Trainer: Adult Community Learning

Learning objectives:
- Understanding recovery & adaptation after stress
- To recognise the impact of stress on child development
- To relate self-regulation of stress, mood and impulse to behaviour throughout childhood
- To think about strategies for enabling children to recover from acquired developmental impairments
- To think about strategies to promote resilience by enabling children to adapt to acquired developmental impairments

Contributes to Training, Support and Development Standards:
- Foster Carers – Standard 5
- Short Break Carers & Friends and Family Carers – Standard 4
Safeguarding Children in the use of Social Media

Purpose:

This course is ideal for carers, enabling them to keep up-to-date with developments in the area of social networking and will include information on keeping children and young people safe.

Timings: 1 day (9.30-14.30)

Trainer: SAB Training & Consultancy

Learning objectives:

- Understand recovery and adaption after stress
- Be able to define sexual exploitation and identify the risks to the children and young people in their care
- Understand the impact on a child/young person that has been subject to Sexual Exploitation
- Have an awareness of legislation (including the Sexual Offences Act 2003)
- Understand Essex policy, procedures and practice guidance
- Have an increased knowledge and understanding of the indicators of potential risks of sexual exploitation and the issues around identification
- Have an increased knowledge and understanding of grooming processes and dilemma for both child/young person and carer/provider
- Understand how to respond and support the needs of a child/young person who is either at risk of or is engaged with sexual exploitation
- Consider the impact upon carers and providers in caring for a child who is at risk of or engaged in sexual exploitation
- Be aware of how to manage the dilemma’s and conflicts that can occur whilst maintaining the safety of the child
- Understand strategies and significance in maintaining a positive and protective relationship with the child or young person
- Understand the importance of working together with partner agencies within a multi-agency approach; how these agencies can impact on a child/young person disclosing and how to support a child/young person in disclosure

Contributes to Training, Support and Development Standards:

- Foster Carers – Standard 4 & 6
- Short Break Carers & Friends and Family Carers – Standard 5
Sexual Exploitation

Purpose:
This course aims to enhance the knowledge of foster carers and supported lodgings providers of sexual exploitation and those children and young people who may most at risk, whilst providing carers with the tools to effectively work with a child or young person who has or is at risk of being sexually exploited.

Length: 1 day (09:30-14:30)

Trainer: NSPCC

Learning objectives:
- Understanding recovery & adaptation after stress
- Be able to define and sexual exploitation and identify the risks to the children and young people in their care.
- Have some understanding of its impact on a child/young person
- An awareness of the legislation (including the Sexual Offences Act 2003).
- Increased knowledge and understanding of the indicators of potential risks of sexual exploitation and the issues around identification.
- Increased knowledge and understanding of grooming processes and dilemma for both child/young person and carer/provider.
- Understand Essex policy, procedures and practice guidance
- An understanding of how to respond and support the needs of a child/young person who is either at risk of or is engaged with sexual exploitation.
- Considered the impact upon carers and providers in caring for a child who is at risk of or engaged in sexual exploitation.
- Awareness of how to manage the dilemma’s and conflicts that can occur whilst maintaining the safety of the child.
- Understand the significance of a close relationship with their carers and how this is a protective factor.
- Strategies to maintain a positive and protective relationship with the child or young person.
- An understanding of the importance of working together with partner agencies within a multi-agency approach.
- The impact these agencies can potentially have on a child/young person disclosing.
- How to support a child or young person in disclosure.

Contributes to Training, Support and Development Standards:
- Foster Carers – Standard 2,4,6,7
- Short Break Carers & Friends and Family Carers – Standard 1,3,5,6
Substance Misuse

**Purpose:**
This course tackles the subject of young people using alcohol and drugs, which gives accurate information about substance misuse amongst young people, exploring their own values and practising reflective listening skills.

**Length:** 1 day (09:30-14:30)

**Trainer:** Adult Community Learning

**Learning objectives:**
- Be able to explore the facts & myths around substance use
- Understand up-to-date information about substances and the terminology used to talk about it
- Understand how to recognise signs of use and misuse
- Be able to think about strategies for action
- Know how to identify sources of support for carers

**Contributes to Training, Support and Development Standards:**
- Foster Carers – Standard 3 & 6
- Short Break Carers & Friends and Family Carers – Standard 2
Distance Learning

Distance Learning is an alternative method for carers to learn and develop their knowledge through books that are published by the Fostering Network and include theoretical frameworks, carer’s views, ideas and practical advice on dealing with situations on a number of subjects. The subjects that are available are as follows:-

- Health*
- Education*
- Attachment*
- Behaviour*
- Contact
- Digital World – New from April 2014

*subjects that form part of the post approval training required by carers, however attachment and behaviour must be via classroom training for the primary carer

Learning process

The process to undertake this method of learning involves you being provided with the relevant book along with a worksheet that consists of a series of questions based upon the content of the book. You are expected to return the book and completed worksheet within 10 weeks to Rosemarie Cronin, CWDC Co-ordinator Fostering, Essex House, 200 the Crescent, Colchester Business Park, Colchester, Essex CO4 9YQ.

