



Our Programmes:

# Adult Health & Social Care



Last Updated: September 2021



# Adults: Section Contents



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### **Adult Health & Social Care CPD Options:**

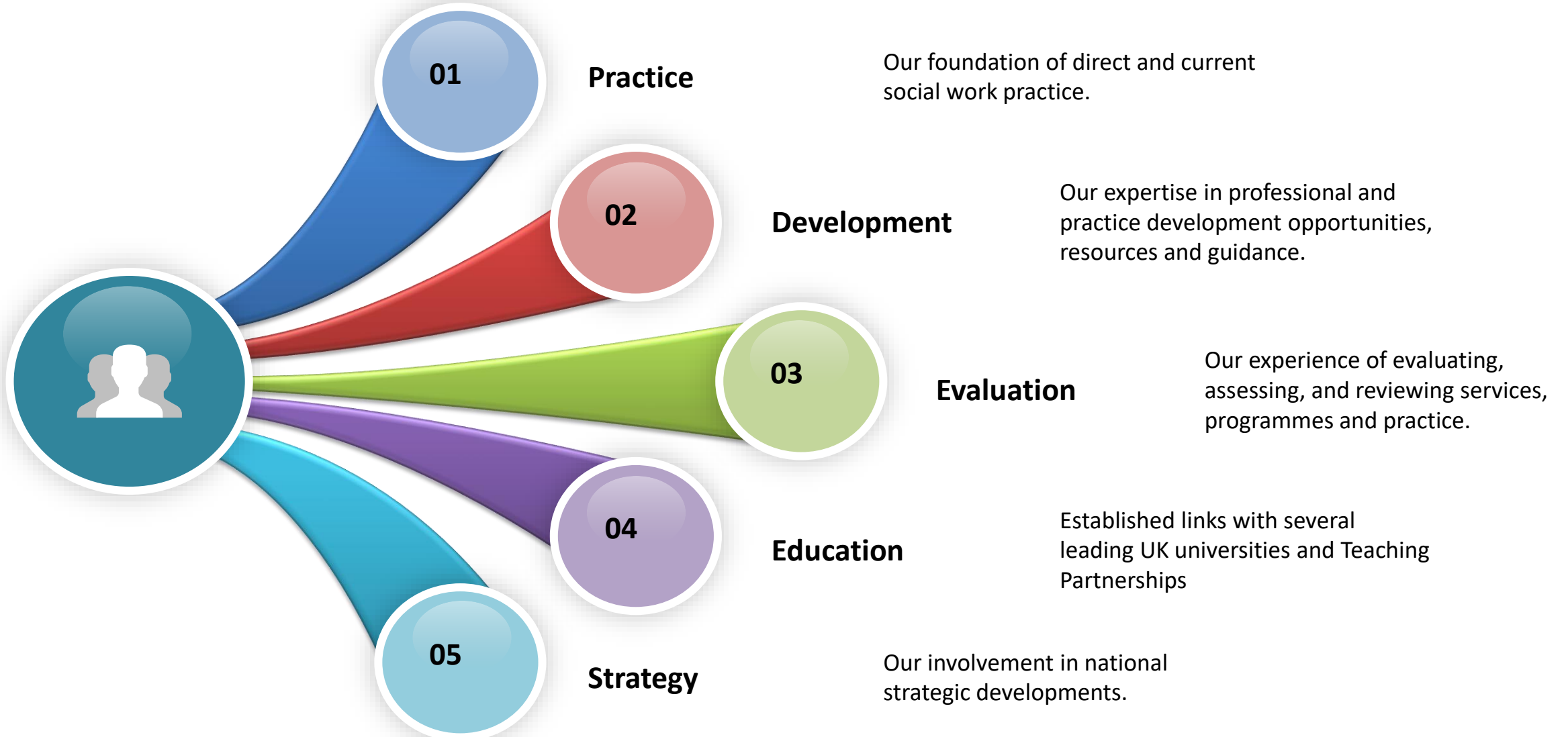
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BIA-AMCP Programmes!

# Why Choose Us?

## *Daisy, Chloe & Crew...interactive*



# Why Choose Us?

## *Quality Assurance Processes*



### **In partnership with:**

- ✓ Customers & Commissioners.
- ✓ Crew & Associate Crew.
- ✓ Managers & Leaders.
- ✓ L & D Organisational Leads.
- ✓ Programme Participants.
- ✓ Other Stakeholders (where appropriate).
- ✓ Children & Families (where appropriate).
- ✓ Linked to contract KPI's.

## *What our customers are saying about our approach:*

*It was good to have case studies and practical examples which gave learners the practical side of doing things which I always find very useful in a training session than just theoretical information.*

*(Participant, 2020)*

*“One of the most interactive sessions I have encountered, with the break outs and communication with colleagues.”*

*(Participant, June 2020)*

*“A very informative BIA refresher update which has already made a difference to processes at work.”*

*(Participant, April 2021)*

*““I would like to take this opportunity to than Daisy and Roger for a very professional and informative experience.”*

*(Participant, June 2020)*

*“By reflecting on lessons learnt from the course and applying the knowledge gained including recent case laws to inform my dols assessments. The course has prepared me for the introduction of the LPS.”*

*(Participant, April 2021)*

*“One of the most interactive sessions I have encountered, with the break outs and communication with colleagues.”*

*(Participant, June 2020)*



# Our Programmes:

# Adult Practice



Last Updated: September 2021





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# Learning Outline:

## *Adults with a Learning Disability*

This session is designed as an introduction to working with adults with learning disabilities. It is estimated that over half a million social care workers support people with a learning disability (S4C, 2020) and this short session will provide the opportunity to identify and being to develop the essential knowledge and skills needed for practice in this area.

During this session, issues such as communication skills, health and well-being and personalised care and risk will be considered aligned to the competency framework for learning disabilities, published by skills for care & skills for health in 2019.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand what is meant by the term 'Learning Disability' and the types of impairments, difficulties and challenges people with learning disabilities experience, including reflecting on the ways in which health and social care staff can support people who have learning disabilities
- Reflect on how attitudes towards impairments and disabilities, and including people in their own care are essential for promoting well-being for the individual
- Explain the legislation and policies that are designed to promote and protect human rights including the concepts of capacity and consent





# Learning Outline:

## *Understanding & Working with Brain Injury*

The brain is a complex organ, any damage caused to it can have a potentially catastrophic impact to the individual in a multitude of ways.

This course offers an understanding of the functions of the brain; the various categories and causes of brain injury; the impact that any injury to the brain can have on the individual and their carers, including the physical, mental, cognitive, and social impact.

This one-day session is designed give the delegates a good understanding of brain and what damage to the brain can have, in turn helping their practice in terms of assessing and meeting the needs of individuals in these often-complex areas.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An overview and understanding of the functions of different areas of the brain.
- Understand the different types of brain injury and how they may be caused.
- Understand what impact damage to the brain can have.
- Increased confidence in communication and assessment skills including Capacity Assessments.
- Understanding of the recovery and rehabilitation process
- Increased awareness of the application of relevant legislation.

# Learning Outline:

## *Working with Autistic Spectrum Disorders*



Autistic Spectrum disorders can have a profound impact on how a person understands and interacts with the world and an awareness of the 'Triad of Impairment' is an essential area of knowledge for all those working with this group.

All people with Autism share difficulties in communication, but their condition will affect them in very different ways. Some can live relatively normal lives, whilst others may need a lifetime of specialist support.

This one-day programme is designed to build upon the basic level of knowledge and skills and provide participants with the opportunity to develop an applied understanding, knowledge and skills, in working effectively with people who are affected by Autistic Spectrum disorders.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand Autism as a spectrum disorder.
- Develop an understanding of Autistic spectrum disorders by using the framework of the Triad of Impairment
- Understand ritualistic behaviour and appropriate responses
- Understand literal thinking and communication barriers impacting on those on the Autistic spectrum.
- Be better equipped to recognise and work effectively with individuals
- Understand the common misconceptions about Autism

# Learning Outline:

## *Working with Adult Attachment*



Until recently the concept that attachment disorder could continue to have profound implications for adult relationship building was little understood. Now however the principles and theories are being applied in both adult and children's services to assess and support a range of relationship-based interventions, ranging from considering its impact on parenting, through to how it manifests in relation to help-seeking and accessing social supports and structures.

This session has a dual purpose. It is aimed at children's social care staff undertaking assessments for parenting and for adult social care staff working with individuals that continue to be impacted by attachment issues into adulthood

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Have an overview of attachment theory and an understanding of how attachment develops and manifests in adulthood.
- Understand how experiences in early relationships can create internal working models and attachment styles and how this may affect future relationships.
- Understand and be able to identify the attachment styles of the adult carers in the adult relationships (secure / anxious-preoccupied / dismissive-avoidant / fearful-avoidant), understand how this may impact on their emotional resilience to care for a child



# Learning Outline:

## *Trauma-Informed Practice*

There is increasing awareness that a significant proportion of service users are suffering from the effects of trauma, resulting from experiencing events such as childhood abuse, adult assault, neglect, domestic abuse, discrimination, modern-day slavery or the impacts of pandemic, war or terrorist events.

This one-day course introduces and provides the opportunity to improve practitioner understanding of the impact of trauma and the concepts behind trauma-informed practice, with the aim of equipping participants with both understanding and tools for practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An increased understanding of the impact of trauma on an individual's emotional and social health and well-being.
- Knowledge of the key messages, data and evidence-base underpinning trauma-informed approaches.
- An understanding of the principles, values and key models underpinning the trauma-informed approach.
- An opportunity to apply trauma-informed tools to the practice context.
- An opportunity to critically reflect on own practice and identify developments that supports a trauma-informed approach.



# Learning Outline:

## *Mental Health, Substance Misuse & Domestic Abuse*



This one-day course looks at the complexities created by co-morbidities of domestic abuse, substance or alcohol use and mental health issues. Evidence has long shown there is often a strong correlation between these issues, with one primary issue often contributing to the presence of the others.

