



Care Matters Training Course

Care Matters is our modular course for workers who support children, young people and vulnerable adults in the health, social care, education and justice service sectors in both statutory and voluntary roles; and for service users who want to be better informed and more involved in their own care and development. Developed by the We Learn We Change team of experienced professionals and service users, it gained the Gateway Assured seal of approval in 2017 and is still delivered to the same high standard.

Course overview

Our course aims to equip workers and service users across public care with the skills and knowledge to work effectively together to achieve the best outcomes. Written and delivered by practitioners and services users with over 45 years experience in the sector, all our training takes a person-centred approach and includes service user perspectives. We update materials regularly to reflect the latest legislation, research and good practice. We are passionate about what we do and our goal is to inspire and support your commitment to a care system where people matter.

Modular programme

Core skills modules are relevant to everyone. Specialist modules are focussed on particular roles, contexts or more advanced practice. All modules are suitable for beginners and experienced workers. You will receive a certificate for each module you complete successfully. You can combine modules to gain a Care Matters or Education Matters Course certificate. Some modules provide the knowledge base for nationally accredited qualification. We adapt modules to meet the needs of the learning group.

Live and virtual group learning

We believe the best learning happens through interactions with others who have experience and expertise to share, so we design courses to be delivered in a group setting. Recognising the demands on people's time and resources, we provide supporting materials, assessment options and complete modules through e-learning. Our e-learning modules also include participation in a virtual learning group.

Quality Assured

We Learn We Change also works on regulated national qualifications and we guarantee to deliver all Care Matters modules to the same professional standard. Care Matters is currently offered as an unaccredited programme, to be accessible and relevant to in-service training needs. References and endorsements from organisations we have worked with and past learners are available on request and on our website www.welearnwechange.org.uk.

Bespoke Courses

We can provide bespoke courses and modules to any size of group, at your own venue and/or on-line. We can tailor modules to your group needs, combine modules to make a bespoke course, or develop new modules to your requirements.

Please contact us to discuss your needs and we will be happy to provide a quotation. Email learning@welearnwechange.org.uk



Core Skills Modules

1. Person-Centred Practice

Based on the principle “nothing about me without me” this module puts the person-centred approach at the heart of practice with all ages. Written and delivered with service users, it reviews the benefits of child-centred and person-centred approach and the importance of listening to the voice of the child/vulnerable adult in all contexts. Learners will assess different approaches including participation and involvement models, person-centred safeguarding, person-centred care and co-production. They will review the legal framework and use practical tools to develop and evaluate a person-centred approach in their practice.

By the end of the module learners will be able to:

- Define person-centred practice and summarise the legal framework
- Asses the benefits of this approach
- Compare and contrast different person-centred models
- Use tools to develop person-centred practice in their context
- Evaluate their person-centred approach.

2. Communicating Effectively with Children, Young People and vulnerable adults

This practical module considers the challenges to effective communication between workers and the people they support. It reviews the role of the corporate parent and the barriers professionals encounter in their everyday working role. Participants will practice communication techniques and identify strategies for improving communication with diverse groups of children, young people and vulnerable adults.

By the end of the module learners will be able to:

- Identify the barriers to communication between professionals and the people they support
- Describe the communication needs of diverse groups of children, young people and vulnerable adults.
- Use effective strategies to improve their communication in a range of circumstances.
- Support service users who are reluctant to engage with professionals.

3. Effective Practice in Equality, Diversity and Inclusion

This module summarizes the key rights and responsibilities in the Equalities Act 2010 and the legal framework for equality practice with a focus on work with children, families and vulnerable adults. It highlights and challenges stereotypical practices and evaluates the benefits of diversity and non-discriminatory practice.

By the end of the module learners will be able to:

- Summarise the key elements of the Equalities Act 2010
- Identify stereotypical practices and how to change them
- Evaluate strategies for ensuring best practice with the children, families and vulnerable adults.

