

Organisational Learning & Development Programme

2017-18

Introduction

Welcome to St Mungo's Organisational Learning & Development Programme for 2017-18.

We are very proud of our reputation for having highly skilled and committed staff and we want **everyone** who works for us to have the opportunity to be the best they can possibly be at their job, and develop their potential to achieve the next chosen step in their career. Helen is talking about 'everyone' so it's 'they'.




We have put together the Learning & Development Programme after consulting across the organisation on the key learning activities needed to support staff to develop the skills needed to work effectively with clients, and other more generic skills applicable to people whatever their specific job role.

Your manager is expected to work with you – through the appraisal and supervision process – to identify the learning needs to go on your own personal development plan and best way of meeting these. In some cases this will be through our own in-house training courses. In some cases you may need to access external courses paid for from your manager's training budget because we can only cater in-house for needs which are common to large numbers of people.

But training courses are very far from the be all and end all of learning and development needs. Remember that there are very many learning activities that are more effective than courses to meet specific needs, and this programme points you to some ideas about these. In particular, think about putting yourself forward to your manager to undertake specific special tasks and projects that will open you up to new challenges. Happy learning!

Helen Giles
Executive Director of People & Governance

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Learning & Development at St Mungo's

Learning & Development at St Mungo's

The Learning & Development Programme is prioritised in the following ways:

- Organisational requirements
- Team/Service needs
- Individual needs

→ A Framework for Learning

All staff learning starts with a solid local induction which dovetails with the central induction provision. Staff can then discuss their ongoing personal development plans (PDPs) through regular Supervisions and 6 month probationary appraisal followed by annual Appraisals.

→ Planning Learning Objectives

Learning objectives should relate to agreed, specific needs and consider a range of activities that could be undertaken to help meet that need. It is important to consider matching activities to preferred learning styles as much as possible. PDPs are structured to consider:

- What specifically needs to be learned?
- What will the success/evaluation criteria be i.e. 'what you will be able to do better as a result'?
- What activities can be identified to meet these needs?
- Relevant timescales and resources/support needed to meet learning objectives

→ Following up on Learning

Attending a training course or any other learning activity is not the end of the story. Staff should reflect on, and be encouraged to explore, what they have learnt and how they can put this into practice in their workplace. Learning should be shared with others in the team and in the months following training it is important to review how the learning is being used and whether new skills or knowledge gaps have emerged.

Managers will receive an email notification 4/6 weeks following staff attendance on training to provide a reminder to follow up on attendance and learning.

The details of the courses within this learning programme contain information about the key outcomes from courses which staff and managers may wish to use in post learning conversations.

→ Accessibility

We are able to make reasonable adjustments to learning activities and resources to ensure fair and equal access to all staff. Please ensure you alert the Learning and Development team to any support needs you have. There is a facility to do this when you request attendance on a course via Cascade.

→ Equality of Opportunity

St Mungo's is committed to the promotion of Equal Opportunities in all areas, including the professional development of all its employees. We will provide and promote equality of opportunity for learners so that individuals and groups can maximise their achievements irrespective of their age, socio economic background, race, cultural background, religion, learning needs, disability, gender or sexuality.

A key feature of education is the value it places upon the knowledge, experience and skills that each delegate brings with them to the course - both in terms of their work and their everyday lives. It is important that everyone feels equal and able to make a contribution if they so wish.

→ Evaluation of Learning

At the end of a course delegates complete an evaluation form based on their learning objectives and view of the course. Trainers and the Learning and Development team look at these forms and use them to monitor the quality and effectiveness of training, making improvements where needed. We encourage delegates to be open and constructive in their feedback. If staff wish to feedback about a course or trainer but are not comfortable doing this on the evaluation form they can contact Kate Wingrove (Head of Learning & Development) directly on kate.wingrove@mungos.org

We report annually on the impact of learning in the organisation and look at both quantitative and qualitative data to evidence this. We may complete evaluation exercises for specific learning interventions or teams throughout the year. We ask for the support of all those in the organisation when undertaking these activities. We encourage delegates to not just think about whether they enjoyed learning but

how they have put that learning into practice and the difference it has made to their work.