The course includes being aware of the DASH Risk Assessment Tool, MARAC process and other Multi-Agency Approaches to managing complex risks. Delegates will be supported to explore some of the strategies that can be used to positively engage with Adults who are experiencing these needs and to be confident in both Risk Assessment and Safety Planning.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand and increase confidence in the assessment and management of risk in complex situations involving the triad of mental health, substance misuse and domestic abuse.
- Understand the impact of the 'toxic trio' on the assessment and management of risk.
- Understand the link between the 'toxic trio' and safeguarding issues.
- Consider the issues of Capacity and the rights of Adults to make unwise decisions
- Knowledge of key tools and approaches, including the DASH tools.
- Be aware of the impact on any children who may be in the household and how to refer.

# Learning Outline:

## *Person-Centred Planning*



Person-centred planning is an approach based on the principle that plans should be made with the person, not for them. Person-centred approaches are rooted in the social model of disability and seek to empower and enable individuals to make choices and take control of their own situation, identifying where support would be beneficial, but building on the individual's assets and strengths rather than focusing on their needs and deficits.

A range of tools are available to support the approach in practice, and this one-day programme will explore several these, providing an opportunity for participants to apply and reflect on tools and models which can then be taken back in practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Develop knowledge of tools which can be used with individuals to develop person-centred, outcomes focused support plans and gain practice in the use of such tools
- Develop ideas about how to involve people more fully in their support plans, particularly where people are significantly affected by the impact of severe mental health difficulties
- Identify a variety of ways of meeting eligible needs and outcomes (including universal services, and community resources).
- Develop skills in identifying people's strengths and incorporating these into their support plan.
- Gain an enhanced understanding of the importance of social networks to mental well-being,
- Have considered how to help a person build their social networks as part of the support plan.



# Learning Outline:

## *Cultural Competency & Diversity*

Cultural sensitivity is more than recognising differences in race or religion, it involves recognising that we are all shaped by our experiences and are influenced by cultural norms and understanding.

Diversity is about more than just difference; it is about the use of power within our society and structures, and how that power can prevent individuals and groups from accessing appropriate support and services.

This one-day course will consider culture and diversity issues within groups and teams and how our experiences are shaped by our own cultural filters. Participants will be supported to explore how we can apply a culturally sensitive approach and respond to diversity in practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To increase understanding and awareness in relation to working with and alongside individuals from different cultural and social groups and how these influence how we all experience and engage in professional interactions.
- To consider diversity as a power issue and how this might impact on health and social care practice and professional dynamics.
- To reflect on the cultural diversity within participants practice areas, and consider how this might impact on the individual, family and community and how they experience public services.
- To explore concepts of discrimination and oppression arising due to diversity issues. Including how organisational / professional cultures can impact on the experience of individuals working within and/or using public services.

# Learning Outline:

## *Working within the Human Rights Act 1998*



The application of the Human Rights Act and the knowledge and skills to deliver a rights-based approach are fundamental aspects of social work and health & social care practice in a range of settings.

The practitioner's ability to advocate for and protect the individuals' rights and freedoms are even more important when working within the statutory frameworks of mental health, mental capacity and safeguarding, and this one-day course is designed to provide knowledge and skills needed to deliver a rights-based approach in practice.

See also our Legal Literacy programmes for application of other legal frameworks in practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand and apply the principles and duties of the HRA to social work / health and social care practice.
- Increased knowledge of specific articles and the practitioner's role in protecting and upholding these.
- Knowledge of and ability to apply the FREDA principles to practice
- Understand the difference between absolute and qualified rights
- In-depth knowledge of articles 5 & 8 within social care practice – safeguards, principles, processes and precedents.





# Learning Outline:

## *Preparing for, (and Responding to) CQC Inspections*

This full day training programme is for Registered Managers or Senior Staff who want to gain an in-depth understanding of the CQC regulatory framework to inform quality improvements in their services.

Through the programme attendees will gain knowledge, skills, and confidence about working effectively to CQC expectations and will develop plans for service improvement using tools they will access during the day. Delegates will explore CQC standards and expectations in depth, including relevant best practice examples from actual inspections conducted under the inspection framework. Registered Managers will be encouraged to assess their own services and develop their thinking and plans for improvement.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An awareness of the key legislation arising from the Care Act.
- Understand the detail of CQC inspection regime, including KLOES, the 'mums' test, and the ratings of services.
- Explore challenges and opportunities for Care Providers arising from Inspection.
- Construct individual service Action Plans.
- Analyse service performance and identify critical issues which impact on quality and ratings.
- Recognise and prioritise issues for attention and or explore quality improvement planning.
- Explore and understand how to develop responses to critical feedback
- Consider the impact of the CQC 'new approach' to regulation.



Our Programmes:

# Practice Skills



Last Updated: September 2021



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# Learning Outline:

## *Reablement*



Reablement is an asset or strengths-based approach, which is based on providing a short and intensive intervention, usually at home, for people with disabilities or who are frail or recovering from illness or injury. The aim is to support those whose health or social care needs have deteriorated and who, with support, may be able to re-learn the skills needed to maintain independence.

This half-day workshop will provide participants with an understanding of the reablement approach and how asset-based support planning can support independence and promote well-being.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To be able to explain the principles of a reablement approach, including where it fits with current legislation.
- To understand the importance of, and can work within multi-agency, reablement-focused teams to promote independence.
- To be able to contribute to outcomes-focused goal setting for customers
- To understand the contribution that adaptive equipment and rehabilitation techniques can make to the reablement approach.
- To demonstrate an understanding and application of an asset-based approach which looks to the person's own strengths and capabilities, existing family/friends and support networks and their community, prior to considering any intervention



# Learning Outline:

## *Assessment, Support & Review in Social Care Practice*

The Care Act 2014 built on the developments of the personalisation agenda and the duties enshrined in previous legislation and sets out a range of duties and provisions to support the assessment, care and support planning and review processes within adult social care.

This one-day programme is designed for social care practitioners undertaking these roles and tasks. It will focus on taking a strengths-based approach to the local authority duties and support participants to reflect upon and develop their assessment, planning and review skills in practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand the duties and responsibilities under the care act 2014 in relation to assessment, care and support planning and review of social care packages.
- Apply strengths-based to assessment, planning and review processes.
- Take an analytical approach to assessment and planning and reflect upon own decision making and bias within these processes.

# Learning Outline:

## *Basic Motivational Interviewing Skills*



In Adult Social Care, it is common that Adults with capacity in relation to specific areas of their lives such as substance use, alcohol use, hoarding, medication compliance, lifestyle choices or family relationships, choose not to make positive changes and continue with behaviours that are harmful to their health and well-being and increase their vulnerability and social isolation.

Motivational Interviewing is a key tool for Adult Social Care staff in trying to promote the service user/Citizen and/or the family/carers/supporters to find their own motivation for making sustainable positive change. This course equips staff to explore and promote change and to know how to increase future chances of engagement if the person chooses not to change at this time.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An understanding of the Stages of Change model and how this can guide intervention selection and the key theory, principles and philosophy underpinning a motivational approach.
- Understanding MI as a key tool within a Strengths-Based Model of Social Work.
- An understanding of how to 'roll with resistance' to avoid entrenching behaviours.
- An understanding of what is meant by ambivalence and how to approach it to support self-efficacy.
- An understanding of how to apply the tools for change such as working with scales and decisional balancing can be used to maximise change.
- The skills to maximise the chance of future engagement if the person doesn't engage at the present time.

# Learning Outline:

## *Advanced Motivational Interviewing Skills*



This 2-day advanced Motivational interviewing programme is aimed at embedding a strengths-based approach to practice in Adult Services. It is based on building and maintaining respectful and trusting relationships WITH people, rather than just “doing to” or “doing for” and ensuring that to achieve and sustain change, the approach supports individual and the carers to lead on their own plan for change. The course revisits the key principles of Motivational Interviewing and explores what practitioners have successfully been able to embed and what they are struggling with.

Practitioners will be encouraged to take part in a deeper reflection on their own practice, any ambivalence they may hold in respect of this way of working and explore their own motivation to develop their skills further. Using this experience of self, practitioners will be supported to explore advanced Motivational Interviewing skills in terms of rolling with resistance, working with ambivalence and building commitment to change.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To refresh their basic MI knowledge.
- To extend their knowledge and skills in MI.
- To have deepened OARS skills.
- To have enhanced ability to recognize, elicit, and respond to change talk.
- To Improved their working with discord skills.
- To have enhanced skills in working with ambivalence.
- To have learnt strategies for developing change/action plans.
- To know how to evaluate progress – including their own progress as well as that of the citizen, their carers and network.
- To know how to offer information and education in an MI-consistent manner.
- To be able to apply techniques in practice to improve outcomes for citizens, their carers and networks

# Learning Outline:

## *Legal Literacy for Adult Social Care*



Working in adult health and social care requires practitioners to develop an understanding across several pieces of primary legislation in order to assess, support and review individuals who may be in need of services or protections under the banner of adult social care.

This one-day programme, delivered jointly by a specialist social worker and our solicitor crew member, will explore the concept of legal literacy in practice, focusing on the interfaces between the Care Act, the Mental Capacity Act and other pieces of relevant legislation, in order to equip participants with the knowledge of their practice context and the capabilities to apply the relevant provisions to their day-to-day practice and decision making.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To increase delegate awareness of the value and importance of legal literacy in social care practice.
- To support delegates to explore the functions and interfaces of the core adult social care legislation (e.g., Care Act, Mental Capacity Act & Mental Health Act) and consider how different needs and risks may require navigation through several legal frameworks.
- To provide a grounding in the principles and provisions of the key Acts and explore how they can/do interface to provide services and safeguards for individuals who may have needs or otherwise be at risk.
- To provide the opportunity to reflect on legal literacy in practice and explore own strengths and development needs in this essential area of practice capability





# Learning Outline:

## *Assessment & Evidence Informed Decision Making*

This one-day session is designed to support Social Workers to effectively incorporate meaningful analysis into all levels of assessment and review processes to ensure delegates are able to articulate clear evidence-based decisions and recommendations for the individual and/or carer care and support plans.

The course will provide participants with A transferable approach that can be used for a range of settings. Highlighting practical tips for ensuring assessments are concise and easy to follow, whilst still containing the necessary depth for complex decision making and support planning within the adult social care legislative and policy frameworks such as the Care Act 2014 and the Mental Capacity Act 2005.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- A clear understanding and ability to articulate the *needs* of an individual.
- The ability to *effectively analyse information* gathered during the assessment or review process to make appropriate decisions and inform both case management and support planning.
- The ability to articulate clearly, concisely and appropriately record information, understanding the difference between fact and opinion and being aware of bias.
- Models to guide decision-making and the skills/professional judgement to articulate the reasoning for recommendations, including recording capacity, consent and choice and analysis of the available options.