4. Introducing Person-centred Safeguarding

This module introduces the basic skills, knowledge and responsibilities for Safeguarding children, young people and adults at risk, from a person-centred perspective. Learners will consider how to safeguard people at risk in their workplace and their responsibilities to respond to safeguarding concerns. They will evaluate the benefits of a person-centred approach to safeguarding that focuses on the voice of the child or adult at risk.

By the end of the module learners will be able to:

- Summarise how to safeguard children, young people and adults at risk
- Describe how to respond to concerns a person is at risk or being abused
- Evaluate the person-centred approach to safeguarding.

**This module can support progression to complete the Level 2 Award in Safeguarding and Protecting Children and Young People and other accredited safeguarding units.*

5. Supporting Children and Young People's Participation to Improve Professional Practice

This module aims to involve children and young people who are supported by the social care, education and justice sectors. The strategy will be to provide children and young people with interactive forums (with professional involvement) to gain their views and ideas on how to improve areas of practice that are deemed by Ofsted (or other quality inspectors) to be 'inadequate' or in need of improvement.

By the end of the module learners will be able to:

- Explain how to interact with groups of children and young people to improve professional practice.
- Summarise how inadequate and poor practice impacts on the lives of children and young people
- Evaluate models of user participation, user engagement and user involvement
- Be able to develop action plans to improve individual practice and organisational performance

By the end of this module children and young people involved will:

- Have an improved understanding of the role and responsibilities of their corporate parent and the professionals who work with them directly.
- Have opportunities to express their views and offer solutions on social care practice that impacts on their lives
- Be able to identify professionals who can provide support to improve their care experiences.

6. Listening to Complaints

This module has been developed to improve the effectiveness of professional actions and responses when children, families or adult service users make complaints. It reviews how and why people complain and the roles and responsibilities of the professionals involved in the formal complaints process. It focusses on using mediation skills to achieve early resolution wherever possible.

By the end of the module learners will be able to:

- Summarise how to ensure that complaints are heard and acted upon
- Use mediation skills to achieve early resolution of complaints

- Describe how to improve the experience of the complainant
- Support service user's self advocacy during the complaints process
- Adopt effective management to improve the system for other service users experiencing similar issues.

7. Children in Need

This module considers the legal definition of a 'child in need' and the responsibilities of professionals making assessments about their needs for care and protection. It includes a focus on the importance of the voice of the child and how to involve them in the assessment process.

By the end of the module participants be able to:

- Explain what makes a "child in need" including thresholds
- Summarise responsibilities and good practice in the assessment process
- Evaluate strategies that can be used to include children in this process to ensure their wishes and feelings are heard.

8. Introducing Advocacy and Children's Rights

The module covers children's rights to advocacy, the main problems they experience and the role of an effective advocate. It includes a focus on good communication with children and their advocates; and consideration of common safeguarding and equality and diversity issues.

By the end of the module learners will be able to:

- Define different types of advocacy
- Explain the role and boundaries of a children's advocate.
- Identify when children have a right to advocacy
- Evaluate how advocacy and a rights-based approach can help children achieve positive outcomes.

**This module can support progression to the Level 2 Award in Independent Advocacy and other accredited Advocacy units.*

9. Effective Co-production and User-led services

Building on our person-centred practice module, this module reviews current thinking and practice on co-production and user-led services. Participants will consider the legal framework in social care and consider how this approach can benefit other services where it is not a statutory requirement. Based on the experience of service users, learners will develop strategies for co-production in their context. Written and delivered by service users.

By the end of the module learners will be able to:

- Define co-production and user-led approaches and how they differ from other participation approaches
- Evaluate tools and models for user leadership and co-production in different service areas, based on practice experience
- Develop strategies for user leadership and co-production in their context.

Specialist modules

10. Supporting Children's Transitions

This module considers children and young people's entry to the care system and the range of transitions they experience - planned and unplanned. The aim of this module is to focus on current legislation and practice guidance. It will highlight the key issues, the rights of all children and in particular those with disabilities.

By the end of the module learners will be able to:

- Identify transitions experienced by children and young people and the key issues that arise
- Summarise current legislation and guidance on stability and transitions
- Communicate effectively with young people about transitions and their rights, especially disabled children
- Evaluate strategies that can be used to support young people through transition and promote stability.