→ Logging of Learning

Centrally arranged internal training is logged by the Learning and Development team. It is important that all staff sign-in at training on the attendance sheet provided at the course these are used to log attendance. Failure to sign in may result in attendance not being logged and staff may be required to attend the course again. Staff and managers who are delivering training should ensure that any sign in sheets are returned to the Learning and Development team in the agreed manner as soon as possible.

External courses and other learning activities should be logged by staff on their own records using the Training History screen on Cascade. Instructions on how to do this are available from the Learning and Development team if required.

→ Attendance on Training

We expect that when booked on a course staff and managers will prioritise attendance. We appreciate that the needs of those we support may mean that plans sometimes change at the last minute. Where possible we ask that delegates give us a minimum of 5 days of notice of need to cancel a place on a course. Staff should notify learninganddevelopment@mungos.org if they are unable to attend. Failure to attend a course on the day or cancellation with less than 5 days' notice will be logged on the staff member's record. Failure to attend courses costs St Mungo's anything up to £90 a place.

→ Lateness

We expect staff to arrive approximately 10-15 minutes before a course starts to ensure that courses can start on time. Where a delegate is going to be late they should contact Learning and Development on 0203 856 6018 or the training venue as soon as possible. Delegates who do not contact us or who arrive more than 15 minutes late for a course will be turned away and will need to attend on another date.

→ Booking courses and managers sign off

Staff should discuss training with their manager before booking on to a course. Managers should check the course is relevant to the learning needs identified within the staff member's personal development plan and approve training requests before they can be actioned by the Learning and Development team. In exceptional circumstances (last minute courses or problems with system access) staff may request places via email. In these instances they must gain permission to attend from their manager before making the request.

If staff wish to attend Recovery College courses they should discuss this with, and receive permission from, their manager first and follow Recovery College registration and attendance processes.

→ How does notification work?

Staff will not be booked onto a course until the request in Cascade has been approved by their manager. Once added to a course delegates will receive a confirmation email with the details of the course. Following this they will receive a reminder 6 weeks before the course and 1 week before the course. Delegates should read these emails carefully and note any changes. All emails are also sent to the delegate's line manager

Mandatory Requirements and Induction of Staff

Mandatory Requirements and Induction of Staff

The courses in this section are designed to ensure that staff are working safely and effectively within St Mungo's and that they are aware of their legal, organisational and procedural responsibilities as well as how to make the most of the development and support opportunities available to them in their probationary period and beyond.

These courses must be completed within the first **6 months** as part of the new staff member's probation and induction. Managers will be notified of new starters in their team and should use the [induction checklists](#) to plan an induction timetable. The Learning and Development team can provide advice and support relating to induction both for individual new joiners and new services. If you would

like support in this area please contact learninganddevelopment@mungos.org.

Failure to complete the mandatory training will result in the probation period being extended. Managers and staff must highlight to the Learning and Development team as soon as possible where completion may not be possible within this time frame. This will enable us to look at alternatives and offer support.

NB – Learning & Development will automatically send login details for the 'All Staff' eLearning modules and book people onto the Central Induction and First Aid courses. Staff can book themselves onto all other courses via Cascade.

→ All Staff (including Managers)

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|---------------------|---|--|---|
| SmartStart | To provide an immediate overview of the organisation and key contractual information. | eLearning (CLICK) | Understanding of the organisation. Understanding of contractual rights and responsibilities. |
| Central Induction | To provide a wider overview of the organisation, key areas of focus and an opportunity to meet other new starters and colleagues as well as members of the Leadership team. | Face-to-face, 1 day | Understanding of organisation. Awareness of different departments' role's and ways of working within the organisation. |
| Conflict Management | To equip all staff with an awareness of conflict in the workplace and basic approaches to managing this. | eLearning (MAYBO) (additional face-to-face for client facing staff) | Awareness of own role in reducing conflict situations. Improved communication skills. |