# Learning Outline:

## *Court Skills for Adult Health & Social Care*

Attending Court can be a daunting experience for even the most experienced practitioners. This course provides delegates with an overview of the court and legal processes in Adult Social Care. This includes exploration of the function of the high court, the court of protection, mental health tribunals and coroner's court.

The course provides key tips on how to prepare good quality evidence, how to present evidence and the opportunity to practice giving evidence and being cross-examined. The course identifies common mistakes and how to avoid them by utilising best practice guidance.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- The different types of courts, cases and how law works.
- When and why professionals have to go to court in Adult Health & Social Care.
- Awareness of key legal terms and concepts.
- Understand what constitutes good evidence.
- Understand how to prepare for going to court, and what happens when you get there.
- Increased awareness of common mistakes and how to avoid them.
- How to be confident in giving evidence.



# Learning Outline:

## *Effective Case Recording for Adult Social Care*

Good record keeping serves many purposes and the frameworks of data protection, care management, and confidentiality are areas participants need to be confident in.

This one-day session is designed to support staff to effectively document their practice and incorporate meaningful analysis into all levels of case note recording. To ensure recordings are linked to, and can be used for, providing safe and effective interventions, monitoring and managing risk and to feed into assessments, decision-making and long-term care-planning.

Please see our additional course on Professional Report Writing / MH Tribunal Report Writing. We can also deliver a version adapted to focus on Welsh Law.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand individual responsibilities in relation to consistent and quality case recording and be able to record in a concise, clear, accountable and defensible manner.
- Be able to decide how to give weight/ascertain relevance of information.
- Understand what information means from an individual & service perspective and how it links to Care Act Eligibility or MCA Criteria.
- Understand the need for analysis in case recordings to inform capacity assessments, eligibility, risk management, intervention and care-planning.
- Understand the role of case recordings in developing chronologies and informing decision-making.
- Consider the requirements of the Care Act, Mental Capacity Act and Mental Health Act in keeping records.



# Learning Outline:

## *Developing & Using Professional Curiosity in Practice*

Professional curiosity is the capacity to critically reflect and analyse situations to understand what is happening in a family rather than making assumptions and taking situations at face value.

Several factors can support professional curiosity in practice. These include reflection and supervision to develop a case consultation approach to complex work and using a range of tools and models such as multi-agency collaboration, positive challenge and respectful uncertainty in our interactions.

This one-day session, focuses on the principles and practice of professional curiosity in a range of social care contexts and supports delegates to apply critical analysis and reflection to work that they do.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To understand what professional curiosity looks like and the contribution it can make in practice.
- To facilitate participants to critically reflect on their own professional curiosity, and identify the knowledge and skills needed to develop and embed it in practice.
- To understand the impact, and learning, from situations where professional curiosity is not evident, including examination of relevant SAR/SCR and other reports.



# Learning Outline:

## *Key Elements of a Strengths Based Approach*

Strengths-based practice is at the forefront of adult social care practice, with a statutory framework to support it, provided by the Care Act 2014.

Using the DHSC KcVETS practice framework “Strengths-based approach: Practice Framework and Practice Handbook” published by the Dept. of Health & Social Care in February 2019 as the underpinning approach, this series of sessions is designed to support participants to consider how a strengths and asset-based approach can impact upon individual and community outcomes, and how this can be implemented into assessment and support planning interventions and practice within the social care context.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To understand the principles of a strength-based approach and to contextualise the change to a strengths-based approach in social care
- An understanding of barriers and solutions for implementing a strength-based approach.
- Enable opportunities for reflection and skills development on using a strengths-based approach
- Increase understanding of key elements of a strength based initial contact, person-centred assessment, and support planning process and how to support towards Strength Based Outcomes.
- Understand some of the key tools and models within the strengths-based approach

# Learning Outline:

## *Strengths Based Supervision*



Strengths-based practice is at the forefront of adult social care practice, with a statutory framework to support it, provided by the Care Act 2014. Taking a strengths-based approach is not just about working with individual service users, it can also be used as an approach to assuring quality and applying a continuous improvement approach to governance and assurance systems and arrangements.

The programme will provide an overview of some of the methods and tools used in SBP and how they can be applied to supervision. This modelling also helps embed SBP in both the culture of the organisation and individual practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To understand the ethos, key models and evidence that underpins strengths-based practice and how this applies in the context of supervision and line management.
- To understand and apply the KcVETS model (DHSC, 2019) and associated practice framework guidance in relation to SBP in supervision.
- To explore and critically analyse supervisory practice and identify how a strengths-based approach can be used to improve practice, staff experience and ultimately service user outcomes.
- To provide the opportunity to reflect on knowledge and skills and work with peers to embed the strengths-based approach into organisational practice.



# Our Programmes:

# Working with Risk



Last Updated: September 2021



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2. [Positive Risk Management](#)
3. [Risk Assessment within a Strengths-Based Approach](#)
4. [Working with Challenge](#)
5. [Risk & Risk Management in Adult Social Care](#)







# Learning Outline:

## *Managing Unseen Risks*

A particular anxiety for frontline practitioners is how to assess and manage risk when there are less options for face-to-face assessment, interventions and monitoring.

Whilst there are no easy answers to this dilemma, this half-day session gives frontline practitioners in both Children and Adults settings some ideas to consider for triangulating information effectively without face-to-face contact and prompts workers to think about when and how direct assessments may still need to take place.

This session is an opportunity for professionals to share ideas and experiences from their own practice and engage in valuable peer support which can increase professional confidence and resilience.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Be able to identify possible unseen risks (e.g., neglect/abuse/emotional harm/restricted rights)
- Explore ways of assessing risk and triangulating information with reduced face to face contact.
- Be able to weigh up if face-to-face risk assessment is needed and options for triangulating this.
- Explore strategies for monitoring and managing risks where contact is not possible.
- Consider wider risk management principles and strategies and how to apply these.
- Know how to seek support and/or escalate concerns.

# Learning Outline:

## *Positive Risk Management*



This one-day course aims to provide knowledge and support for Care Managers, Case Workers, Social Workers and Occupational Therapists to develop their capabilities and strengthen their professional confidence in practice. It will also help them to undertake Risk Assessment and Management plans linked to Support Plans and a personalised approach.

The programme will include practice application within the context of the local authority risk management policy and procedures if made available. Decision-making will be examined, and peer learning amongst the participant group encouraged, with a focus on shared learning and reflection specific to positive risk.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- A clear understanding of Positive Risk Assessment and Management
- Tools and frameworks for assessing risk in practice using Positive Risk Management principles.
- An understanding of the benefits of a Positive Risk Management approach as opposed to more traditional defensive risk adverse approaches.
- The ability to apply Positive Risk Management to practice and encourage discussion and analysis with peers.
- The ability to analyse how personal values and experience around risk may influence professional judgments.
- The ability to clearly record decision-making and how risk has been assessed and managed.



# Learning Outline:

## *Risk Assessment within a Strengths Based Approach*

A focus on strengths does not mean that risks should not be actively managed. Part of the strengths-based approach is the focus on supporting and co-producing support with individuals and this applies to risk management as much as any other area of care and support.

Practitioners are increasingly required to facilitate positive risk as a core part of their practice. To develop the skills and confidence needed to enable risk in practice, social workers and social care assessors need to ensure they take a critical view to assessment and engagement practice, focusing on defensible and accountable practice that is designed to deliver the outcomes and aspirations for the individual.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Explain and demonstrate application of the MCA , Care Act and other related legislation and procedures when assessing risk.
- Discuss and evidence defensible decision making.
- Recognise and apply a positive risk approach for adults who have capacity but appear to be under duress.
- Recognise that risk assessment of both future and current danger is integral to the safeguarding process and apply a positive risk-taking approach.
- Be able to identify how to maximise strengths and mitigate areas of difficulties to support a positive risk approach that yields positive outcomes for the individual.
- Be aware of staff bias and know how to check for a protective imperative dominating decision-making.

# Learning Outline:

## *Working with Challenge*



Working with a diverse range of individuals, families and/or communities, can pose a series of difficulties and challenges for individuals working in the wide range of adult health and social care settings.

Whilst challenging behaviours and interactions feature in a minority of worker-citizen interactions, workers need to be equipped with the knowledge and skills required to manage, and where appropriate, de-escalate difficult interactions.

This programme, consisting of four half-day sessions, is focused specifically on working with challenging situations with individuals and their families. It explores the skills involved in undertaking difficult conversations and de-escalating potentially challenging interactions.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Increased confidence in own interpersonal skills and ability to employ active listening in practice.
- Increased understanding of, and confidence in, managing personal and inappropriate comments.
- The opportunity to prepare for, and reflect upon, own responses to difficult interactions.
- Increased awareness of de-escalation techniques and the opportunity to practice using key skills in a safe setting.
- An increased understanding of the solution focused approach to managing challenge of various forms.
- A range of effective strategies and approaches for working with a group of service users.
- Confidence to work with positive risk to manage challenging interactions, and an understanding of the importance of responsible agency support.



# Learning Outline:

## *Risk & Risk Management in Adult Social Care*

Risk assessment is a core part of the social work role, and practitioners are required to make complex decisions in pressurised situations on a regular basis. While not every decision will prevent the worst from happening, it is vital that practitioners are defensible in their assessments, able to apply it to the frameworks they need to work within, and to ensure any subsequent interventions that are carried out are transparent and appropriately evidenced.

This one-day programme is designed to support health and social care staff to reflect upon and further develop their risk management practice within the context of the formal mental health system, including a focus on defensible decision making and best practice approaches for those supporting complex issues in a health and social care community setting.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An increased awareness of the importance of evidencing decisions around risk and risk management within health and social care practice.
- An understanding of static and dynamic risks and how these can be used within assessment and risk management plans.
- The ability to reflect on own risk management skills and identify further development needs.
- An understanding of how to apply learning from this session to own practice.



