

# Safeguarding Learning & Development Toolkit – Highland



ENDING VIOLENCE AGAINST WOMEN



Table of Contents

Content	Page
Introduction	5
<b><u>Adults</u></b>	
ASP Committee	5-6
Adult Support & Protection (ASP) Training	6-8
Additional Learning Resources for ASP (IRISS)	9
Adult support and protection -Scottish Social Services Council App	9
Chronologies in Adult Support and Protection: Moving from Current to Best	9
Practice Guide to Chronologies – Care inspectorate	10
Making Protection Personal	10
<b><u>Trauma Informed</u></b>	
Being Trauma Informed	10
The National Trauma Framework	11
Trauma Informed Practice	11
One out of Four Learning Resource	11
Trauma Skilled Awareness NES E- Learning	12
Shumela Ahmed on introducing being Trauma Informed in services (Video)	13
Trauma informed practice – Specific to Intensive Workforce 2 HOUR COURSE (Highland Council)	13-14
<b><u>Related Protective Training</u></b>	
Human Trafficking	14
E-Learning Module – NHS Scotland – Human Trafficking	15
Missing People – Training/Resources	15-16
Hoarding	17
Human Rights	17
Violence Against Women Partnership Training	17
Mental Health Improvement and Suicide Prevention E-module	18
Prevent Policy (NHS)	18
Prevent E-Learning	19
<b><u>Drug &amp; Alcohol</u></b>	
Highland Substance Awareness Toolkit.	20
Stimulant Overdose Awareness (eLearning)	20
Scottish Drug Forum info	21

Working with substance use, trauma and mental health	21
NES E- Module Co-occurring substance misuse and mental health disorders	22
Drugs and alcohol: alcohol brief interventions (ABI) E- Learning	22
Drugs and alcohol: alcohol brief interventions (ABI) (bookable course)	22
Health Improvement Team	22-23
<b><u>Children &amp; Young People</u></b>	
Child Protection Committee	24
Child Protection Training	24-25
Highland Child Protection E-Learning	26
NES – E-modules – Child Protection	26
Prevent - Terrorism Awareness (Highland Council)	27
Promoting children and young people’s mental health and preventing self harm E-Learning	27
Corporate Parenting - Corporate parenting duties an overview	27
Grief and Loss for Children and Young People	28
Foetal alcohol spectrum disorders (FASD)	28
Drugs and alcohol: discussing drugs and alcohol with young people	29
Introduction to Child Sexual Exploitation	29
Think you know neglect?	29
Connecting Young Carers	30
The Permanence & Care Excellence Programme (PACE)	30
<b><u>For All Staff</u></b>	
Scottish Social Services Council (SSSC) Badges	31
SSSC Learning Zone	31
Education and Development Framework	32-42
<b><u>SOCIAL WORK PRACTITIONERS</u></b>	

## **Introduction**

There is a wide range of excellent learning and development resources available across Scotland and it is essential that our workforce is aware of and able to access high quality learning to ensure they are appropriately trained in all Protecting People topics.

This framework has been developed to provide a single source of information which signposts the workforce to the learning that is free and available for all practitioners. This will be updated as necessary; the most up to date will be published on our ASP Training website [ASP training | NHS Highland \(scot.nhs.uk\)](https://www.scot.nhs.uk/asp-training/)

## **ASP Committee**

The Highland Adult Protection Committee (APC) is a statutory body established under Section 42 of the Adult Support and Protection (Scotland) Act 2007. It is formed of representatives from its three main partners - Highland Council, Police Scotland and NHS Highland - as well as others from partner organisations, including Advocacy Highland, Connecting Carers, Scottish Fire and Rescue and Carr Gomm. It is chaired by an independent chairperson.

The Highland APC works to ensure cooperation and communication across the agencies and has responsibilities to i) review local policies, procedures and guidance, ii) ensure the ongoing training and development of staff involved in Adult Protection locally. iii) raise general awareness of Adult Protection within the Highland area and iv) undertake Learning Reviews, which are a form of case review.

The Highland APC's Continuous Improvement Framework is available here - [Continuous Improvement Framework 2023 - 25 \(scot.nhs.uk\)](https://www.scot.nhs.uk/continuous-improvement-framework-2023-25/)

## **Sub-groups**

There are seven sub-groups which assist the Highland APC to undertake its work. These are:

1. Community Awareness sub-group,
2. Learning Review sub-group,
3. Learning and Development sub-group,
4. Participation sub-group,
5. Practice Improvement sub-group,
6. Quality Assurance sub-group
7. Young Adults at Risk of Harm sub-group (in partnership with the Child Protection Committee)

*If you feel you could contribute to the sub groups or have an interest in being part of our sub groups please email - [nhsh.hapcadmin@nhs.scot](mailto:nhsh.hapcadmin@nhs.scot)*

### **Adult Support & Protection (ASP) Training**

Adult Support and Protection is integral to the protection of human rights. Human rights are the basic rights and freedoms which we are all entitled to live with dignity, equality and fairness.

Protection matters because it means protecting people's right to live in safety, free from harm and any form of physical or emotional abuse or neglect is unacceptable.

In Highland we have 3 levels of ASP training available listed below:

**ASP Level 1** - required to have a basic awareness, knowledge and understanding of adult support and protection, sufficient to enable them to properly carry out their governance functions.

**ASP Level 2** - staff require to have good awareness of adult protection issues, and sufficient level of knowledge and understanding to be able to respond appropriately to concerns they have whilst providing support or treatment

**ASP Level 3** - specialist staff, trainers, Adult Protection Committee members and regulatory staff all need to have detailed knowledge of adult support and protection and certain highly developed skills.

You can find our training pathway to help you decide what level of training you require for your specific role here - [ASP Training Pathway](#)

If you require further information please email - [nhshighland.asptraining@nhs.scot](mailto:nhshighland.asptraining@nhs.scot)

What we provide:

### **Level 1**

#### **ASP Level 1 – Trainer Led Course**

The aim of this course is to raise awareness of adult protection and to promote that adult protection is "everybody's responsibility". This course will support and enable staff to recognise harm in all of its forms and to understand and carry out their responsibilities under the Adult Support and Protection Scotland Act 2007 and the Highland Adult Support and Protection Inter-agency Procedures such as reporting.

#### **ASP Level 1 - NES E-module**

The overall aim of the adult support and protection practice level 1 (informed) module is to give you the information you will need to ensure the protection and wellbeing of adults at risk of harm. It will also highlight what to do should you become concerned that an adult is being harmed or at risk of harm. The practice level 1 module is for all members of the health workforce, whether employed or volunteers.

### **Level 2**

#### **ASP Level 2 – Trainer Led Course**

The aim of this course is to ensure that all staff understand and carry out their legal requirements under the Adult Support and Protection Scotland Act 2007 and Highland Adult Support and Protection Inter-agency Procedures. This includes the duty to co-operate in inquiries and risk assessment, and to comply with and support the protection of adults at risk of harm.