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|---|---|--|---|
| | | | Reduction in number/level of conflict situations. |
| Health and Safety (Office, Project Workers or Specialist Workers, depending on role) | To ensure that staff are aware of their roles and responsibilities relating to Health and Safety in their workplace. | Face-to-face, ½ or 1 day (length depends on role) | Understanding of role and responsibilities relating to Health and Safety. Reduction in Health and Safety incidents in service or team. |
| Inclusive Workplace | To ensure that all staff work in an inclusive way, enabling themselves, colleagues and clients to always be their best selves at work. | eLearning (CLICK) | Understanding of how to support inclusion for self, colleagues and clients. |
| Preparing for your Appraisal (new line managers do not need to attend this course; Managing for High Performance training covers this subject) | To enable staff to participate fully and constructively in their own and others appraisals and effectively manage their professional development. | Face-to-face, ½ day | Awareness of competencies, development planning and probationary processes. Effective and meaningful completion of appraisal preparation with reflection on strengths and development areas. |
| Data Protection | This course provides an overview about the duty of a staff member to handle information about individuals (such as clients, visitors, staff, volunteers and donors appropriately in line with requirements. | eLearning (CLICK) | Staff able to handle information about individuals in line with requirements. |

→ Mandatory for all client-facing staff or those where job and/or location deems necessary

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|---|--|-------------------------------------|---|
| Conflict Management | To equip staff with techniques to reduce, diffuse and resolve conflict in their workplace. | Face-to-face, 1 day | Awareness of own role in reducing conflict situations. Improved communication skills. Reduction in level/or number of incidents and/or more effective handling of incidents resulting in less escalation of situations. Increased emotional resilience/knowledge of where to gain support. |
| First Aid (Emergency at Work) | To equip staff with the practical skills to administer first aid in an emergency situations. | Face-to-face, 1 day | Improved confidence in dealing with emergency situations. Reduction in seriousness and/or more effective handling of emergency situations. |
| Safeguarding Adults <i>(Staff who need to complete 'Safeguarding of Children' training should complete the relevant local provision)</i> | To ensure staff are aware of their roles and responsibilities in safeguarding adults. | eLearning (CLICK) | Understanding of key legislation and own responsibilities within it. More effective handling of safeguarding concerns. |
| Keyworking Skills | To enable staff to keywork in line with St Mungo's procedures and principles | Face-to-face, 2 days | Staff able to complete all elements of the keyworking procedure with appropriate tools and in line with core principles. |

→ **Mandatory training for those in CQC regulated projects/services.**

Managers of registered services should contact Learning and Development when they have new starters in their team to ensure that those staff are able to complete the required courses within 12 weeks as per CQC guidelines.

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|---------------------------|--|--|---|
| Food Hygiene | To enable staff to prepare and store food safely. | eLearning (Contact L&D) | Food handled and prepared safely. Reduction in severity/elimination of incidents related to food. |
| Manual Handling | To provide staff with the skills and knowledge to use correct manual handling methodologies and ensure the health and safety of themselves and others. | Face-to-face, ½ day | Understanding and using safe methodologies for manual handling. Reduction in severity/elimination of incidents related to manual handling. |
| Safe Handling of Medicine | To ensure staff are aware of their role and responsibilities relating to handling medicine. | Online assessment following a workbook | Understanding of role and responsibilities when handling client medication. Reduction in severity/elimination of incidents relating to medication. |
| Mental Capacity Act | To ensure staff understand the Mental Capacity Act and their roles and responsibilities relating to it. | eLearning (L&D PORTAL) | Increased understanding of the Mental Capacity Act |
| Open Dementia Programme | Supporting people with dementia. | eLearning (L&D PORTAL) | Increased understanding of effective ways to support people with dementia |

(We are reviewing the CQC training requirements for staff relating to the care certificate and will update relevant teams as needed)

Leadership & Management Development Programme

Leadership & Management Development Programme

All those who line manage staff must complete the Leadership and Management Development programme, this applies to those who have been externally recruited and those who have been promoted from within St Mungo's. It is recommended that managers aim to complete the programme within 12-18 months.