# Our Programmes:

# Care Act 2014



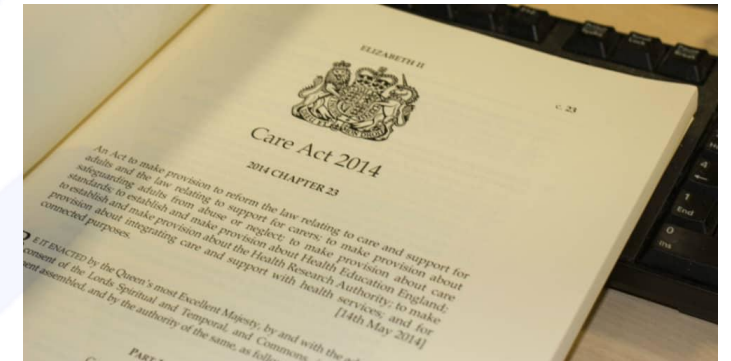
Last Updated: September 2021



# Care Act 2014: Contents



1. [Care Act Essentials](#)
2. [Assessment, Support & Review under the Care Act 2014](#)
3. [Working with Carers under the Care Act 2014](#)
4. [Working with Transitions](#)
5. [Making Safeguarding Personal in Care Act practice](#)
6. [Positive risk & Safeguarding under the Care Act 2014](#)
7. [Key Elements of a Strengths-Based Approach](#)



# Learning Outline:

## *Care Act Essentials*



The Care Act 2014 was implemented from April 2015 and represented a significant change in the way social care thought about and approached the process of supporting individuals with social care needs. The well-being principle, and a range of new statutory duties, including placing safeguarding adult's boards on a new statutory footing, were introduced.

This one-day programme provides an update for practitioners in respect to practice and processes and provides an opportunity to reflect upon and develop an applied understanding of the impact of the Act in social care practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Refresh knowledge and understanding of the Care Act, its principles and duties and reflect on its operation in practice
- Outline ways in which legal challenges have influenced interpretation of the Care Act;
- Identify actions to enable you to keep up to date with the legal framework in line with your professional requirements and be aware of the legal challenges
- Describe the key elements of a defensible decision;
- Apply and use your knowledge of the Care Act in your practice and explain how decisions comply with the requirements of the Act
- Identify how to engage in critical thinking and be able to challenge decision making.
- Identify actions that would promote person centred practice.



# Learning Outline:

## *Assessment, Support & Review Under the Care Act*



The Care Act 2014 built on the developments of the personalisation agenda and the duties enshrined in previous legislation and sets out a range of duties and provisions to support the assessment, care and support planning and review processes within adult social care.

This one-day programme is designed for social care practitioners undertaking these roles and tasks. It will focus on taking a strengths-based approach to the local authority duties and support participants to reflect upon and develop their assessment, planning and review skills in practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand the duties and responsibilities under the care act 2014 in relation to assessment, care and support planning and review of social care packages.
- Apply strengths-based to assessment, planning and review processes.
- Take an analytical approach to assessment and planning and reflect upon own decision making and bias within these processes.

# Learning Outline:

## *Working with Carers Under the Care Act 2014*



The implementation of the Care Act 2014 introduced both a range of rights and support options for Carers, an increased duty on Local Authorities, and a national eligibility criterion used to determine what must and may be offered by Local Authorities to sustain the caring role. This change was brought about by the increasing recognition of the importance that the informal carer network and the role that carers play in maintaining the well-being of those they support.

This one-day programme is designed for social care staff working with the informal carers of adults in need of care and support.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Increased understanding of the duties on LAs in relation to carers.
- Understanding of the rights and eligibility of carers and the importance of sustaining carer wellbeing.
- Knowledge of the assessment and support planning options available to carers and able to apply the national eligibility criteria to assessment.
- Able to apply a strengths-based approach to working with carers.

# Learning Outline:

## *Working with Transitions*



This one-day workshop considers the requirements under the joint legislative framework created by the Care Act 2014 and Children & Families Act 2014.

It explores the responsibilities of practitioners and services to support and promote effective transitions as a means of supporting better outcomes for individuals and families.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To Understand the importance of effective transition and its impact on young people and their families.
- Understand the legislative duties on both adults and children's services and professionals
- Consider how effective transitions processes can be developed.
- Consider how integration and SMARTER working could support individuals
- Understand the link between effective transition and positive outcomes for individuals and families.





# Learning Outline:

## *Making Safeguarding Personal in Care Act Practice*

Since the implementation of the Care Act 2014, working with adults who may be at risk of harm and undertaking safeguarding adults' enquiries has seen a shift in emphasis from process to personalised responses.

This programme has been designed and developed for staff delivering support and direct contact with individuals, or organisations providing health and social care, treatment and/or support to individuals.

It aims to place safeguarding principles and the 'making safeguarding personal' approach into the day-to-day practice of participants.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To increase participant knowledge and application of the making safeguarding personal and explore how this can be used to promote a preventative approach to risks and harms for individuals.
- To refresh awareness of different types of abuse, the triggers and indicators that should be kept in mind and the impact of abuse on the individual's presentation and overall wellbeing.
- To facilitate a professionally curious approach to safeguarding cases.
- To understand local processes, pathways and thresholds and apply these in own practice context and organisational roles.



# Learning Outline:

## *Positive Risk & Safeguarding under the Care Act*

This one-day event is for those who have considerable professional responsibility for promoting well-being for adults, whilst supporting positive risk and applying making safeguarding personal.

A range of areas will be examined including the complex issue of choice vs. control, the 'duty of care' and self-neglect. It will explore capacity and the right to make unwise decisions, and how to proactively engage vulnerable and reluctant service users.

Decision-making will be examined, and peer learning amongst the participant group encouraged, with a focus on shared learning and reflection specific to positive risk.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand and be able to evidence, describe and apply how to undertake a risk assessment utilising a positive risk-taking and strengths-based approach, supported by the Care Act 2014 well-being principle and duties.
- Explain and demonstrate application of the MCA and other related safeguarding policy and legislation and procedures when assessing risk.
- Discuss and evidence defensible decision making.
- Recognise and apply a positive risk approach for adults who have capacity but appear to be under duress.
- Recognise that risk assessment of both future and current circumstances is integral and apply a positive risk-taking approach, including having an awareness of, and discussing the implications of balancing protective and harmful factors and recognising when it is appropriate to escalate concerns.



# Learning Outline:

## *Key Elements of a Strengths Based Approach*

The Care Act 2014 requires local authorities to ‘consider the person’s own strengths and capabilities, and what support might be available from their wider support network or within the community. This requires a shift in thinking from a needs-based deficit model to a strength and asset-based model of practice.

Using the DHSC KcVETS practice framework “Strengths-based approach: Practice Framework and Practice Handbook” published by the Dept. of Health & Social Care in February 2019 as the underpinning approach, this series of sessions is designed to support participants to consider how a strengths and asset-based approach can impact upon individual and community outcomes, and how this can be implemented into assessment and support planning interventions and practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To understand the principles of a strength-based approach and to contextualise the change to a strengths-based approach in social care
- An understanding of barriers and solutions for implementing a strength-based approach.
- Enable opportunities for reflection and skills development on using a strengths-based approach
- Increase understanding of key elements of a strength based initial contact, person-centred assessment, and support planning process and how to support towards Strength Based Outcomes.
- Understand some of the key tools and models within the strengths-based approach



# Our Programmes:

# Safeguarding Adults



Last Updated: September 2021





# Safeguarding Adults: Contents

1. [Safeguarding Adults Awareness – Level 1](#)
2. [Safeguarding Adults – Level 2](#)
3. [The Role of the Enquiry Officer – Level 3](#)
4. [The Role of the Designated Supervising Manager – Level 4](#)
5. [The Role of the Provider Services Lead – Level 4](#)
6. [Safeguarding in a Personalised World: MSP in Practice](#)
7. [Working with ‘Cuckooing’](#)
8. [Transitional Safeguarding](#)
9. [Transitional & Contextual Safeguarding](#)
10. [MCA & Safeguarding](#)
11. [Domestic Abuse: Recognition & Response](#)
12. [Positive Risk & Safeguarding](#)





# Learning Outline:

## *Safeguarding Adults Awareness – Level 1*



This one-day course is designed for professionals to enable them to understand Safeguarding Adults as an ethos and approach, as well as a process.

It will assist participants to develop an understanding of the Care Act and other related legislation and statutory guidance, to help them contextualise their learning and how to make appropriate referrals, support others to do, and understand where to signpost individuals to help and support.

Best practice guidance will be at the heart of the session and will be promoted throughout the programme in line with local policy and procedures.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand what Safeguarding means and what the key Principles in Adult Safeguarding are.
- Increased awareness of responsibilities to record information
- Recognise the signs of abuse and abusive activities / situations.
- Understand what should and should not be reported as Safeguarding concerns/referrals and how to make referrals.
- Be sensitive to cultural needs and understandings in all safeguarding matters, being aware that different understandings will impact on the individuals view of their own situation and the potential risks.
- Understand how to risk assess situations to understand and identify what action should be taken.
- Understand Making Safeguarding Personal and what this means in practice,
- Using the approach to underpin practice.

# Learning Outline:

## *Safeguarding Adults – Level 2*



This one-day level 2 safeguarding training has been designed for staff working in a health or social care setting with adults who may be at risk of harm, to enable them to understand what is meant by ‘safeguarding adults’, how safeguarding issues may interface with their roles and what to do should they have concerns regarding the well-being of an adult.

The training will cover a brief overview of key legislation and policy and will enable frontline staff to recognise anything they hear or see that may relate to a safeguarding issue. It will support staff to appropriately respond, report and record their concerns, and ensure they also seek support for their own well-being.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Have a broader understanding of what Safeguarding means, the six principles that underpin it, types of abuse under the Care Act 2014 guidance and MSP in practice.
- An ability to be sensitive to cultural needs when understanding safeguarding and apply the principles of Making Safeguarding Personal.
- An overview of local safeguarding policies/procedures and understand what should and should not be reported as Safeguarding concerns/referrals and how to make referrals.
- Understand how to risk assess situations to understand what action should be taken.
- Understand ways to support individuals in Safeguarding Matters e.g., support them to refer/or signpost where else they can get support and the role of advocacy.

# Learning Outline:

## *The Role of the Enquiry Officer – Level 3*



Since the implementation of the Care Act 2014, working with adults who may be at risk of harm and undertaking safeguarding adults' enquiries has seen a shift in emphasis from process to personalised responses.