How to apply

Please complete an application form and forward by post or email us at fostering.training@essex.gov.uk.

Or alternatively send the application via post to:-

Family Operations – Workforce Development (ESCA) – Fostering
E2 County Hall
Market Road
Chelmsford
Essex
CM1 2QH

Non-returns policy

Please note that we will reserve the right to charge carers £15 for any book that is not returned with the above specified timeframe. This is to ensure that we can continue to provide other carers with this learning method.
Fostering Changes

‘Make a lifelong difference for a child’ (Fostering Changes, 2011).

The Fostering Changes Programme is designed for foster carers of children aged 4 to 12 years who have a child in placement. The programme was developed by the Conduct Disorder, Adoption and Fostering National and Specialist Team at the Maudsley Hospital and has been approved by the British Association for Adoption and Fostering (BAAF). It has received national acclaim for the improved outcomes it has provided for both children in care and fostering families.

The course has been designed to bring about improved outcomes for both children in care and their carer families. The course collectively takes the carer on an experiential learning journey with the child they care for whereby enhanced skills, knowledge and understanding is practically applied directly with the child.

The Fostering Changes Programme is behaviourally based offering practical solutions to managing and developing children’s behaviour and derives from research into parenting skills, attachment, educational attainment and the academic progression of looked after children.

The course is run over 12 sessions which are delivered over 12 weeks. You will need to be committed to attending all sessions (a minimum of 90% attendance is needed to graduate from this programme).

Please contact your Supervising Social Worker directly if you are interested in attending this. Sessions are run in quadrant areas throughout Essex over the year.

Testimony Statements provided by Essex Foster Carers attending the Fostering Changes course in Braintree 2013.

“Fostering Changes gives the opportunity to develop your understanding and management of your foster child’s needs in very practical ways. On the course I have learned techniques to manage behaviour and they have made a real difference for the child and the whole family. Sharing with other carers and listening to how they manage their children encourages you to be open minded to adjusting your practices.”

“The Fostering Changes programme has been fantastic, engaging, informative and enjoyable. All foster carers should attend.”

“The Fostering Changes course is not only a valuable resource to learn new skills and gain knowledge, it has also been a great way to meet other carers and gain from their experiences.”

“The course allows you to gain a better understanding of your own skills and issues affecting you. It is also enjoyable to meet and share experiences with other carers.”
Free English and Maths Courses (GCSE Level)

You can join a FREE maths and/or English class at any time. You could achieve a GCSE equivalent qualification. We offer assessment sessions at all our Adult Community Learning main centres, giving you the opportunity to discuss what is on offer with a tutor.

People join classes for a variety of reasons. To improve your prospects of finding a job or gaining promotion, to help your children with their learning or to improve your own confidence are just some of the reasons why you might want to join a class.

We also offer free distance learning Maths & English courses. There are different levels of the courses so you will need to undertake an assessment to see which one is the most suitable for you – you can do this online too.

The courses themselves are made up of a series of approximately 18 easily accessed modules which will guide you through the learning process from your own home, the local library, job centre or anywhere with internet access; this means you can undertake the course on a day and time which suits you.

Each unit consists of a mix of fact-sheets, videos, audio clips, PowerPoint presentations, games, videos (direct teaching to camera) and worksheets which you can use, and re use, until your knowledge is secure and confidence is gained.

Your completed worksheets are then uploaded via the course area on the VLE (Virtual Learning Environment) and are marked by a qualified Numeracy or Literacy tutor who will give you feedback.

When you feel you have gained enough confidence and knowledge you will be able to book in at your nearest ACL to undertake your qualification.

For further information please email Sonia.clark@essex.gov.uk

QCF Diploma (Level 3) for the Children and Young People’s workforce

The Diploma for the Children and Young People at Level 3 is suitable for Care Workers, Childminders, Nursery Nurses, Youth and Community Workers, Early Years Practitioners, Education Welfare Officers, Connexions workers, Learning mentors, Careers Advisers, Foster Carers, Residential Care workers.

The Qualification aims to give learners an opportunity to develop a solid understanding of the children and young people’s workforce and provides a recognised qualification for employees within the sector.