#### **ASP Level 2 – NES Module**

This level is for the following groups: For all Health and Social Care staff contributing to the risk assessment, support and protection of adults at risk of harm as defined by the Adult

Support and Protection (Scotland) Act 2007, including; Community Nursing and Midwifery, GP's, dental staff and allied

Health Professionals, adult social care staff including care home staff and care at home staff band 4 and above, Police, fire and rescue and housing colleagues. ***Please note this course is supplementary to the trainer course which must be completed by all relevant roles above band 4***

### **ASP Level 3**

#### **Council Officer & Nominated Officer Training**

**Who this is for:** For Social Workers fulfilling the role of 'Council Officer' and the immediate line manager of the Council Officer, as defined by the Adult Support & Protection (Scotland) Act 2007. Also for Social Work, Police and Health staff who may have the role of Nominated Officer as defined in Highland Adult Support & Protection Inter-agency Procedures.

The aim of this course is to ensure that all Council Officers and their immediate line managers can discharge their responsibilities under the Adult Support and Protection Scotland Act 2007 and NHS Highland Inter-agency policy and procedures; and to support Nominated Officers in understanding and discharging their role and responsibilities.

#### **Other Level 3 Training**

Crossing of the Acts

Charing Case Conferences & LSI's

Council Officer Development Sessions

Investigative Interviewing Skills

All courses bookable via Turas [Adult Protection \(Highland Council area\) | Turas | Learn \(nhs.scot\)](#)

For More information on ASP Training - [ASP training | NHS Highland \(scot.nhs.uk\)](#)

For Highland ASP Procedures - [Local ASP Procedures | NHS Highland \(scot.nhs.uk\)](#)

Adult Support and Protection (Scotland) Act 2007 -

<https://www.legislation.gov.uk/asp/2007/10/contents>

Adult Support & Protection Codes - [Supporting documents - Adult Support and Protection \(Scotland\) Act 2007: Code of Practice - gov.scot \(www.gov.scot\)](#)

### **Additional Resources for ASP**

Iriss is a charity that works with people, workers and organisations in social work and social care to help them use knowledge and innovation to make positive change happen.

We have supported social work and social care in Scotland since 2008, bringing skills and expertise from a range of disciplines to our work. <https://www.iriss.org.uk/resources/multimedia-learning-materials>

Those who undertake key Adult Protection roles may wish to consider these, particularly those relating to-

- Multi-Agency Adult Support and Protection Conferences (case conferences)
- Large Scale Investigations
- Working Together in Adult Support and Protection.

### **Adult support and protection -Scottish Social Services Council App**

This app has been developed to be used as a reference resource for all workers whose role includes supporting or caring for adults. It is designed to be used in conjunction with the worker's own organisation's adult support and protection policies and procedures. There are sections on the signs and symptoms of harm and abuse; what workers should do if they have concerns; and the legislation that applies to adult support and protection. There is also a 'Frequently Asked Questions' section that covers common issues and dilemmas relating to adult support and protection. [Google App](#) or [Apple](#)

You can preview the app - <https://learn.sssc.uk.com/webapps/asp/sections>

### **Chronologies in Adult Support and Protection: Moving from Current to Best**

This report produced by Iriss focuses on Chronologies; this is consistently being identified across inspection reports across Scotland as an area of improvement. Concerns raised have included content of the chronology, lack of analysis and limited involvement with the supported person. This



report looks at identifying and implementing change within chronologies going forward. The full report can be accessed here [iriss Chronologies Report](#)

### **Practice Guide to Chronologies**

This guide is published by the Care Inspectorate, the guide looks to define chronologies, explain their uses as well as their limitations. As there has been significant development to multi-agency/ disciplinary working and service delivery this has had an impact on how chronologies are undertaken. This guide supports the purpose of the chronology by bringing together important information and assist understanding, highlighting early indications or emerging patterns of concern. The guide can be located - [Care Inspectorate - Practice Guide to Chronologies](#)

### **Making Protection Personal**

The developer of this eLearn has drawn from a range of resources relating to Making Safeguarding Personal in England, as well resources from other organisations such as Social Care Institute for Excellence (Scie); Research in Practice (Rip); The Scottish Government and academic literature, all relating to embedding personalisation into safeguarding/ protection practice.

The purpose of this Elearn is to enable you to use your skills, knowledge and judgement to work with people to 'Make Protection Personal'; and to improve and capture outcomes with the person you are working with, and/or their representative/ carer. As a result, throughout this resource, we will look at a range of skills, knowledge, abilities and practical support tools, which already exist and facilitate people to tell their story in a different way. Although this is based within English legislation there are several downloadable materials such as interview techniques, etc with are useful resources.

[https://rise.articulate.com/share/HVv\\_tXucce35b1BkIZ-6kvUwUdkDUaBr#/](https://rise.articulate.com/share/HVv_tXucce35b1BkIZ-6kvUwUdkDUaBr#/)

### **Being Trauma Informed**

#### **What is the National Trauma Transformation Programme (NTTP)?**

Scotland has paved the way in creating a vision of a trauma informed and responsive workforce and services that can recognise where people are affected by trauma and adversity, and that respond in ways that prevent further harm, support recovery, address inequalities and improve life chances. The National Trauma Transformation Programme (formerly known as the National Trauma Training Programme) is a major and long-term change programme, which aims to support this vision.

### **The National Trauma Framework**

Defines training under 4 levels. These are:

- Trauma Informed Practice Level
- Trauma Skilled Practice Level
- Trauma Enhanced Practice Level
- Trauma Specialist Practice Level

Further information about the definitions of trauma practice levels can be found in the NES [Trauma Knowledge & Skills Framework for the Scottish Workforce](#)

### **Trauma Informed Practice**

This animation was developed by NHS Education for Scotland, in partnership with the Scottish Government. It is designed to be relevant to all workers within the Scottish workforce. It aims to support workers to know how to adapt the way they work to make a positive difference to people affected by trauma and adversity.

If you work with children and young people, consider also viewing “[Sowing Seeds](#)” An animation created by NHS Education for Scotland to support people to make a positive difference to the lives of children and young people affected by trauma. Trauma is everybody’s business. **Opening Doors: Trauma Informed Practice for the Workforce** [Opening Doors: Trauma Informed Practice for the Workforce on Vimeo](#)

If you work with adults with learning disabilities please also view **Common Ground: Trauma Informed Working with People with Learning Disabilities** or if you work supporting adults with dementia please view **A Piece of the Puzzle - Trauma Informed Working in Dementia Care** both videos can be found [Trauma Informed - National Trauma Transformation Programme](#)

### **One out of Four Learning Resource**

Being trauma informed is essential in healthcare services. All healthcare professionals have a duty of care to ensure they minimise re-traumatisation during the provision of care. This extends to the real opportunity to impact positively on the lives of women and their recovery from Sexual Trauma, which in turn has a positive impact on the lives of their children and families. [One out of Four Learning Resource](#)

### **Trauma Skilled Awareness NES E- Learning**

#### **Trauma skilled Developing your trauma skilled practice (Practice Level 2)**

##### **Developing your trauma skilled practice 1 : understanding the impact of trauma and responding in a trauma-informed way**

1. To understand the prevalence of traumatic events
2. To identify the factors that can influence how we respond to and are affected by traumatic events in order to survive
3. To recognise how trauma and adversity may be affecting the people you are working with
4. To understand how to develop trauma informed relationships that incorporate trust, safety, choice and collaboration, and control and empowerment
5. To understand the importance of self-care in this line of work.