The Care Act section 42 duty of Enquiry includes a range of actions undertaken or instigated by the Local Authority in response to an abuse or neglect concern in relation to an adult with care and support needs who is unable to protect themselves from the abuse or neglect or the risk of it.

This one or two-day programme is designed for practitioners who will be undertaking formal enquiries within the Safeguarding Adults Multi-Agency Procedures and Safeguarding Adult Board (SAB) requirements.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand the legal and statutory basis of a s42 enquiry, including the role of statutory guidance.
- Understand the roles, responsibilities and within s42 enquiry processes.
- Awareness of the importance of the individual's views and wishes and how making safeguarding personal impacts on the individuals' experience and outcomes.
- Increased skill and confidence in applying the local multi-agency procedures.
- Ability to undertake an informal and formal enquiry under s42 duties and to understand and articulate the process, support the individual and provide clarity of information within the process.
- Understand the relationship and responsibilities, including how they interact, of the enquiry officer and the designated supervising officer (DSO).

# Learning Outline:

## *The Role of the DSO – Level 4*



Since the implementation of the Care Act 2014, working with adults who may be at risk of harm and undertaking safeguarding adults' enquiries has seen a shift in emphasis from process to personalised responses.

This one-day programme is designed for Designated Supervising Officers (DSOs) who will be responsible for the oversight and supervision of s42 enquiries within the Safeguarding Adults Multi-Agency Procedures and Safeguarding Adult Board (SAB) requirements. The course will use case examples to explore ideas. The Multi-agency Policy, Protocols and Practitioner Guidance document will be used, and the use of risk assessments and analysis tools will be explored, as will methods of case review to enable better outcomes for the Enquiry.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Increased understanding of the legal and policy framework of adult safeguarding and s42 enquiries, including knowledge of the different stages of an enquiry, how the safeguarding principles apply and the importance of defensible decision making within the process.
- Understanding of the role of the Enquiry Officer and the relationship and responsibility of each role within the statutory process and multi-agency policies and procedures.
- To be able to know how/when to provide specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of adult safeguarding.
- Awareness of core quality assurance measures as they apply to s42 in their organisations, including the standards required for robust recording and reporting.

# Learning Outline:

## *Role of the Provider Services Lead – Level 4*



The Care Act section 42 duty of enquiry includes a range of actions undertaken or instigated by the Local Authority in response to an abuse or neglect concern in relation to an adult with care and support needs who is unable to protect themselves from the abuse or neglect or the risk of it.

This one-day programme is designed for leads within provider service organisations, who will be responsible for the oversight and supervision of referrals and action plan, and in some cases s42 enquiries within the Safeguarding Adults Multi-Agency Procedures.

It is mapped to level 4 of the Intercollegiate Guidance on Safeguarding Adults (RCN et al, 2019) and tailored for application in a provider service context.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Increased understanding of the legal and policy framework of adult safeguarding and s42 enquiries, including knowledge of the different stages of an enquiry.
- Understanding of the responsibilities and accountabilities of own and partner organisations within the statutory process and multi-agency policies and procedures.
- To be able to know how/when to provide specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues, and the management of adult safeguarding in a care and treatment setting.
- Awareness of core quality assurance measures as they apply to s42 in their organisations, including the standards required for robust recording and reporting.
- Understand the ethos, principles, and local application of Making Safeguarding Personal and be able to articulate this to staff and wider stakeholders.

# Learning Outline:

## *Safeguarding Adults in a Personalised World*



The Care Act section 42 duty of Enquiry includes a range of actions undertaken or instigated by the Local Authority in response to an abuse or neglect concern in relation to an adult with care and support needs who is unable to protect themselves from the abuse or neglect or the risk of it.

This programme has been designed and developed for organisations providing care, treatment and/or support to individuals where mental capacity is a concern. It aims to place safeguarding principles and the 'making safeguarding personal' approach into the day-to-day practice of provider organisations.

This one-day programme is designed for provider service organisations within the local multi-agency safeguarding adult's partnership.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To increase participant knowledge and application of the making safeguarding personal and explore how this can be used to promote a preventative approach to risks and harms for individuals.
- To refresh awareness of different types of abuse, the triggers and indicators that should be kept in mind and the impact of abuse on the individual's presentation and overall wellbeing.
- To facilitate a professionally curious approach to safeguarding cases.
- To understand local processes, pathways and thresholds and apply these in own practice context and organisational roles.

# Learning Outline: *Cuckooing*



There is no specific legislation, or legal power, to address cuckooing as a phenomenon.

Working together with agency partners and focusing on a community response will enable earlier identification and prevention. Developing strategies and pathways to support detection, protect victims, prosecute criminals and perpetrators will require joint co-operation to safeguard those most at risk.

This one-day course is designed to provide awareness and understanding of “cuckooing”, the impact this can have, and the options available to safeguard those targeted and those experiencing being “cuckooed”.

## Learning Outcomes:

*This course will provide participants with the following learning outcomes:*

- Have an accurate understanding of what Cuckooing is.
- Have confidence in recognising the signs of criminal exploitation, targeting, grooming and cuckooing.
- Know when to raise an Adult Safeguarding alert
- Have an appreciation of the lived experiences, challenges and frustrations and the impact that cuckooing has on individuals.
- Develop an empathic understanding of those who have or are experiencing grooming (directly and indirectly) and understanding the impact of how it affects daily living experiences.
- Be aware of the relevant legislation and the available legal frameworks.
- Understand the importance of taking a multi-agency working approach.
- Understand and be able to consider the strategies available to support, protect and promote well-being and safety.

# Learning Outline:

## *Transitional Safeguarding*



The term transitional safeguarding applies to the safeguarding response provided to older teenagers and young adults. It is the period when adolescents are moving from children's systems into the adult world, and it can carry significant risks in terms of young people falling between services and experiencing a 'cliff edge' when their support from children's social care ends and adult eligibilities and thresholds are activated.

This session, with the option of follow-up action learning sets if required to embed learning and support critical reflection of practice in this complex area, focuses on the risks, harms and responses for adolescents. It prompts consideration of competency and capacity, and how health and social care can work together better to support personalised transitions between services.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand what is meant by transitional safeguarding and the evidence and learning that has been identified to support effective practice at this transitional point.
- Develop an understanding of the specific risks, harms and needs of adolescents and how a tailored safeguarding response is required.
- Consider how a transitional safeguarding approach could contribute to positive outcomes for young people.
- Understand the transition from competency to capacity to make decisions



# Learning Outline:

## *Transitional and Contextual Safeguarding*



Contextual Safeguarding has been developed in recent years to recognise that young people can be at risk of significant risk of harm outside the home from people outside their immediate family – this may include CSE, CCE, involvement in gangs, drugs or alcohol or Online harm. Contextual Safeguarding identifies four domains for families and practitioners to work across to try and reduce harm and promote the safety of vulnerable young people.

The term transitional safeguarding applies to the safeguarding response provided to older teenagers and young adults. It is the period when adolescents are moving from children’s systems into the adult world and it can carry significant risks in terms of young people falling between services and experiencing a ‘cliff edge’ when their support from children’s social care ends and adult eligibilities and thresholds are activated.

This 1-day session focuses on the risks, harms and responses for adolescents, consideration of competency and capacity, and how health and social care can work together better to protect children from online and community harm and if appropriate support personalised transitions between children and adult services.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand what is meant by transitional safeguarding and the evidence and learning that has been identified to support effective practice at this transitional point.
- Understand what is meant by Contextual Safeguarding, the key domains and approaches critical to reducing harm and promoting safety for vulnerable young people.
- Develop an understanding of the specific risks, harms and needs of adolescents and how a tailored safeguarding response is required.
- Consider how a transitional and/or contextual safeguarding approach could contribute to positive outcomes for young people.
- Understand the transition from competency to capacity to make decisions

# Learning Outline:

## *Mental Capacity & Safeguarding*



Safeguarding adults' processes are processes and protections where the individual's ability to make decisions, the concept of unwise decision making, and the interaction with issues of coercion and control all collide.

Under the Making Safeguarding Personal agenda, our enquiries and any plans should hold the person, their wishes, feelings and preferences at the centre, but what happens when a person may be at risk and their capacity to decide is impaired?

This one-day programme will explore the interface between safeguarding and mental capacity, including the application of MSP, guidance on coercion and control and an examination of the capacity assessment and best interest process within the context of safeguarding concerns.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To refresh & increase knowledge and application of robust assessments of capacity in safeguarding adult's cases.
- Identify the legal aspects of the Mental Capacity Act that have particular importance in safeguarding and consider the role and use of the Court of Protection.
- Consider how to use the Mental Capacity Act to respond to specific types of abuse and identify and carry out best practice in the application of the Mental Capacity Act.
- Encourage delegates to be professionally curious and tenacious, working across agencies, to fully work with the complexities of how adults at risk may present.
- Consider the impact of coercion and control in relationships and familial based domestic abuse, where capacity may appear to be present, but where adults at risk may not have any choice or true consent.

# Learning Outline:

## *Domestic Abuse, Recognition and Response*



This one-day programme will explore the dynamics of domestic abuse, considering different forms of abuse, the role of power and control in interpersonal relationships and the risks and protective factors associated with abusive relationships. Learning from serious case reviews and research-evidence will be considered, and the experience of both victim and perpetrator will be considered. The course also explores the challenges of working with domestic abuse in contexts where many risks are unseen and additional pressures may escalate abuse.

Local information can be included on request.

Please see our domestic abuse section for more CPD options focusing on this area of practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An understanding of the dynamics and the role of power and control in domestic abuse, the impact on the Victim, and familiarity with some of the key models/theories associated with power and control in interpersonal relationships.
- An awareness of the key models / theories underpinning responses to domestic abuse.
- Awareness of family dynamics and the impact of these on risk and relationships within the family.
- Understand how to provide a supportive environment for disclosure
- Increase confidence in how to respond to a disclosure.



# Learning Outline:

## *Positive Risk & Safeguarding*

This one-day event is for the who have considerable professional responsibility for promoting well-being for adults, whilst supporting positive risk and applying making safeguarding personal.

A range of areas will be examined including the complex issue of choice vs. control, the 'duty of care' and self-neglect. It will explore capacity and the right to make unwise decisions, and how to proactively engage vulnerable and reluctant service users.