24+ Advanced Learning Loans have been introduced by the UK government for learners aged 24 and over studying at Level 3 from 1 August 2013.

For further information, please contact Kelly Barnes or Anne Miller

Tel: 01376 534775  Email: Kelly.barnes@essex.gov.uk or anne.miller@essex.gov.uk
Working Together

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Multi Agency / Partnership

Supporting practitioners to work together, share information, and put the child and their family at the centre.

Working Together training is available to partners who support and work with children, young people and families and also those who are working and/or supporting adults where children are present within the family.

The Working Together Website contains useful information and resources relating to partnership working as well as the on line e-learning courses. You can access the e-learning at: https://ecclms.co.uk/goecclms.asp

You will need to register your details in order to log into the site. If you are not a registered user, instructions on how to register are provided.
Booking Multi Agency / Partnership Training

Booking Form: http://i-net.essexcc.gov.uk/vip8/intranet/INet/content/binaries/documents/esca/Working_Together__Booking_Form_final.doc

Choosing your course and submitting your form

Identify a suitable course or workshop and complete the booking form. Once completed, signed and approved by your Line Manager, submit the form either by post or email. If the application is sent via email please ensure your Line Manager submits the form from their email account (details of where to send the application can be found on the form).

ESCA expects any course bookings reflects the individuals personal development plan.

Confirmation of booking

Once the form has been submitted to ESCA - Working Together, you will receive confirmation of your booking. Joining instructions will be sent out 10 days prior to your course date. If your chosen course/workshop is unavailable, you will be notified and offered an alternative date. Please do not turn up on the day without having received your joining instructions, as you may be turned away by the trainer.

Pre course e-learning

Please complete the recommended e-learning, as outlined in the joining instructions, before attending your course/workshop as this contains the baseline knowledge which is not cover on the day and this could impact upon your learning. The e-learning course can be found at https://ecclms.co.uk/goecclms.asp.

If you experience problems accessing the website please check you are using an up to date version Internet Explorer.
Special Requirements

Please notify us of any special requirements you may have in relation to your learning needs or accessibility.

On the Day

Please ensure you arrive on time and sign the attendance register. If you are delayed or unwell, please call ESCA - Working Together on 01245 434073, so that the trainer can be notified.

Please bring the following items:-

- Confirmation email and joining instructions.
- Pen and paper.
- Lunch - if required (tea, coffee and water will be provided).

At the end of your course/workshop you be required to complete an evaluation form.

Course/Workshop Certificate

Approximately 4 weeks after attending the course/workshop you will be sent an impact questionnaire. Following completion and the return of the questionnaire, within two weeks of receipt you will be sent your attendance certificate.

Cancellation Policy

Should you be unable to attend a course/workshop, please notify ESCA - Working Together so they may offer your place to someone on the waiting list and book you onto an alternative session.

Whilst we do our utmost to run all courses/workshops, we reserve the right to alter the venue or cancel any advertised courses/workshops.

E-Learning Modules

We have a selection of e-learning modules which have been designed to offer guidance and support to partners on how they should work together to support children and families. These modules provide baseline knowledge for our delegate to explore if they wish to do so.

The modules can be accessed via https://ecclms.co.uk/goecclms.asp.

Upon completion of the module you have the opportunity to print a personalised certificate to provide evidence of your Continual Personal Development. The certificate can only be printed at the point of completion of the final quiz.
Bespoke Training

ESCA - Working Together can offer bespoke learning and development opportunities that can be customised to meet the individual needs of an organisation or group of practitioners upon request. There will be charge applied for this service.

Please contact ESCA – Working together via email at workingtogether@essex.gov.uk

By post
Essex County Council
Family Operations Workforce Learning & Development Team
ESCA - Working Together
E2 County Hall
PO Box 47
Chelmsford
CM1 1QH

Contacting Working Together

By Post:
Essex County Council, Family Operations Workforce Learning & Development Team
ESCA - Working Together, E2 County Hall, PO Box 47, Chelmsford, CM1 1QH

By Telephone:
01245 434073

By email:
workingtogether@essex.gov.uk
Multi Agency / Partnership Training

Classroom Based Training

- Assessment – Approaches and Access to Support
- Gaining Consent and Information Sharing
- Motivational Interviewing Workshop
- Engaging with Families

E- Learning Course

- Safeguarding
- Working Together to Support Children and Families
- Approaches to Assessment
- Engaging with Parents
- Information Sharing
- Common Core of Skills and Knowledge
- Domestic Violence and Abuse
- Hidden Harm
- Working with Children with Disabilities
Classroom Based Training

Assessment – Approaches and Access to Support

Purpose:
This course is intended for partners working across all levels of The Essex Effective Support Windscreen to gain an understanding of how to work with children and families tell their story. To be able to record this story and provide effective support to help them solve their problems and find solutions at an early stage by understanding the levels of needs and thresholds for different services in Essex.