##### **Developing your trauma skilled practice 2 : trauma in children and young people**

1. To recognise the impact of trauma on children and young people
2. To understand how children and young people recover from trauma
3. To learn how to meet the needs of children and young people who have experienced trauma.

##### **Developing your trauma skilled practice 3 : understanding the impact on mental health and evidence-based pathways to recovery**

1. To identify the range of natural reactions to traumatic events
2. To identify the symptoms of PTSD and Complex PTSD
3. To recognise when a person may benefit from a trauma specialist intervention and know how to facilitate access to intervention(s).

## **Developing your trauma skilled practice 4 : understanding the use of substances to cope with the impact of trauma**

1. To understand the prevalence and impact of trauma for people with a substance use problem
2. To understand how substance use and trauma symptoms can impact each other
3. To respect the resilience in people surviving by using coping behaviours available to them
4. To develop your own collaborative trauma-informed approach
5. To recognise the need for recovery pathways that accommodate multiple complex needs

*In order to view or access these resources, you will need to have created and logged into a Turas account.*

Shumela Ahmed on introducing being Trauma Informed in services -

<https://vimeo.com/341311003>

### **Trauma informed practice – Specific to Intensive Workforce 2 HOUR COURSE (Highland Council)**

*Please note this Course is delivered online via Google Meet – it is not necessary to have an account to join.*

This training is designed for staff who have regular contact with children and/or families, including those working within adult services, or those who manage them.

The course covers the content of the first level of the National Psychological Trauma Training plan. Content is adjusted according to the particular group attending to ensure it is relevant for their particular service context, and the Practice Model is used as a framework throughout.

It is also a foundation for more advanced learning. On the CPC calendar this is available as a two part course – Simple & Complex Trauma, and ACEs and Developmental Trauma. These cover the knowledge parts of levels 2 and 3 of the national plan.

What can I expect from this training? By the end of this training, staff should:

- Know how common trauma is and understand different types of trauma and their impact
- Understand how people with traumatic memories experience situations, including how children of different ages present

- Know how to respond to a known traumatic event, or to help people with the consequences of trauma even when the history is unknown
- Connect trauma informed practice to their core roles and to the Practice Model
- Have some ideas for self-care and reducing the impact of vicarious trauma

Who should attend? All staff who have regular contact with children and young people and/or their family members should attend this training.

In particular those staff who:

- Have day to day contact with children of any age and families 13
- Carry out direct or indirect work with children and families
- Provide specialist advice to those who work with children or families
- Manage services that work with children and families
- Develop policy and practice in organisations across the CPC partnerships

To book your place on this training please see - [Child Protection Training - Highland Child Protection Committee \(hcpc.scot\)](http://hcpc.scot)

### **Human Trafficking**

What is human trafficking?

Human trafficking is the illegal trade in human beings for financial gain. This includes both adults and children. Victims of human trafficking are often the most vulnerable members of our communities. However, there is no such thing as a typical victim. Victims come from various continents, in particular Asia, Africa and Europe. UK nationals can also be victims of human trafficking. A trafficking victim does not have to cross international boundaries. They can be moved from one place to another in Scotland or the UK for exploitation. They may arrive in Scotland after being abducted or smuggled. They may be forced into criminality or tricked by a job and the prospect of a new and better life. They soon find out that their lives are not their own and are forced into a life of exploitation. There is often no way of escaping.

Help from the public is crucial to identify potential signs of human trafficking within the community and reporting any concerns to the police.

### **Related links**

Unseen App provides a guide to spotting the signs of modern slavery and human trafficking - [Download The App - Unseen \(unseenuk.org\)](https://www.unseenuk.org/)

Various forms and indicators of exploitation - <https://www.unseenuk.org/about-modern-slavery/spot-the-signs/>

HEAL Trafficking and Hope for Justice's Protocol Toolkit for Developing a Response to Victims of Human Trafficking in Health Care Settings - <https://healtrafficking.org/2017/06/protocol-toolkit/>

Free the Unseen Video - <https://www.youtube.com/watch?v=Yx-RC8ck2co>

### **Human Trafficking E-Learning Module – NHS Scotland**

This is an introductory resource for practitioners working in public services. The aims of this module are to raise awareness of human trafficking. The course provides an overview of the extent of human trafficking in Scotland and alerts you to signs indicating risks to individuals. This module provides some practical information about the health needs of trafficked people and briefly outlines your role in health and social care in identifying and responding appropriately to trafficked individuals.

Learning Outcomes:

1. Identify and understand the nature and extent of human trafficking
2. Describe the health consequences of human trafficking
3. Understand the role of health and social care staff in supporting victims of human trafficking
4. Understand how to respond appropriately to victims of human trafficking
5. Access additional guidance in other areas of exploitation (e.g. gender based violence, sexual violence)

[Human trafficking | Turas | Learn \(nhs.scot\)](https://www.nhs.uk/learning-from-experience/human-trafficking-turas-learn/)

### **Missing People**

#### **Good Practice Toolkit**

This online toolkit for professionals is designed to provide those working with missing adults, children, young people, and families in Scotland with the tools they need to support, safeguard and respond to missing incidents. We hope you will find the toolkit useful guidance for day to day practice.

[Welcome to the National Missing Persons Framework Toolkit for professionals in Scotland - Missing People](#)

**Return Discussion E-training**

Return Discussion E-Training is available for professionals who would be the position of completing Return Discussions and who would benefit from completing this training. There are two e-training courses available -one focused on Return Discussions for children and young people and the other for Return Discussions for adults. Each course takes approximately two hours to complete but can be completed a section at a time. If you would like to learn more about this training please email [Scotland@missingpeople.org.uk](mailto:Scotland@missingpeople.org.uk)

**Hoarding**

Hoarding is considered a significant problem if:

The amount of clutter interferes with everyday living – for example, the person is unable to use their kitchen or bathroom and cannot access rooms

The clutter is causing significant distress or negatively affecting the quality of life of the person or their family – for example, they become upset if someone tries to clear the clutter and their relationship suffers

Please see the hoarding icebreaker form here: [Hoarding Ice-Breaker Form – Because life's too short for your health to be ruled by hoarding, clutter or disorganisation \(hoardingicebreakerform.org\)](#)

Mind.org has some useful information on how to support someone who may be living with a hoarding issue [Mind - Hoarding](#)

NHS also has some good information on hoarding - <https://www.nhs.uk/mental-health/conditions/hoarding-disorder/>

**Human Rights**

Introduction to equality, diversity and human rights

NHS Education for Scotland (NES)

This eLearning module is an introduction to equality, diversity and human rights for health and social care workers in Scotland. It has been developed to meet the essential learning needs of the health and social care workforce in Scotland.