Decision-making will be examined, and peer learning amongst the participant group encouraged, with a focus on shared learning and reflection specific to positive risk.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand and be able to evidence, describe and apply how to undertake a risk assessment utilising a positive risk-taking approach.
- Explain and demonstrate application of the MCA and other related safeguarding policy and legislation and procedures when assessing risk.
- Discuss and evidence defensible decision making.
- Recognise and apply a positive risk approach for adults who have capacity but appear to be under duress.
- Recognise that risk assessment of both future and current circumstances is integral and apply a positive risk-taking approach, including having an awareness of, and discussing the implications of balancing protective and harmful factors and recognising when it is appropriate to escalate concerns.



Our Programmes:

# Mental Capacity Act in Practice



Last Updated: September 2021





# Mental Capacity Act: Contents

1. [Mental Capacity Act Awareness](#)
2. [Mental Capacity Act in Practice](#)
3. [Undertaking Capacity Assessments](#)
4. [Best Interest Decision Making](#)
5. [Working with Complexity under the MCA](#)
6. [Substance Use & Mental Capacity](#)
7. [MCA for Managers: Supervising MCA Practice](#)
8. [MCA for Occupational Therapists](#)
9. [MCA for Housing Providers](#)
10. [MCA for Provider Services](#)

## **MCA Refreshers:**

11. [MCA & Safeguarding Adults](#)
12. [Learning Lessons from Case Law](#)
13. [MCA & Self-Neglect & Hoarding](#)
14. [MCA & Working with Acquired Brain Injury](#)
15. [MCA & Alcohol Related Dementia](#)

# Learning Outline:

## *Mental Capacity Act Awareness*



It is critical for professionals across all Adult Social Care Settings to understand the Principles of the Mental Capacity Act 2005, as they may have a critical role in identifying when a person may not have a capacity to make a specific decision and highlighting this to the relevant professionals.

Even where MCA Assessments are not part of a person's daily role, they may on occasion be the most appropriate decision-maker for a specific decision and/or may have valuable information to add to a Best Interest Assessment.

The aim of this half-day programme is to ensure participants understand the main provisions of the Mental Capacity Act 2005

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- The Principles of the Mental Capacity Act and how the Code of Practice guides and governs its use.
- Understand the roles of the Court of Protection, Advance Decisions, Deputies and People who have a Lasting Power of Attorney
- What having capacity to decide means and to establish if a person lacks capacity.
- Know why, when how and who can undertake capacity assessments.
- Understand Section 5 in making decisions on behalf of a person who lacks capacity, know what a best interest decision is and how this decision is made – including decisions around restraint, covert medication, and deprivations of liberty.
- Be able to record Interventions appropriately.

# Learning Outline:

## *Mental Capacity Act in Practice*



The process of undertaking a mental capacity assessment, ensuring that the principles of the act and the requirements of the law are applied can be a daunting task for practitioners.

This one-day session is designed to build upon the half-day MCA awareness session and move beyond basic awareness of the legislation.

It aims to support participants to apply their knowledge to practice and develop the skills necessary to undertake a time-specific and decision-specific assessment.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand why, when, and how to assess capacity.
- Formulate an accurate question for the basis of the MCA Assessment and be able to decide if there is more than one question/assessment required.
- Confidently assess the responses given by customers to inform a decision on whether they have capacity for that decision, including assessing fluctuating capacity.
- Decide who is the most appropriate decision-maker for each decision to be made and ensure the response is proportionate to the decision.
- Use a range of different communication methods which can help assist a person to make their own decisions where possible.
- Understand the importance of record all information appropriately and in line with the code of practice and Act.



# Learning Outline:

## *Undertaking Mental Capacity Assessments*



The process of undertaking a mental capacity assessment, ensuring that the principles of the act and the requirements of the law are applied can be a daunting task for practitioners.

This short session is designed to move beyond basic awareness of the legislation and support participants to apply their knowledge to practice and develop the skills necessary to undertake a time-specific and decision-specific assessment.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand how the principles of the MCA apply to the assessment process.
- Increased awareness of best practice guidance (from both the code and case law) that should underpin the assessment process.
- Understand the stages of the assessment process, awareness of the need for clarity over the decision to be made and the information relevant to that decision.
- Develop skills and strategies to engage with individuals and their supporters as part of the assessment process.
- Understand the application of the MCA principles and provisions to complex strengths and needs as part of the capacity assessment process.

# Learning Outline:

## *Best Interest Decision Making*



The process of undertaking a best-interest decision on behalf of someone else and ensuring that the principles of the act and the requirements of the law are applied can be a daunting task for practitioners.

This one-day session is designed to move beyond basic awareness of the legislation and support participants to apply their knowledge to practice and develop the skills necessary to think about and identify best interests in accordance with the best interest checklist (s.4) within the Mental Capacity Act 2005.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand how the principles of the MCA apply to best interest decisions.
- Increased awareness of best practice guidance (from both the code and case law) that should underpin the best interest process
- Understand the elements of the best interest checklist and the information relevant to that decision.
- Develop skills and strategies to engage with individuals and their supporters as part of the best interest process.



# Learning Outline:

## *Working with complexity under the MCA*

This one-day session is designed to move beyond basic awareness of the legislation and support participants to apply their knowledge to practice and develop the skills necessary to think about and undertake assessments of capacity.

This course has a focus on complex situations and how we might assess and consider risk, harm, and autonomy in practice, including consideration of best interests in accordance with the best interest checklist (s.4) within the Mental Capacity Act 2005.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To understand the complex issues of consent and how to proceed in an accountable, safe, and appropriate manner if meaningful consent cannot be obtained.
- Formulate an accurate question for the basis of the MCA Assessment
- Confidently assess the responses given by customers to inform a decision on whether they have capacity for that decision, including assessing fluctuating capacity.
- Decide who is the most appropriate decision-maker and ensure the response is proportionate to the decision.
- Understand the importance of recording all information appropriately and in line with the code of practice and Act.

# Learning Outline:

## *Substance Use & Mental Capacity*



This course aims to introduce social workers and social care staff with the knowledge and skills required when considering the impact of substance misuse on an individual's capacity, specifically alcohol related dementias.

Alcohol is one of the most toxic substances that is used in today's society and has a range of physical, psychological and social consequences. Alcohol related dementias are complex in their presentation and can have varying impacts on the individual's capacity to make decisions, as such workers need to be aware of the range of presentations, they may be called upon to consider and develop a foundation level of knowledge on which to base their assessments and subsequent decisions.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To develop an understanding of the relationship between substance use/alcohol and capacity.
- Increased confidence in assessing both risk and capacity to decide, with individuals that use substances.
- Awareness of the options for intervening with individuals that use substances.
- To understand and be able to identify risks and needs in people who may be experiencing / developing an alcohol related dementia.
- To think through how this may affect the assessment process, how to involve both the person and others close to them to best effect, and how to consider any advanced statements or decisions that the person may have made in terms of what might be in their best interests.

# Learning Outline:

## *MCA for Managers: Supervising MCA Practice*



At the current time team managers and supervising practitioners, across and between different agencies, practice in a variety of ways in relation to delivering responsibilities of the legal framework. This ranges from supervising practitioners and auditing assessments, through to acting as chair within best interest discussions and meetings and providing directive leadership in relation to the processes within their teams.

In preparation for the upcoming changes brought about by the Mental Capacity (Amendment) Act 2019, these one-day sessions are designed to capture areas of good practice, and both upskill and increase the confidence of managers in the application of the legislative framework.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Develop an evidence-based understanding of the mental capacity assessment and best interest requirements, including the learning and evolution of practice via an understanding of developments brought about by statutory guidance and caselaw.
- Understand how the principles of the Mental Capacity Act should be used to underpin mental capacity assessment and best interest decision making and how this should be evidenced in practice.
- Develop professional confidence in application of the Act to support delegates management and leadership of this area of practice.
- To inform the development of a robust, evidence-based, process for best interest decision making.
- To develop a greater awareness of the value of quality assurance and peer review processes as a means of improving practice.

# Learning Outline:

## *MCA for Occupational Therapists*



Occupational Therapists (OT's) work with adults and children of all ages with a wide range of conditions; most commonly those who have difficulties due to a mental health illness, physical or learning disabilities. They can work in a variety of settings including health organizations, social care services, housing, education, re-employment schemes, occupational health, prisons, voluntary organisations or as independent practitioners.

Across this range of contexts and specialisms a working knowledge of the MCA, and the links between capacity and consent for interventions, such as equipment and promoting daily living skills, is an essential knowledge requirement. This one-day session is designed to support OT's in applying the MCA in their practice across a range of practice contexts.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To Understand how the principles of the MCA apply to the OT task.
- Increased awareness of best practice guidance (from both the code and case law) that should underpin assessment and intervention within the MCA framework.
- Understand the stages of the assessment process, awareness of the need for clarity over the decision to be made and the information relevant to that decision and apply this to OT practice.
- Develop skills and strategies to engage with individuals and their supporters as part of the application of the MCA.

# Learning Outline:

## *MCA for Housing Providers*



Working within the framework of the Mental Capacity Act 2005 (MCA) and the Deprivation of Liberty Safeguards (DoLS) has become increasingly complex over the last five years, with case law increasingly providing the guidance and grounding on how it is interpreted in practice and the roles and responsibilities of staff in relation to ensuring article 5 safeguards are in place.

This one-day programme is designed housing support staff, working with individuals for who the ability to decide for themselves may be an issue. It aims to support participants to apply knowledge of the legal and policy framework to their day-to-day work and facilitate a critically reflective approach to working within the legal framework.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- A working knowledge and understanding of the MCA. principles and how they apply to day-to-day housing issues.
- Know when to request the support of psychiatrists or other professionals.
- Understand the principles of good communication and how to communicate using different communication mediums, supporting the customer to engage in the assessment.
- How to act when the customer does not want to engage.
- How to elicit the best information from the customer.
- Formulate the question - working out what it is exactly that you are assessing, and whether it needs addressing in more than one assessment.
- How to record all information appropriately.

# Learning Outline:

## *MCA for Provider Services*



The process of undertaking a mental capacity assessment, ensuring that the principles of the act and the requirements of the law are applied can be a daunting task for staff across all care delivery settings.

This one-day session is designed to build on previous learning and move beyond basic awareness of the legislation to consider how the principles and provisions apply in public sector service settings.