The courses within it are mainly based around the practicalities of management at St Mungo's and deal with the policies, procedures and activities required of managers. Without the opportunities to put these into practice any learning would be soon lost and not benefit the learner. Those who do not have a direct line management role

therefore, will not be able to access this programme. Where specific roles or opportunities allow, managers may request for staff to attend a particular course. Where a manager would like to do this they should contact the Learning and Development team with details of the staff member, the course and the reasons for requesting the place. For example, a staff member who will be involved in recruitment attending Recruitment and Selection.

On top of the mandatory training for staff, managers are expected to complete the following courses within the first 6 months:

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|--------------------------------|--|---|---|
| Management Induction | To provide managers with an overview of key policies and responsibilities. | Face-to-face, 1 day | Clear understanding of key policies and procedures. Awareness of where to go for additional support/advice. |
| Health and Safety for Managers | To ensure that managers are aware of their roles and responsibilities regarding health and safety and fire safety. | Face-to-face, max 3 days (Attendance time depends on role) | Decrease in or elimination of Health and Safety incidents in teams/location(s). More proactive management of health and safety in the team/location(s). |
| Managing for High Performance | To ensure that managers have the knowledge and tools to effectively support the development of their staff including the effective use of appraisals and supervisions. | Face-to-face, 2 days | Induction of new staff, supervisions and appraisals completed on time and to a high standard. Positive feedback from staff about development opportunities and management support. |

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|----------------------|---------------------|-----------------------------|---------------------------------|
| Finance for Managers | Details tbc in 2017 | | |

Managers are expected to complete the following courses in the Leadership & Management Development programme within 12-18 months of starting a management post:

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|--------------------------------------|---|-----------------------------|--|
| Managing for Diversity and Inclusion | To enable managers to support diversity and inclusion in their teams and support staff, volunteers and clients to be their best selves at work. | Face-to-face, 1 day | Positive feedback from staff relating to inclusion. Negative behaviours appropriately challenged and medium/long term reduction in formal or informal warnings. |
| Recruitment and Selection | To ensure that managers recruit the best staff using thorough, competency based recruitment approaches. | Face-to-face, 2 days | New starters in team(s) recruited using a range of mechanisms and in line with organisational competencies. Possibly increased retention/promotion of staff in the team(s). |
| Managing Difficult Behaviour | To ensure that managers have the skills and knowledge to fairly manage difficult behaviour in the workplace. | Face-to-face, 1 day | Quick and appropriate response to negative behaviour in team(s). Positive feedback from staff about consistency of management actions. |
| Managing Attendance | To equip managers with tools to supportively manage attendance in their teams and services. | Face-to-face, 1 day | Effective and supportive management of attendance within the team(s). Reduction in staff absence over the medium/long term. |

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|---------------------------------------|---|-----------------------------|--|
| Team Building and Conflict Management | To ensure managers have the skills to reduce conflict and build high performing and effective teams. | Face-to-face, 1 day | Decrease in or lack of negative conflict in the team(s). Negative individual or team behaviours appropriately challenged. Team(s) reaching high levels of achievement. Positive feedback from staff. |
| Engaging Leadership | To enable managers to be effective leaders with an awareness of their own, and a variety of other, leadership styles. | Face-to-face, 1 day | Positive feedback in this competency from staff. Team have clear aims and plans which are monitored and fit with wider organisational aims. High/increased staff engagement and motivation (as seen in staff surveys). |

Further opportunities

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|--------------------|----------------|-----------------------------|---------------------------------|
| Project Management | Coming 2017 | | |

Developing Teams

Developing Teams

New teams and services (e.g. TUPEd) are required to complete the mandatory organisational requirements. Please contact learninganddevelopment@mungos.org to discuss the best methods to deliver these needs to all members of the team.