Learning Outcomes:

Upon completion on this module, you will be able to:

- State the non-discrimination, equality and human rights responsibilities you and your organisation have.
- Identify discrimination, harassment and inappropriate behaviour where you work.
- Identify actions you can take to challenge and prevent inappropriate behaviour.
- Identify the meaning of key words and why language is important.

[Introduction to equality, diversity and human rights | Turas | Learn \(nhs.scot\)](#)

**The Highland Violence Against Women Partnership offers a variety of gender based violence focussed training. The purpose of this training is to:**

Increase awareness and understanding of different forms of violence against women and girls issues and to develop skills and practices when responding to abuse.

Work together to ensure that all victims/survivors across the Highlands have equity of access to support at time of need and increased opportunity to disclose their experiences.

We can combine our offer of training to meet the needs of teams and are happy to offer bespoke team training sessions out with this open calendar.

Training on various aspects of Violence Against Women is offered to all staff working in Highland and the Islands.

Level 2 courses are aimed at attendees who have a prior understanding of domestic abuse and GBV. You should understand why VAWG is a product of gender inequality, describe the many forms of GBV, know how to supportively and confidently respond, identify imminent risks, know where to signpost people to for support and how this fits within your own agency policies and guidelines. It is therefore recommended that you attend:

(a) Level 1 course (2 half days part 1 and 2) or

(b) Level 1 refresher if it has been longer than 3 years since you did

The Level 1 courses are for those with no or little prior knowledge of VAWG or for those who may feel a refresher would be beneficial for their work.



The Level 2 courses will assume you have a good basic knowledge of VAWG and will not have time to revisit this during the course. Some staff may judge that their current level of knowledge of VAWG, from your own daily work and/or other training available to you, is sufficient to attend a Level 2 course directly without undertaking the VAWP Level 1 courses.

Attendance on the training is free. To book onto any of the training sessions you must be registered with Turas Learn, <https://learn.nes.nhs.scot/41846/public-protection-zone/gender-based-violence>

For More information on Gender based Violence please check out their webpage <https://www.hvawp.scot.nhs.uk/training/>

### **Mental Health Improvement and Suicide Prevention**

These animations have been produced to support the implementation of Scotland’s Public Health Priorities for Mental Health, Scotland’s Mental Health Strategy 2017-2027; and Scotland’s Suicide Prevention Action Plan – Every Life Matters. They cover the areas of mental wellbeing, suicide prevention and having compassionate conversations with people who are experiencing mental distress or may be feeling suicidal. They are designed to support learning at the Informed Level of Scotland’s Knowledge and Skills Framework for Mental Health Improvement, Self-Harm and Suicide Prevention. While each animation can be viewed on its own, we recommended all 3 are completed. Suicide animation; suicide framework

<https://learn.nes.nhs.scot/17262>

### **PREVENT**

This Policy describes how NHS Highland (NHS) delivers the duties placed on it by Section 26 of the Counter Terrorism and Security Act 2015 (Act) as these relate to the UK Government’s counter terrorism strategy CONTEST.

The Act places a duty on public bodies to have “due regard to the need to prevent people from being drawn into terrorism” when delivering their ordinary services in the community and this is usually described as the PREVENT strategy. [PREVENT Policy](#)

UK Home Office PREVENT e-training.

**UK Home Office PREVENT e-training**

This offers an introduction to the Prevent duty and explains how it aims to safeguard vulnerable people from being radicalised to support terrorism or becoming terrorists themselves.

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen2.html>

**PREVENT Guidance - PMAP (Prevent Multi-Agency Panel) process**

To be used alongside the e-learning above.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964230/6.6467\\_HO\\_PMAP-Duty-Guidance-Scotland.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964230/6.6467_HO_PMAP-Duty-Guidance-Scotland.pdf)

## **DRUGS & ALCOHOL**

### **Highland Substance Awareness Toolkit (H-SAT).**

This online library provides information in relation to substances in Highland. Topics covered include Tobacco, Alcohol, and Drugs, including New Psychoactive Substances (NPS, previously known as 'legal highs'), Caffeine, and also information about Blood Borne Viruses (BBV). There is also a short Stimulant Overdose Awareness eLearning Course available providing information to reduce harm -

Information is categorised by target audience and subject matter. Choose one of the following links to view available resources or use the menu bar to navigate the website.

Parents/Carers

Professionals (provides links to eLearning)

Young People

The toolkit also has a search function, and a quick find A-Z of resources, to help you find what you are looking for.

<https://www.highlandsubstanceawareness.scot.nhs.uk/>

### **Stimulant Overdose Awareness eLearning Course**

This stimulant overdose awareness e-learning course aims to:

1. Enhance knowledge of stimulants and their effects
2. Raise awareness of situations and behaviours that increase the risk of overdose
3. Outline current advice to reduce harm
4. Clarify the main signs of overdose and options for responding

SDF are currently funded by the Scottish Government to support the alcohol and drug partnerships (ADPs) across Scotland with workforce development. SDF are able to provide 4 core days of training to each ADP area

SDF's Workforce Development: Substance Use Learning and Development Programme shows the levels of training available and relevant courses:

- Level 1/Awareness Level
- Level 2/Informed Level
- Level 3/ Skilled level
- Level 4/ Enhanced/specialist level.

**There are a range of Courses available:**

Drug Awareness

Cocaine and psychostimulants

Benzodiazepine Awareness

Cannabis Awareness

Alcohol Awareness

Staying Alive: preventing drug related deaths

Understanding Stigma: promoting inclusive attitudes and practice

Trauma and substance use

Enhancing communication skills

An introduction to Motivational Interviewing.

Everyone has a Story: Children affected by parental substance use

Principles of Harm Reduction

SDF continue to offer Scotland wide training delivered over MS Teams which can be accessed on their website: [www.sdftraining.org.uk/training](http://www.sdftraining.org.uk/training)

SDF's eLearning suite of courses are also available and free to access - [E-Learning - Scottish Drugs Forum \(sdftraining.org.uk\)](http://E-Learning - Scottish Drugs Forum (sdftraining.org.uk))

**Working with substance use, trauma and mental health**

This section on TURAS outlines the eLearning and courses available for practitioners working with alcohol and other drug issues in a range of settings, as well as for specialist substance use professionals. Given the importance of implementing Medication Assisted Treatment

(MAT) standards, NES have mapped their resources to the standards for working in the alcohol and other drug workforce.