The session aims to support participants to apply their knowledge to practice and develop the skills necessary to undertake a time-specific and decision-specific assessment.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To Understand how the principles of the MCA apply to the assessment process.
- Increased awareness of best practice guidance (from both the code and case law) that should underpin the assessment process.
- Understand the stages of the assessment process, awareness of the need for clarity over the decision to be made and the information relevant to that decision.
- Develop skills and strategies to engage with individuals and their supporters as part of the assessment process.
- Update knowledge in relation to relevant caselaw rulings and statutory guidance.
- Understand the application of the MCA principles and provisions to complex strengths and needs as part of the capacity assessment process.





# Learning Outline:

## *MCA Refresher - Mental Capacity & Safeguarding*

Safeguarding adults' processes are processes and protections where the individual's ability to make decisions, the concept of unwise decision making, and the interaction with issues of coercion and control all collide.

Under the Making Safeguarding Personal agenda, our enquiries and any plans should hold the person, their wishes, feelings and preferences at the centre, but what happens when a person may be at risk and their capacity to decide is impaired?

This one-day programme will explore the interface between safeguarding and mental capacity, including the application of MSP, guidance on coercion and control and an examination of the capacity assessment and best interest process within the context of safeguarding concerns.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To refresh & increase knowledge and application of robust assessments of capacity in safeguarding adult's cases.
- Identify the legal aspects of the Mental Capacity Act that have particular importance in safeguarding and consider the role and use of the Court of Protection.
- Consider how to use the Mental Capacity Act to respond to specific types of abuse and identify and carry out best practice in the application of the Mental Capacity Act.
- Encourage delegates to be professionally curious and tenacious, working across agencies, to fully work with the complexities of how adults at risk may present.
- Consider the impact of coercion and control in relationships and familial based domestic abuse, where capacity may appear to be present, but where adults at risk may not have any choice or true consent.

# Learning Outline:

## *MCA Refresher – Lessons from Case Law*



This course looks at a range of cases which have been considered by the Court of Protection, to see what lessons can be learnt for our everyday practice. It explains that Mental Capacity Act cases go to the Court of Protection either where there is conflict amongst the people involved, and/or where the issue is so serious or complicated that it cannot be resolved through meetings and negotiation.

The rulings of the Court, and the reasons for those rulings, can be invaluable in helping health and social care practitioners deal with similar issues in their own practice and this course examines examples in relation to key complex areas such as fluctuating capacity and restricting contact with family. Delegates will have the opportunity to bring and discuss their own complex cases and explore them with the group in the form of an action learning set.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Increased knowledge of the application of the Mental Capacity Act through exploring a range of cases which have been dealt with in the Court of Protection
  - What the Court of Protection has said about various issues, including:
  - Best interests
  - Fluctuating capacity
  - Unwise decisions
  - The relevance of available resources to decision making
  - How much weight to give to the person's own wishes and feelings, if unclear
  - Life sustaining treatment
  - Other serious medical treatment
  - Restricting contact with family
- Application & reflection on own practice in the context of recent rulings.



# Learning Outline:

## *MCA Refresher - Self-Neglect & Hoarding*

There have been significant developments in relation to the operation of the Mental Capacity Act 2005 since its introduction. These have impacted both on the role of those working with the MCA, and the demands experienced by LA's, health care and voluntary sector providers.

With safeguarding being extended to self-neglect, and habitable housing coming into scope of the Care Act eligibility determination, practitioners are now working with a range of complex presentations which have received focus as a result of some of these changes.

This one-day programme is designed as an update for those who wish to update their knowledge and skills in preparation for the upcoming changes to the legislative framework and to consider complex cases within the context of the Act.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand the main provisions and underpinning the MCA and how they apply in circumstances relating to the issues of self-neglect and hoarding behaviour.
- Update knowledge in relation to relevant caselaw rulings and statutory guidance.
- Understand the application of the MCA principles and provisions to complex strengths and needs
- Reflect & Analyse upon Best Interest decision-making in relation to specific needs – self-neglect & hoarding.

# Learning Outline:

## *MCA Refresher - Working with Acquired Brain Injury*



The Mental Capacity Act 2005 is a vital piece of legislation for anyone working with or supporting someone who may be vulnerable and who may sometimes struggle to make decisions for themselves.

For those who have suffered an Acquired Brain Injury (ABI), there may be particular issues and considerations that need to be made when applying the provisions of the MCA to the individuals support.

This one-day programme is designed for anyone working with or supporting individuals experiencing ABI, for whom capacity may be an issue.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To understand the principles and processes of the MCA and how they might apply to Acquired Brain Injury.
- Understand the common issues with ABI based on the type of injury the individual has sustained.
- Explore issues such as fluctuating capacity and how to manage this in practice.
- Understand when to seek specialist support.

# Learning Outline:

## *MCA Refresher – Alcohol Related Dementia*



This course aims to provide participants with the knowledge and skills required when assessing substance related cognitive impairment, specifically alcohol related dementias.

Alcohol is one of the most toxic substances that is used in today's society and has a range of physical, psychological and social consequences that will be encountered by practitioners in the course of their daily work.

Alcohol related dementias are complex in their presentation and can have varying impacts on the individual's capacity to make decisions, as such professional and support staff need to be aware of the range of presentations, they may be encounter in practice, and develop a foundation level of knowledge on which to base their assessments and subsequent decisions.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To understand and be able to identify people who may have an alcohol related dementia.
- To understand how people with such dementias are most likely to present (e.g., confabulation for example).
- To support participants, think through how this may affect the assessment process, how to involve both the person and others close to them to best effect, and how to consider any advanced statements or decisions that the person may have made in terms of what might be in their best interests.



Our Programmes:

# DoLS & LPS



Last Updated: September 2021



# DoLS & LPS: Contents



1. [Working with MCA / DoLS in Practice](#)
2. [MCA / DoLS and Young People](#)
3. [Deprivation of Liberty for Provider Services](#)
4. [Deprivation of Liberty in the Community](#)
5. [MCA / DoLS & the Mental Health Act: Exploring the interface](#)
8. [An introduction to the Liberty Protection Safeguards \(LPS\)](#)
9. [LPS for Assessors, Reviewers and Authorisers](#)
10. **COMING SOON** – BIA-AMCP Programmes!

## **DoLS Refreshers for**

6. [Mental Health Assessor \(s12 Dr Programme\)](#)
7. [Signatories and Authorisers.](#)

# Learning Outline:

## *Working with the MCA/DoLS in Practice*



Working within the framework of the Mental Capacity Act 2005 (MCA) and the Deprivation of Liberty Safeguards (DoLS) has become increasingly complex over the last five years, with case law increasingly providing the guidance and grounding on how it is interpreted in practice and the roles and responsibilities of staff in relation to ensuring article 5 safeguards are in place. These developments have led to a review of the law and proposals for a new bill to simplify and streamline the current DoLS processes.

This one-day programme is designed for staff working in adult services. It aims to support participants to apply knowledge of the legal and policy framework to their practice and facilitate a critically reflective approach to working within the MCA/DoLS.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- A working knowledge and understanding of the MCA principles and how they apply to practice in both MCA and DoLS scenarios.
- Understanding of the best interest process and application of the section 4 checklist in practice.
- Knowledge of the criteria for when a restriction becomes a deprivation and able to apply the Storck criteria and the Acid Test to practice situations.
- Awareness of the role of the IMCA and where advocacy may be required / beneficial.
- Knowledge of the range of advance planning provisions (e.g., LPA, Deputies, Advance Decisions)
- Understanding of the importance of documentation in MCA and DoLS processes.
- An introduction to the LPS, due for implementation 2022



# Learning Outline:

## *MCA / DoLS and Young People*



While deprivation of liberty safeguards has been associated largely with adults several recent court rulings have highlighted that deprivation can occur at any age and for those working within children and young people's disabilities teams this is an issue in acute focus.

Whether a child meets what is known as 'the acid test' for a deprivation is a complex issue, considering the child or young person's competence or capacity, the scope of parental responsibility and the level of supervision and control that is in place.

This programme will examine the use, and impact of, the MCA and DoLS with Children with disabilities and aims to support children and young people's practitioners think about how and when the MCA should be used and when a court authorisation for a deprivation or best interest determination might be required.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand the main provisions and underpinning principles of the MCA, including deprivation of liberty.
- An understanding of how Article 5 of the Human Rights Act 1998 applies to children and young people and how this interacts with the scope of parental responsibility.
- Understand how and when to consider Gillick competence, assessment within the Fraser guidelines or the assessment of mental capacity.
- Understand the impact of recent court rulings for how children and young people are supported and their behaviour managed (inc. safe spaces and other forms of restraint)

# Learning Outline:

## *Deprivation of Liberty for Provider Services*



Since the 2014 Supreme Court judgement ('Cheshire West') the understanding of what is a deprivation and how individual subjected to a DoL need to be safeguarded within the DoLS arrangements.

As well as providing an overview and update on the DoLS process, the proposals for legislative change will be highlighted, the session will consider what constitutes good practice in terms of identifying and responding to a deprivation and the consideration of less restriction as a core principle of practice.

This one-day programme is designed for Care Provider managers and those acting within the remit of 'Managing Authority' within the current DoLS processes.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Have a basic understanding of DoLS legislation and accompanying guidance.
- Understand the requirements of a DoLS assessment process, and the requirements of the current forms 1 & 2.
- Understanding the principles of Articles 5 and 8 of the Human Rights Act 1998, including how these interact with the DoLS process.
- Identifying a deprivation liberty and awareness of key case law precedents.
- An understanding of the DoLS processes and roles – including the safeguards that authorisation processes should provide for the individual.

# Learning Outline:

## *Deprivation of Liberty in the Community*



Since the 2014 Supreme Court Judgement on Cheshire West and P & Q, the issue of article 5 safeguards and deprivation of liberty in a community setting have been brought into focus.

For all of those individuals outside of the Local Authority Deprivation of Liberty Safeguards (DoLS) processes there needs to be decision making authority in place to authorise a potential deprivation, and in the case of community settings (e.g., supported living, shared lives or other 'home' environments) this will involve applying to the Court of Protection where the criteria are met, and a person requires Article 5 safeguards to be in place.