Aims:
To gain knowledge, explore approaches and ways of working with families and individual family members

Learning objectives:
- To examine the different skills and attributes needed to build effective relationships with families
- To analyse how best to communicate with the family
- To consider the use of tools and techniques to support the assessment
- To explore how to analyse, question and gain further information
- To understand the new process on how to access support in Essex

Trainer: Jean Simmons

Timings: 1 Day

Please click on hyper-link to see training dates and venues

Gaining Consent and Information Sharing

Purpose:
This course is intended to support partners working with children, young people and families understand the importance of gaining consent and sharing information. To be aware of the seven golden rules and key questions relating to information sharing as well as, when and how information can be shared legally, professionally and by whom

Aims:
To explore and understand gaining consent and the importance of information sharing

Learning objectives:
- To explore relevant legislation and guidelines
- To explore how to gain consent from all family members
- To explore the flow chart of key questions
- To clarify the who, what, when, why and how of information sharing
- To understand how to record information

Trainer: Jean Simmons

Timings: ½ day
Motivational Interviewing Workshop

**Purpose:**
This workshop is intended to support partners working with children, young people and families at Level 2 (Additional) and low Level 3 (Intensive) use the Motivational Interviewing (MI) technique. MI is a collaborative, goal-oriented method of communication which pays attention to language of change. It is designed to strengthen an individual's own motivation for and movement towards a specific goal by exploring their own argument for change.

**Aims:**
To gain knowledge and explore how to motivate individuals and families to change

**Learning objectives:**
- To understand the concept of Motivational Interviewing
- To identify different ‘stages of change’
- To consider the principles and techniques used in Motivational Interviewing
- To recognise and respond to ‘change talk’ statements
- To explore change plans

**Trainer:** Jean Simmons

**Timings:** 1 Day

Please click on hyper-link to see training dates and venues

Engaging with Families

**Purpose:**
This course is intended to support partners working with children, young people and families understand the importance of gaining consent and sharing information. To be aware of the seven golden rules and key questions relating to information sharing as well as, when and how information can be shared legally, professionally and by whom.

**Aims:**
To explore and understand gaining consent and the importance of information sharing

**Learning objectives:**
- To consider why families may be resistant to engagement
- To explore how to engage with absent parents
- To explore engaging with male family members
- To have the confidence to hold courageous conversations
- To consider how to keep the family engaged long term
- To consider utilising tools as part of engagement

**Trainer:** Jean Simmons

**Timings:** ½ day
E- Learning Course

Safeguarding Children
e-learning course

Aims:
This course has been designed to assist practitioners and individuals working with or supporting children, young people and families to:

- Understand signs and symptoms of child abuse
- Be aware of the inquiries and legislation underpinning child protection
- Know what to do if abuse is suspected
- Be clear about sharing information with others
- Understand local child protection systems

URL – https://ecclms.co.uk/goecclms.asp

Working Together to Support Children and Families
e-learning course

Aims:
This course aims to help you understand how Working Together can provide the opportunity for children, young people and families to be healthy, safe and achieve their potential by:

- The way we work together, share information, and put the child and their family at the centre
- Focusing on effective interventions and support at an early stage
- Responding to their needs and providing the right level of intervention at the right time

URL – https://ecclms.co.uk/goecclms.asp

Approaches to Assessment
e-learning course

Aims:
This course aims to provide guidance on the approaches that should be applied when undertaking assessments by understanding:

- The purpose of assessment
- The importance of information gathering
- Why analysing the information supports planning
- How to request co-ordinated support

URL – https://ecclms.co.uk/goecclms.asp
Engaging with Parents
e-learning course

Aims:
The aim of this course is to help practitioners think about how they can engage and support parents effectively in order to improve outcomes for the whole family by:

- Understanding the importance of engaging with parents
- Reflect on how to identify and manage barriers to good working relationships with parents
- Be confident, safe and well-prepared
- Support parents to recognise and decide what changes they want to make
- Encourage a positive style of parenting
- Support parents to access the help they need to sustain any changes

URL – https://ecclms.co.uk/goecclms.asp

Information Sharing
e-learning course

Aims:
This course aims to advise practitioners on when or how they can share information legally and professionally by;

- Summarising the key points to remember on Information Sharing
- Offer guidance on Information Sharing
- Provide further information to help inform decisions on Information Sharing