11. Improving Children's Reviews

This module considers the Looked After Review process; the role of the Independent Reviewing Officer to promote the child's welfare; and how to improve the child's experience by making the review more child centred.

By the end of the module learners will be able to:

- Explain the purpose and process of a Looked After Child Review
- Identify who should attend reviews and what is their role
- Evaluate models of practice that can be used for children's reviews
- Discuss the benefits of child centred reviews for children and professionals
- Summarise equality, diversity and inclusion issues that may impact on children's participation
- Create an action plan for improving children's participation in reviews.

12. Non-Instructed Advocacy

This module considers how to support the needs of very young children; children and young adults with communication difficulties and those with fluctuating capacity to communicate and make decisions.

By the end of the module learners will be able to:

- Describe children's development and the need for inclusive practice
- Summarise Non Instructed Advocacy models
- Explain when and how non-instructed advocacy techniques can be used
- Evaluate recording techniques and other good practice tools.

13. Improving Outcomes for Children and Young People who experience periods of 'Missing From Care'

This module considers the risks associated with absconding from care; the importance of clear procedures; and who is responsible for improving outcomes and how this can be achieved.

By the end of the module learners will be able to:

- Evaluate the reasons why children abscond
- Review responses to absconding
- Develop strategies to improve children's stability

14. Sexual Exploitation of Children and Young People

This module reviews the risk factors for particular groups of children; the statistics for children in care and the experience of young people who are vulnerable to exploitation. It looks at prevention, identification and response.

By the end of the module learners will be able to:

- Summarise how these experiences impact on children's development
- Evaluate strategies to support children who are vulnerable to exploitation
- Evaluate what more can be done to develop a coordinated approach.

15. Pathway Planning for Care Leavers

This module reviews the categories of care leavers and young people's rights to leaving care support. Young people's rights set out in The Children Leaving Care Act 2000 are considered together with relevant legal judgements' that must be taken into consideration during the Pathway Planning process.

By the end of the module learners will be able to:

- Summarise effective pathway planning that meets legal requirements and the needs of young people
- Evaluate an effective approach to planning to achieve best outcomes
- Explain how best to work with young people to develop their plan.

16. Child-centred Child Protection Planning

This module considers how to listen to the voice of the child in safeguarding as a key factor in protecting children. It reviews the role of advocates and other professionals in child protection meetings and reviews child-centred approaches, including how to ensure the views of children and young people are heard.

By the end of the module learners will be able to:

- Describe the benefits of including children in the child protection planning process
- Develop strategies for including the child's voice
- Explain how to support children's self advocacy in child protection meetings

17. Child-centred Family Group Conferences

This module reviews the roles and responsibilities in the Family Group Conference process. It considers how to ensure the voices of children and their families are heard and taken into consideration when decisions are made.

By the end of the module learners will be able to:

- Summarise the family group conference model
- Evaluate good practice strategies to improve outcomes for children and their families
- Explain how to listen more effectively to children and their families to improve safeguarding and protect children.

18. Effective Secure Accommodation Reviews

This module reviews the criteria for placing a child in secure accommodation and evaluates good practice in conducting reviews. It considers the legal framework and the role of all parties in the review process and how to support children to ensure their wishes and feelings are heard.

By the end of the module learners will be able to:

- Describe how to meet the legal requirements to ensure secure accommodation reviews are effective
- Summarise the roles and responsibilities of the professionals involved in secure accommodation reviews
- Adopt strategies to ensure the needs of children and young people are met.

19. Mediation

This module provides an introduction to mediation and its use in conflict resolution. Participants will develop an understanding of mediation and the role of the mediator. They will evaluate their own skills as a mediator and how to apply these to different practice situations.

By the end of this module participants will be able to:

- Discuss mediation and its role in conflict resolution
- Summarise the role of a mediator
- Explain the mediation process in practice
- Evaluate the core principles of mediation.

**With assessment, the module can support progression to the Level 2 accredited unit Understanding Mediation.*