This one-day course is aimed at practitioners working in health and social care who may be supporting or working with individuals that are subject to a deprivation of their liberty in a community setting.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand the impact of the 2014 Supreme Court judgement on those living in community settings, including the role of case law.
- Be able to identify a potential deprivation of liberty in the community and understand the legal framework for seeking authorisation.
- Understand the role and remit of the Court of Protection in relation to deprivation of liberty in the community.
- Understand and be aware of the forms and written evidence that will be required when seeking a court authorisation.



# Learning Outline:

## *MCA/DoLS and the Mental Health Act*

The Mental Capacity Act 2005, including the Deprivation of Liberty Safeguards (DoLS), and the Mental Health Act 1983 cover the care and treatment of people with mental disorders.

This course provides an opportunity to explore the interaction and overlap between these Acts and understand how services are affected.

The course will include guidance from the Codes of Practice and practical case studies to ensure that delegates feel confident applying the law.

A basic understanding of each Act is required in order for the 'interaction' to be explored successfully.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To have a greater understanding of the interface between the two frameworks provided by the Acts
- Be able to explain how their working practices will be affected by the legislation
- Be able to use the legislation to establish which Act will be most appropriate in which circumstances
- Be able to consider key issues affecting hospital admission such as the compliant incapacitated informal patients.
- Be able to demonstrate practical application of the Acts in several case scenarios.
- Understand how treatment decisions may be affected by advance decisions statements, wishes and lasting powers of attorney.

# Learning Outline:

## *DoLS Refresher - Mental Health Assessors (s12 Drs)*



The Mental Health Assessor within DoLS has a specific role in relation to the identification of mental disorder and the impact of the deprivation on that disorder, as well as completing mental capacity assessments and considering eligibility between the Mental Health Act and MCA/DoLS.

This half-day interactive programme is designed as a refresher for medical colleagues assessing under the DoLS framework.

It will provide an overview of both caselaw and best practice in terms of defensibility in assessments, as well as providing a brief update on the medical role within the pending LPS arrangements.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand key developments in connection with your role as a mental health assessor, and the end of this role under LPS.
- Consider how your working practices may be affected by recent case law.
- Writing your form 4 to ensure defensible decisions.
- Applying the interface between the Mental Health Act and MCA.



# Learning Outline:

## *DoLS Signatory / Authorisers Refresher*

As per several judgements, the role of the authorisers, and the checks and balances that are required by the supervisory body are more than a 'rubberstamp' for the BIA recommendations but are rather the mechanism by which the Local Authority as the supervisory body, can and should scrutinise the information and recommendations made and assure themselves that the person is eligible and all assessments support, the deprivation of liberty.

This one-day programme is designed for those undertaking the signatory role within a supervisory body and will consider the remit and functions of the role and how authorisers can ensure and evidence defensible decision making in practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To Understanding the role and responsibilities of the Supervisory Body [Responsible Body] within DoLS [LPS]
- Understand and be able to describe/explain the statutory basis and functions of a signatory / authorisers within a supervisory body.
- Update knowledge in relation to recent case law rulings and their impact on DoLS and the signatory role, including the impact of the COVID, in practice.
- Examine good practice and defensibility in making authorisations, including scrutiny of evidence provided by the BIA and Mental Health Assessor.
- Updated knowledge of the revised timeline of the Mental Capacity (Amendment) Act and implementation of the LPS scheme.

# Learning Outline:

## *An Introduction to the Liberty Protection Safeguards*



***\*Please note content is subject to change to reflect final implementation of the LPS scheme in 2022.\****

The most significant change brought about by the implementation of the Mental Capacity (Amendment) Act 2019 will be the introduction of the Liberty Protection Safeguards (LPS) in 2022, which will replace the current Deprivation of Liberty Safeguards (DoLS) in their entirety following a scheduled transition year.

The LPS system will expand the current safeguards to include additional groups and locations and staff will need to understand the new requirements to ensure Article 5 rights are upheld in practice.

This one-day programme is designed as an introductory course for health and social care staff working with customers who are 16 years +, who may have capacity issues and for who deprivation of liberty may be a concern.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An understanding of the history and development of the LPS system and its journey to implementation.
- An understanding of implementation timelines and how the LPS and DoLS processes will interact in the 12-month transition period.
- An increased awareness of the new LPS process and its application.
- Knowledge of what might constitute a deprivation of liberty within Article 5 and professional responsibilities to observe and protect individual rights, including the requirements of the revised code of practice.
- Knowledge of the LPS assessment processes and the roles within it (e.g., Responsible Body, Approved Mental Capacity Professional (AMCP), Assessors, Appropriate Person etc.)

# Learning Outline:

## *LPS for Assessors, Reviewers & Authorisers*



***\*Please note course content is subject to change to reflect final implementation of the LPS scheme in 2022.\****

The Liberty Protection Safeguards (LPS) will replace the current Deprivation of Liberty Safeguards (DoLS) in their entirety following a scheduled transition year. The LPS system will expand the current safeguards to include additional groups and locations and staff will need to understand the new requirements to ensure they are able to take on new roles within the scheme.

A new role of 'Assessor' will be introduced, and this professional will undertake assessments and monitoring under the new scheme, working with the Responsible Body and other key role holders to ensure individuals' Article 5 rights are protected as part of the care and treatment planning processes. This programme is designed for health and social care staff who are working with deprivation of liberty as part of their day-to-day practice and who may be required to act as an Assessor within the new scheme.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An understanding of implementation timelines and how the LPS and DoLS processes will interact in the 12-month transition period.
- Knowledge of what might constitute a deprivation of liberty within Article 5 and be able to assess this according to the appropriate guidance, including the requirements of the revised code of practice.
- Knowledge of the LPS assessment processes and the roles within it (e.g., Responsible Body, Approved Mental Capacity Professional (AMCP), Assessors, Appropriate Person etc.)
- Understanding of the Assessor role and its expectations and responsibilities in practice.





Our Programmes:

# BIA Qualifying & Refreshers



Last Updated: September 2021



# BIA Programmes: Contents



1. [BIA Qualifying Programme](#)  
- in partnership with Tavistock & Portman CEDU.
2. [BIA Refresher - Legal Update](#)
3. [BIA Refresher - Report Writing for BIAs](#)
4. [BIA Refresher – Substance Use & Capacity](#)



Mental Capacity Act 2005



BIA-AMCP Programmes!

# Learning Outline:

## *BIA Qualifying – in partnership with Tavistock CEDU*



The Deprivation of Liberty Safeguards provides additional safeguards for people in care homes and hospitals, who need to be there for the purpose of receiving care and/or treatment but who lack capacity to consent to these arrangements.

Over six days there will be a mix of lectures and seminars. Lectures are delivered to the full student group with work discussion and observation style seminars in smaller groups.

Reflecting on the observation and shadowing experience is a key learning activity on this course.

### Learning Outcomes:

*This course will provide participants with the following learning outcomes:*

- Successful completion of this course will enable students to fulfil the statutory requirements of the Best Interests Assessor (BIA) role.
- Students will have a clear understanding of relevant legislation, an ability to record and report the decision-making process and a full appreciation of the need for a person-centred, and rights-based approach, to Best Interests decision making

*More information & application details are available by clicking the Tavi logo (below) and accessing the course page.*



The Tavistock and Portman  
NHS Foundation Trust





# Learning Outline:

## *BIA Refresher - Legal Update*

Whilst the original intention was to implement the new framework and introduce the Liberty Protection Safeguards, this has been postponed and it was announced that implementation will now take place April 2022. We are currently awaiting publication of the Code of Practice and required regulations before this can be confirmed.

This one-day programme is designed as a peer learning experience and refresher, providing detailed updates and a reflective space to support BIA's and s12 colleagues in practice and deliver the requirements of continued learning as per the MCA/DoLS regulations for assessors.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To provide the opportunity to engage with relevant annual CPD requirements as per DoLS regulations.
- Update knowledge in relation to recent rulings and their impact on DoLS practice, including the impact of the COVID-19 on current BIA practice.
- Increased awareness of the revised timeline of the Mental Capacity (Amendment) Act and implementation of the LPS scheme.
- Reflect upon & Analyse Capacity determinations and Best Interest decision-making in the courts and in practice.

# Learning Outline:

## *BIA Refresher - Report Writing for BIAs*



Professional report writing is a skill that is required from all professionals undertaking statutory assessment roles and responsibilities.

The BIA report provides the consideration of the whole circumstances of the individual, and as Justice Jackson commented in the Neary judgement, provides evidence of the assessment which should be the '*cornerstone of [the DoLS] protections*' (Stephen Neary v LB Hillingdon (2011)).

This one-day programme is aimed at qualified BIAs, BIA trainees, authorisers and managers screening and reviewing DoLS assessments. It takes an in-depth look at the requirements of a Best Interest Assessment report, using ADASS form 3 as the main template within which the report is presented.

### Learning Outcomes:

*This course will provide participants with the following learning outcomes:*

- Have an increased understanding of the evidence required for the BIA assessment process, the requirements for reports (including the relevant ADASS forms and guidance) and a clear understanding of what 'good' looks like in this context.
- Be able to present, in writing, the application of the principles of Articles 5 of the Human Rights Act 1998, including how these interact with the DoLS process and specific case law rulings.
- An increased understanding of the supervisory body scrutiny and authorization requirements in relation to the BIA report.
- An awareness of the legal framework for legal challenge and how this relates to BIA reports.



# Learning Outline:

## *BIA Refresher - Substance Use & Mental Capacity*

This one-day programme is designed for BIAs to consider the complexities of working with Adults who use substances and alcohol which is impacting on their capacity.

This course looks at the Mental Health Act, Mental Capacity Act and the Care Act and the guidance the legislation provides in relation to key areas such as assessing capacity and risk and whether to intervene.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An understanding of the relationship between substance use/alcohol and capacity.
- An opportunity to explore the relationship between substance use and capacity including the right to make unwise decisions, fluctuating capacity and the principle of least restriction when intervening.
- Understanding the interface between the Mental Health Act and Capacity Act when assessing individuals with substance use issues.
- Increased understanding and confidence in assessing risk with individuals who use substances.
- Awareness of the options for intervening with individuals that use substances.



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*We specialise in developing training and learning programmes based on the requirements of our customers, and the knowledge and skills of our crew.*

## **IF CAN'T FIND WHAT YOU'RE LOOKING FOR?**

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Contact us to find out more [crew@dcc-i.co.uk](mailto:crew@dcc-i.co.uk)