URL – https://ecclms.co.uk/goecclms.asp

Common Core of Skills and Knowledge
e-learning course

Aims:
This course describes the generic skills and knowledge needed for involvement with children, young people and families by:

- Understanding the importance of safeguarding
- Appreciate the need to know about local procedures to keep children safe and protect vulnerable adults
- Understand the importance of working with other agencies to deliver a good service
- Learn effective communication skills
- Share information appropriately
- Understand how babies, children and young people develop
- Provide support during periods of transition

URL – https://ecclms.co.uk/goecclms.asp
Domestic Violence and Abuse

e-learning course

Aims:
This is an awareness-level programme designed to help staff across all Statutory, Voluntary and Independent sector organisations to:

- Understand the key concepts of Domestic Violence and Abuse
- Recognise the signs and symptoms of Domestic Violence and Abuse
- Understand the potentially serious and wide ranging impacts on individuals and families
- Deal with disclosure of abuse
- Develop an understanding about the range of support services available
- Understand the complexities that often surround Domestic Violence and Abuse

URL – https://ecclms.co.uk/goecclms.asp

Hidden Harm

e-learning course

Aims:
This is an awareness-level programme designed to help practitioners in Children’s and Adult Services, Health, Education and the private, voluntary and independent sectors to understand the:

- Impact of parents’ problem drug use on children
- Impact of parents’ problem alcohol use on children
- Needs of the children of problem drug users
- Nature and scope of the Hidden Harm agenda
- Range of service provision for children of problem drug users
- Importance of working together for problem drug-using parents and their families
- Ways that professionals can support children

URL – https://ecclms.co.uk/goecclms.asp
Working with Children with Disabilities
e-learning course

Aims:
This course is designed to provide an awareness of how better to support the needs of children and young people with disabilities by proving a basic understanding of:

- What is a disability?
- Disability and the Law
- Reasonable adjustments
- Range of needs
- Causes of disabilities
- Common challenges
- The family perspective
- Good practice and use of tools
- Safeguarding
- Communication
- Education
- Early Support
- Transition
- The future

URL – https://ecclms.co.uk/goecclms.asp
Social Care courses open to external organisations
Social Care Courses open to external organisations

Choosing and applying for your course

Identify a suitable course and complete the booking form. Once completed, signed, approved with details of payment, submit the form to Essex Brokerage.

Booking Form: http://www.essex.gov.uk/Business-Partners/Partners/Adult-Social-Care-providers/Documents/Chargable%20Booking%20Form%20final.doc

Social Care Courses that may be relevant for Partner agencies

For the first time partners can access appropriate Social Care Course if they are working with children, young people and families where the needs have been identifies as upper Level 3 and Level 4 of the Effective Support Windscreen. Guidance is provided on each course descriptor of the partners the course may be relevant to.

The Following charges will apply

- Private and profit making Organisations   £75 per delegate
- Public Sector                       £50 per delegate
- Voluntary and Non-profit making organisations £25 per delegate

- A world of Difference: Working Effectively with Diversity
- Bereavement and Loss
- Chronologies
- Creating Change: Responding to Neglect and Emotional Abuse
- Direct Work & Communicating with C&YP
- Impact of Domestic Abuse
- Impact of Parents and Carers with Mental Health Concerns
- Law for Social Workers: Human rights, The children Act and the PLO
- Neuro-Science, Brian development and Impact of Childhood health Concerns
- Perpetrators and Victims: Child Sexual Abuse
- Self-Harming
- Sexual Exploitation and Child Trafficking
- Supporting Asylum Seeking Families and Young People
- The Road to Resilience: Creating Independence in Families
- Working with Fathers and Male Carers

Please click on hyper-link to see details of the course content and descriptor of the partners the course may be relevant to.
Essex Social Care Academy Library

The Essex Social Care Academy is delighted to announce its new library facility to support social work practitioners.

The library consists of around 1,100 books and covers a range of topics from key qualifying level texts to essential reading and toolkits recommended by trainers on some of the social care training courses.

For more information or to access the library and request a book, please contact the Essex Social Care Academy team - ESCA.scf@essex.gov.uk

Essex Safeguarding Children Board

The Essex Safeguarding Children Board aims to keep children and young people in the county safe from harm, particularly those who are most vulnerable, and tries to ensure that they feel secure, well cared for, and able to reach their full potential.

Essex Safeguarding Children Board offers a range of training opportunities for professionals working with children, young people and their families across Essex in a range of agencies.

Please click on the following link to view current training opportunities:

www.escb.co.uk