[Working with substance use, trauma and mental health | Turas | Learn \(nhs.scot\)](#)

### **NES E- Module Co-occurring substance misuse and mental health disorders**

This is an introductory resource for substance misuse and mental health practitioners working with co-occurring substance use and mental health issues. The aims of this module are to explore the complex combinations of co-occurring mental health and substance misuse disorders commonly seen within Scottish services and enhance the effectiveness of psychological evidence-based interventions for people with these complex needs. Keywords : mental health, substance misuse, substance use, alcohol, drug use, psychiatric disorders, co-occurring disorders, co-morbidity.

[Co-occurring substance misuse and mental health disorders](#)

### **Drugs and alcohol: alcohol brief interventions (ABI)**

#### **E- Learning**

Who this is for: The course is for anyone who might benefit from being able to discuss alcohol with service users, to help them make an informed choice about their alcohol use. Priority areas are Primary Care, Ante-natal, and A&E. <https://learn.nes.nhs.scot/43411>

#### **Bookable Course**

Who this is for: The course is for anyone who might benefit from being able to discuss alcohol with service users, to help them make an informed choice about their alcohol use. Priority areas are Primary Care, Ante-natal, and A&E. In addition, delivery is encouraged in wider settings, such as Housing, Criminal Justice, Fire Service, Voluntary groups.

[Drugs and alcohol: alcohol brief interventions \(ABI\)](#)

### **Health Improvement Training**

Details of all the courses offered by the Health Improvement Team can be found in our Learning and Development for Health Improvement 2022-2023 prospectus.

Booking for all courses as well as details on when courses are running is done through NHS Highland's Turas Learn course booking system (login required). Courses currently available include:

Health Inequalities: why bother?

Introduction to Mental Health and Wellbeing

Money Counts: Level 1 - read more about the course

Money Counts: Level 2 - read more about the course

Smoke-free hospital sites

Suicide Intervention and Prevention Programme (SIPP)

[Health Improvement training | NHS Highland \(scot.nhs.uk\)](https://www.scot.nhs.uk/healthimprovementtraining/)

### **Child Protection Committee**

Highland Child Protection Committee (Highland CPC) is the multi-agency partnership responsible for:

- Raising public awareness of child protection issues
- Co-ordinating prevention activities with children and their families
- Providing child protection guidance and training
- Implementing national child protection initiatives
- Assuring the quality of responses to child protection issues

Highland CPC is overseen by the Public Protection Chief Officer Group led by Chief Officers from Highland Council, NHS Highland and Police Scotland. The Committee aims to work in partnership with children, parents and communities to ensure children in Highland are Safe.

### **Child Protection Training**

Highland CPC Learning & Development Strategy is aligned to Scottish Government National Framework of Child Protection Learning & Development 2024

Training is developed on a competency basis with 4 workforce groups namely:

- Wider Workforce
- General Workforce
- Specific Workforce
- Intensive Workforce



More detail on each workforce can be found here - [Workforce groups & key learning](#)

As a baseline, where workers cannot see which workforce group they fit into, they will at least be part of the Wider or General Workforces. To be certain, they should take advice from their line manager or seek advice from their local learning and development team. (Scottish Government, 2024 p.10)

Highland CPC have produced a staff and managers guide which is available on the [HCPC website](#) to aid this process, alongside minimum requirements for workforces operating in the HCPC area in a [Quick Guide Core Training 2024](#)

Highland CPC would recommend that anyone who, as part of their job is likely to come into contact with children or their families should attend a minimum of one child protection training course in each 3-year period.

This training should be undertaken as soon as possible upon employment but no more than six months after employment start date.

Those in Intensive workforce are to attend as a minimum Recognition & Response in Child Protection plus additional courses relevant to specific job roles. Additional courses are available on the training calendar such as Trauma informed practice; Harmful parent interactions; Safe & Together and E-modules which are also available to support practice needs e.g. chronologies, think you know neglect, etc. please refer to the [Highland CPC training page](#) for more info.

It is the responsibility of practitioners and managers to ensure they have attended the training required for their role.



Course certificate validation is 3 years Highland CPC strongly recommend refresh within this time period whenever possible.

Additional learning opportunities on a wide range of Child Protection Themes are regularly updated on the Highland Child Protection Committee what's on link –

<https://bit.ly/hcpcwhatson>

Further guidance and support can be requested via email – [CP.training@highland.gov.uk](mailto:CP.training@highland.gov.uk)

### **E-learning**

The Highland Child Protection Committee have developed in partnership with the Care and Learning Alliance a range of E-learning modules which are available free of charge.

.

- Child Protection Basic Awareness
- Introduction to the National Guidance for Child protection (Scotland) 2021
- Think you know about Neglect
- Understanding the Child Plan
- Introduction to Chronologies
- Introduction to Child Sexual Exploitation
- Children Affected by Parental Substance Misuse

Access e-modules here: <https://calaelearning.co.uk/>

### **NES – E-modules – Child Protection**

A wide variety of courses are also available to you, from NHS Education for Scotland (NES) using the TURAS system. When you first visit you will be required to set up your own account with a password.

To set up your training account and access the booking system visit:

<https://learn.nes.nhs.scot/Search/SearchResults?searchterm=Child%20protection&page=1>

Level 1 Child protection: practice level 1 [informed]

Level 2 Child protection: practice level 2 [skilled]

Highland Council & High Life Highland Employees can access Traineasy

<https://highlandcouncil.traineasy.com/login/microsoft-azure>

### **Prevent - Terrorism Awareness (Highland Council):**

This briefing is available to all practitioners working in children and adult services and aims to provide attendees with an awareness and understanding of the PREVENT agenda and their role within it. In particular, it seeks to assist professionals in recognising potential risks and vulnerabilities which may increase the risks of individuals being persuaded by an extremist or terrorist ideology.

### **Informed level module - Promoting children and young people's mental health and preventing self harm**

This module comprises three children and young people animations and check your learning quizzes. They are designed to support the knowledge and skills of those in health, social care and the wider public sectors who need to be informed about mental health, self-harm and suicide prevention in relation to children and young people. In particular, they will help workers to understand the factors that influence mental health and resilience in children and young people; engage proactively with children and young people about mental health, self-harm and suicide; and recognise when to seek help to support those in their care

<https://learn.nes.nhs.scot/55471>

### **Corporate Parenting - Corporate parenting duties an overview**

Every child and young person need a strong scaffold of love, care, and support to see them through to adulthood and beyond. For many people, that scaffold is provided by those closest to them - parents, siblings, pets; wider family such as grandparents, aunts and uncles as well as the Scaffold of Care provided by communities, like neighbours and school friends. When a child or young person goes into care, it can feel like essential pieces of this scaffold are removed. Sometimes very suddenly and often outside of the young person's control. Of course, many new people will step in to form a new scaffold, such as social workers, carers, care workers, teachers etc. Many of whom are Corporate Parents. Our message to Corporate Parents and wider Scottish society is that it is the job of all of us to ensure Care Experienced children and young people have a strong scaffold of support

around them, for as long as they need it. Together we can support our Care Experienced communities to thrive.

The Training and Education Team at Who Cares? Scotland offers fully funded support to Corporate Parents across Scotland. The offer includes live, bespoke training, support to create and develop Corporate Parenting Plans, supporting learning materials and consultation time with Who Cares? Scotland staff. This information pack provides additional information on each of these offers and how these can benefit you and your organisation.

Who Cares? Scotland is funded by the Scottish Government to engage Corporate Parents across Scotland in training and education activity. Training and education at Who Cares? Scotland covers several topics including:

- Realising the UNCRC as Corporate Parents
- Sex, Relationships and Reproductive Health
- Mental Health and Corporate Parenting

Further information can be accessed via [www.whocaresscotland](http://www.whocaresscotland) or contact [corporateparenting@whocaresscotland.org](mailto:corporateparenting@whocaresscotland.org)

### **Grief and Loss for Children and Young People**

For any member of staff who works with children and young people, to help them support children who are experiencing grief and loss. This resource is provided by education Scotland which allows practitioners to downloadable resources. To access this resource, please click <https://education.gov.scot/resources/supporting-children-and-young-people-through-bereavement/>

### **Foetal alcohol spectrum disorders (FASD)**

Foetal Alcohol Spectrum Disorder (FASD) is both the most common and the most overlooked neurodevelopmental condition in Scotland. The Scottish Government estimates that approximately 172,000 children, young people and adults across the country have their lives and life chances adversely affected by FASD. And yet, only a small proportion of people with FASD have been diagnosed, actively assisted, or effectively supported.

To help overcome the longstanding misdiagnosis, misunderstanding and mistreatment of people with this life-altering condition, the Scottish Government has launched a free FASD

e-learning resource (<https://learn.nes.nhs.scot/39148>) That will take 2 hours to complete on the NHS Education for Scotland (NES) website. Link to the

### **Drugs and alcohol : discussing drugs and alcohol with young people**

Discussing Drugs and Alcohol with Young People (DDAYP) is an approach based on the principles of Motivational Interviewing and Brief Interventions, providing structure to opportunistic, non-confrontational conversations to support young people to make healthy lifestyle choices around drugs and alcohol. <https://learn.nes.nhs.scot/41807/public-health-zone/drugs-and-alcohol/drugs-and-alcohol-discussing-drugs-and-alcohol-with-young-people>

### **Introduction to Child Sexual Exploitation**

This module from Highland Child Protection Committee developed in partnership with Care and Learning Alliance:

This module provides an introduction to the subject of Child Sexual Exploitation (CSE); which is a form of child abuse. Sadly CSE is a significant issue for children and young people in the UK and is more prevalent and widespread than you may think. This is in part due to the ever growing use of technology in our communications. This module is therefore highly relevant for anyone working with children, young people and families and will provide a comprehensive introduction to this challenging subject. CSE is not just something that 'other' communities have to deal with, but could well be happening to children and young people that you know.

The module is a mixed media presentation which will guide you through key messages in a clear, straightforward and interesting way. Video and audio are used to explain and illustrate important learning points making it an effective and time saving tool to help you understand more about CSE. You can work at your own pace and revisit the module as often as you like in order to complete your learning.

<https://calaelearning.co.uk/product/introduction-to-child-sexual-exploitation/>

### **Think you know neglect?**

This module from Highland Child Protection Committee developed in partnership with Care and Learning Alliance:

Through interactive content, films, interviews, links to national guidance, tools to help identify and record signs of neglect plus a few simple tasks to help consolidate your learning, this module will help you:

Raise your awareness of the definition of neglect and why it may not be as easy to spot as you might think.

Identify the four main types of neglect.

Develop your awareness of the serious impact of neglect on children and young people's development and long-term outcomes.

Explore some of the barriers to identifying neglect.

The importance of giving children a voice to help ensure the right help gets to them and their family.

Be aware of some of the simple tools available to help identify and record neglect.

Report on neglect. <https://calaelearning.co.uk/product/think-you-know-neglect/>

### **Connecting Young Carers**

The content for both these modules belongs to CONNECTING YOUNG CARERS

A young carer is defined as a person under 18 who provides or intends to provide care for another person. Young carers can be caring for or supporting a parent, sibling or another close family member. Some young carers are caring for more than one individual.

A survey in 2017 found that in Highland alone an estimated 11.5% of young people are doing some form of caring for a family member. With numbers continuing to rise, early identification and support from the services are key. This module aims to support greater understanding of the role young carers play, some of the challenges they may have and what we can do to support them.

If you work with children aged 10-16, you may wish them to access the 'young persons' version of this module which will help raise their awareness of the role of a young carer, either as a young carer themselves or as the friend to someone who may be in a caring role -

<https://calaelearning.co.uk/product/young-carers-seen-heard-and-supported/40>

### **The Permanence & Care Excellence Programme (PACE)**

It is every child's right to have a safe, secure, and stable home in which to grow up. For some children, their family life at home can become challenging, for whatever reason, and there is a need for outside support. Local authorities and key agencies involved in

permanence decision-making need to work alongside the child and their family to decide what best meets the child's immediate and long term needs and where their permanent home should be – this is known as permanence planning. This decision-making process can often take far too long.

On this website, you will find a range of information and resources offering an insight into CELCIS's National Quality Improvement Programme: Permanence and Care Excellence (PACE). The recorded webinars, reports, blog posts, and other resources on this page detail how Quality Improvement is used to support 27 of the 32 Scottish local authority partnerships that embarked on the programme, to reduce timescales in providing a permanent home for babies, children, and young people.

<https://www.celcis.org/our-work/key-areas/permanence/pace-permanence-and-care-excellence-programme>

### **Scottish Social Services Council (SSSC) Badges**

The SSSC provide a series of badges on a variety of topics, ranging in skill level from general to intensive. Open Badges are digital certificates recognising learning and achievement. If you can demonstrate that you have learned from materials produced by the Scottish Social Services Council, you can earn an Open Badge.

Get started with Open Badges at <https://www.badges.sssc.uk.com/>

### **SSSC Learning Zone**

Whatever your role and level of experience, the SSSC have apps and resources to help you develop your knowledge and skills. These are completely free, and you can work through them at your own pace. Further information is available here <https://lms.learn.sssc.uk.com/>

# Education and Development Framework SOCIAL WORK PRACTITIONERS



**Version: 9.0**

**Date of issue: 13<sup>th</sup> June 2023**

**Document uncontrolled when printed**

## **Introduction**

NHS Highland recognises the important role that social services staff play in the delivery and support of quality health and social work. This Education and Development Framework has been developed to support managers and staff to continue to provide services of the highest quality. This ultimately inspires confidence in people, as well as staff.

A key aim of education and training is to ensure that all staff are equipped to meet required standards and that good practice is carried out across NHS Highland in relation to Person Centered, Safe, and Effective care.

These basic areas of competence are applicable to all settings where services related to health and social work are delivered, and should be at the heart of induction and ongoing education and development for all staff.

### **Why an Education and Development Framework for Social Services?**

The framework aims to define the Statutory / Mandatory and Core / Non-Core training required by Social Services staff to develop and enhance the knowledge and skills required to fulfill their respective roles.

Access to clear guidance around the education and development provides a foundation for good practice and helps to ensure a consistent approach to education and development across the organisation.

The framework does not provide educational materials, development programmes, structure, or content of a course. Nor does it aim to replace existing educational programmes where these exist. Its purpose is to gather into one place a reference for managers and staff who require accurate information.

### **The Development of this Framework**

The framework has been developed following consultation with service managers and professional leads and describes the education and development required for each role within Social Services.

### **Who will use this Framework?**

The Education and Development Framework for social services is intended for managers and staff, and others responsible for the management, organisation education and training of staff.

### **Linking the Framework**

The Education and Development Framework for social services is linked to the NHS Scotland Quality Strategy, the (NHS) Highland Quality Approach and has been mapped to the NHS Knowledge and Skills Framework and SSSC Continuous Learning Framework (CLF).

### **Accessing Education and Development**

Learning activities to support the contents of the framework are /will be accessible via the resources listed below;

- NHS Highland Statutory/Mandatory Training Prospectus
- NHS Highland Core/Non-Core Training Prospectus (concept idea at present)





Quality Strategy Ambition	Knowledge & Skills Framework	Continuous Learning Framework
Person Centred	Core1 - Communication	Awareness of impact on others
	Core 2 – Personal & People Development	Lifelong Learning
	Core 6 – Equality & Diversity	Working in Partnership
Safe	Core 3 Health, Safety & Security	Professional Autonomy
Effective	Core 4 Service Improvement	A Focus on People who use services and their Carers
	Core 5 Quality	Confidence

**For all group staff: Assess First Aid training needs in line with statutory requirements, NHS Highland’s policy and service requirement.**

**Social Worker and Social Worker in training**

## Statutory / Mandatory

- ASP (Role specific mandatory)
- AWI (Role specific mandatory)
- Child Protection (Role specific mandatory)
- Corporate and local induction programmes (Core mandatory)
- Display Screen Equipment (Core mandatory)
- Equality and Human Rights (Core mandatory)
- First Aid (Core mandatory/service specific)
- Highland Fire Safety (Core mandatory)
- Gender Based Violence (Role specific mandatory)
- Infection Control / Hand Hygiene (Core mandatory)
- Moving and Handling (Core mandatory)
- Information Governance (Core mandatory)
- Mental Health (Role specific mandatory)
- Sight Loss awareness & deaf Awareness (Role specific mandatory)
- Staying Safe online (Core mandatory)
- Prevention and Management of Violence and Aggression (Core mandatory)
- Public Protection (Core mandatory)

## Core

- Care First
- Carer legislation
- Crossing the Act Training
- Duty of Candour
- Stress and Distress in Dementia Care
- Falls Prevention (Foundation)
- Occupational Road Risk
- Practice Learning Award
- SDS
- Research and Development

## Non-Core

- 

Referral Assessment Officer

Statutory / Mandatory
<ul style="list-style-type: none"> <li>• ASP (Role specific mandatory)</li> <li>• AWI (Role specific mandatory)</li> <li>• Child Protection (Role specific mandatory)</li> <li>• Corporate and local induction programmes (Core mandatory)</li> <li>• Display Screen Equipment (Core mandatory)</li> <li>• Equality and Human Rights (Core mandatory)</li> <li>• First Aid (Core mandatory/service specific)</li> <li>• Highland Fire Safety (Core mandatory)</li> <li>• Gender Based Violence (Role specific mandatory)</li> <li>• Infection Control / Hand Hygiene (Core mandatory)</li> <li>• Moving and Handling (Core mandatory)</li> <li>• Information Governance (Core mandatory)</li> <li>• Mental Health (Role specific mandatory)</li> <li>• Sight Loss awareness &amp; deaf Awareness (Role specific mandatory)</li> <li>• Staying Safe online (Core mandatory)</li> <li>• Prevention and Management of Violence and Aggression (Core mandatory)</li> <li>• Public Protection (Core mandatory)</li> </ul>
Core
<ul style="list-style-type: none"> <li>• Care First</li> <li>• Carer legislation</li> <li>• Crossing the Act Training</li> <li>• Duty of Candour</li> <li>• Stress and Distress in Dementia Care</li> <li>• Falls Prevention (Foundation)</li> <li>• Occupational Road Risk</li> <li>• SDS</li> <li>• Research and Development</li> </ul>
Non-Core
<ul style="list-style-type: none"> <li>• HNC SS</li> </ul>

<b>Social Work Manager – Senior Social Worker</b>
<b>Statutory / Mandatory</b>
<ul style="list-style-type: none"> <li>• ASP (Role specific mandatory)</li> <li>• AWI (Role specific mandatory)</li> <li>• Child Protection (Role specific mandatory)</li> <li>• Corporate and local induction programmes (Core mandatory)</li> <li>• Display Screen Equipment (Core mandatory)</li> <li>• Equality and Human Rights (Core mandatory)</li> <li>• Facilitation Skills for Managers (Core mandatory)</li> <li>• First Aid (Core mandatory/service specific)</li> <li>• Highland Fire Safety (Core mandatory)</li> <li>• Health and Safety (Role specific mandatory)</li> <li>• Risk Assessment (Role specific mandatory)</li> <li>• Gender Based Violence (Role specific mandatory)</li> <li>• Infection Control / Hand Hygiene (Core mandatory)</li> <li>• Moving and Handling (Core mandatory)</li> <li>• Information Governance (Core mandatory)</li> <li>• Mental Health (Role specific mandatory)</li> <li>• Sight Loss awareness &amp; deaf Awareness (Role specific mandatory)</li> <li>• Staying Safe online (Core mandatory)</li> <li>• Prevention and Management of Violence and Aggression (Core mandatory)</li> <li>• Public Protection (Core mandatory)</li> <li>• Personal Development Planning and Review (Core mandatory)</li> </ul>
<b>Core</b>
<ul style="list-style-type: none"> <li>• Complaints Handling</li> <li>• Care First</li> <li>• Datix</li> <li>• Duty of Candour</li> <li>• PDP&amp;R (reviewer )</li> <li>• Organisational policies</li> <li>• Guide to NHS Finance and Budgets</li> <li>• Occupational Road Risk</li> <li>• JobTrain</li> <li>• New Managers Portal</li> <li>• Research and Development</li> </ul>
<b>Non-Core</b>
<p><b>Level I Leadership &amp; Management Development: Operational</b> Workplace Supervisor (WPS)</p> <p><b>Level II Leadership &amp; Management Development: Operational &amp; Tactical</b> Team Lead (TL)</p> <p><b>Level III Leadership &amp; Management Development: Operational, Tactical &amp; Strategic</b></p>

Service Manager	(SM)
<b>Level IV Leadership &amp; Management Development Entry Stage: Tactical and Strategic</b>	
Area Manager	(AM)

Health and Social Care Coordinator
Statutory / Mandatory
<ul style="list-style-type: none"> <li>• ASP (Role specific mandatory)</li> <li>• AWI (Role specific mandatory)</li> <li>• Child Protection (Role specific mandatory)</li> <li>• Corporate and local induction programmes (Core mandatory)</li> <li>• Display Screen Equipment (Core mandatory)</li> <li>• Equality and Human Rights (Core mandatory)</li> <li>• First Aid (Core mandatory/service specific)</li> <li>• Highland Fire Safety (Core mandatory)</li> <li>• Gender Based Violence (Role specific mandatory)</li> <li>• Infection Control / Hand Hygiene (Core mandatory)</li> <li>• Moving and Handling (Core mandatory)</li> <li>• Information Governance (Core mandatory)</li> <li>• Mental Health (Role specific mandatory)</li> <li>• Sight Loss awareness &amp; deaf Awareness (Role specific mandatory)</li> <li>• Staying Safe online (Core mandatory)</li> <li>• Prevention and Management of Violence and Aggression (Core mandatory)</li> <li>• Public Protection (Core mandatory)</li> </ul>
Core
<ul style="list-style-type: none"> <li>• Care First</li> <li>• Carer legislation</li> <li>• Duty of Candour</li> <li>• Stress and Distress in Dementia Care</li> <li>• Falls Prevention (Foundation)</li> <li>• Occupational Road Risk</li> <li>• SDS</li> <li>• Research and Development</li> </ul>
Non-Core
<ul style="list-style-type: none"> <li>• HNC SS</li> </ul>

<b>Clerical Assistant</b>
<b>Statutory / Mandatory</b>
<ul style="list-style-type: none"> <li>• ASP (Role specific mandatory)</li> <li>• Child Protection (Role specific mandatory)</li> <li>• Corporate and local induction programmes (Core mandatory)</li> <li>• Display Screen Equipment (Core mandatory)</li> <li>• Equality and Human Rights (Core mandatory)</li> <li>• Managing Courageous Conversations (Role specific mandatory)</li> <li>• Mental Health (Role specific mandatory)</li> <li>• First Aid (Core mandatory/service specific)</li> <li>• Highland Fire Safety (Core mandatory)</li> <li>• Infection Control / Hand Hygiene (Core mandatory)</li> <li>• Moving and Handling (Core mandatory)</li> <li>• Information Governance (Core mandatory)</li> <li>• Sight Loss awareness &amp; deaf Awareness (Role specific mandatory)</li> <li>• Staying Safe online (Core mandatory)</li> <li>• Prevention and Management of Violence and Aggression (Core mandatory)</li> <li>• Public Protection (Core mandatory)</li> </ul>
<b>Core</b>
<ul style="list-style-type: none"> <li>• Care First</li> <li>• CM2000</li> <li>• Datix</li> <li>• Duty of Candour</li> <li>• Dementia Care</li> <li>• IT skills (e.g. Word Excel)</li> <li>• NHS Mail</li> </ul>
<b>Non-Core</b>
<ul style="list-style-type: none"> <li>• SVQ</li> </ul>

Support Worker
<b>Statutory / Mandatory</b>
<ul style="list-style-type: none"> <li>• ASP (Role specific mandatory)</li> <li>• AWI (Role specific mandatory)</li> <li>• Child Protection (Role specific mandatory)</li> <li>• Corporate and local induction programmes (Core mandatory)</li> <li>• Display Screen Equipment (Core mandatory)</li> <li>• Equality and Human Rights (Core mandatory)</li> <li>• First Aid (Core mandatory/service specific)</li> <li>• Highland Fire Safety (Core mandatory)</li> <li>• Gender Based Violence (Role specific mandatory)</li> <li>• Infection Control / Hand Hygiene (Core mandatory)</li> <li>• Moving and Handling (Core mandatory)</li> <li>• Information Governance (Core mandatory)</li> <li>• Mental Health (Role specific mandatory)</li> <li>• Sight Loss awareness &amp; deaf Awareness (Role specific mandatory)</li> <li>• Staying Safe online (Core mandatory)</li> <li>• Prevention and Management of Violence and Aggression (Core mandatory)</li> <li>• Public Protection (Core mandatory)</li> </ul>
<b>Core</b>
<ul style="list-style-type: none"> <li>• Care First</li> <li>• Carer legislation</li> <li>• Duty of Candour</li> <li>• Stress and Distress in Dementia Care</li> <li>• Falls Prevention (Foundation)</li> <li>• Occupational Road Risk</li> <li>• SDS</li> </ul>
<b>Non-Core</b>
<ul style="list-style-type: none"> <li>• HNC SS</li> </ul>

## Document Change History

Version	Date	Comments
1	28/11/14	Approved
2	30/06/15	Changed: Moving and Handling requirement from module A & B to module A only for Social Workers, Referral Assessment Officers, HSCC and Managers. Added SDS "Four Options" as recently approved as a mandatory training for some social services workers.
3	19/10/15	Hand Hygiene changed from statutory to mandatory Equality and Human rights: new module on LP ASP Interview Skills added to NHS H statutory framework
4	15/09/16	Added Highland Practice Model training for SWIT
4	01/12/16	Imatter added to core learning for those with management responsibilities
4	01/12/16	Falls Prevention no longer a mandatory requirement. Removed from mandatory to core
5	01/11/17	Developing Competence in Child Protection now includes SW in Training
5	07/11/17	Crossing the Act training added as Core Learning
5	07/11/17	Hand Hygiene removed from core learning now part of the new Scottish IPC Educational pathway Foundation – see page 62 of prospectus
5	07/11/17	SVQ removed from non-core learning for RAO and HSCC, replaced with HNC SS
<b>6</b>	<b>18/12/18</b>	<b>Safe Talk added – all staff</b>
<b>6</b>	<b>18/12/18</b>	<b>Safe Information Handling removed and replaced - Information Governance</b>
<b>6</b>	<b>18/12/18</b>	<b>Guide to NHS Finance and Budgets added – Manager</b>
<b>6</b>	<b>18/12/18</b>	<b>Gender Based Violence added – HSCC &amp; Support Worker</b>
<b>6</b>	<b>18/12/18</b>	<b>ASP – Case Conference added</b>
7	23/10/19	ASP – New pathway for SW in training
7	03/12/19	Deaf Awareness and Sight Loss Awareness Added mandatory for all staff
8	05/07/2021	Added Public Protection



9	13/06/2023	Personal Development and Review – Mandatory Managers Facilitation Skills for Managers – Mandatory Managers
10	13/06/2023	Staying Safe online – all staff