Managers should also attend the 'Team Building & Conflict Management' training as part of the [Leadership & Management Development Programme](#)

Team based learning and development has many benefits over individual training. These include:

- Learning that is bespoke, contextualised and linked to live issues and needs in the workplace
- Opportunities to develop clear objectives to embed learning and see changes in the workplace
- Common and collaborative approaches to learning and work
- Enhanced team work, communication and cohesion

The following interventions are designed specifically for teams. Please contact learninganddevelopment@mungos.org if you would like to discuss any of these for your team or any other team development needs not listed in this programme.

| Subject/Area | Brief Overview | Who to contact |
|---|--|--|
| PIE (Psychologically Informed Environments) | Support for Developing PIE services will be rolled out in 2017 | learninganddevelopment@mungos.org |
| Complex Needs Team (core) | <p>Sessions listed below can be delivered centrally and/or locally and can be developed to meet the needs of project teams following consultation and input from managers and staff at respective projects. They can be split into particular modules and delivered in 'bitesize' sessions as required.</p> <p>They can be full day, half day or hourly sessions dependent on need.</p> <ul style="list-style-type: none"> • Drug & Alcohol Awareness • Understanding Opiates • Understanding Stimulants • Women & Substance Use • BAME & Substance Use | referralscomplexneedsteam@mungos.org |

| Subject/Area | Brief Overview | Who to contact |
|---------------------------------|--|--|
| | <ul style="list-style-type: none"> • Novel Psychoactive Substances <p>See 'Individual Training Opportunities' for full details of each course.</p> <p>The following modules are also available as local provision:</p> <ul style="list-style-type: none"> • Overdose Prevention & Naloxone • SMART and Person Centred Action Planning in Complex Needs • Risk Assessment & Management in Complex Needs • St Mungo's Drugs & Medication procedures explained • Action Planning & Client Safety Recording on OPAL • Assets Based Approach • Appreciative Inquiry • The Cycle of Change, Motivational Interviewing and the Outcomes Star • Anger Management • Five Ways to Wellbeing | |
| Complex Needs (Physical Health) | <p>A suite of modules offered that can be delivered centrally or locally and together or in bitesize, shorter sessions.</p> <ul style="list-style-type: none"> • Supporting Appropriate Hospital Admission and Discharge – discussion of the main issues faced by homeless client group, problems engaging with treatment, preparation and planning that can help when going to hospital • Liaising with external services and confidentiality • Advocacy and improving access to health services of excluded client groups • Sexual Health information sessions • Delivering Brief Smoking Cessation Advice | referralscomplexneedsteam@mungos.org |
| Complex Needs (Mental Health) | <p>A suite of modules offered that can be delivered centrally or locally and together or in bitesize, shorter sessions.</p> <ul style="list-style-type: none"> • Major mental disorders and treatment options. • Interactions between substances and major mental health disorders • Making the best of liaising with and referring to mental health services • The role of the support worker and support/advice appropriate to provide as non-mental health professionals. | referralscomplexneedsteam@mungos.org |

| Subject/Area | Brief Overview | Who to contact |
|---|--|---|
| | <ul style="list-style-type: none"> • Mental Health Legislative frameworks (MHA and MCA in particular). • Accessing assessment and support for suspected mental health in clients with substance use issues | |
| End of Life/Palliative Care | <p>There are 6 short modules (75 mins) which can be delivered individually or in combination depending on need.</p> <p>These can be delivered by the Palliative Care Co-ordinator or by someone confident in facilitation locally. These include:</p> <ul style="list-style-type: none"> • Who meets the criteria for end of life care • Communicating about a client's deteriorating health • Shared Care & Multidisciplinary working • Planning care in a hostel • Bereavement • Self-Care | niamh.brophy@mungos.org or learninganddevelopment@mungos.org |
| Welfare Rights Team | <p>The following sessions can be delivered to teams as required</p> <ul style="list-style-type: none"> • Introduction to Benefits • Universal Credit • Personal Independence Payments (PIPs) • Homelessness • Security of Tenure (Tenancies) • EEA Nationals & Benefits • Money Advice | teamwelfare@mungos.org |
| NHAS (National Homelessness Advice Service) | <p>All the face to face courses provided through NHAS can be delivered to teams where a need is understood which cannot be met through the Open Programme.</p> <p>These modules include:</p> <ul style="list-style-type: none"> • Housing Foundation • Advising on Possession Proceedings for Rented Housing • Homelessness Advice Next Steps • Housing Advice and Relationship Breakdown | learninganddevelopment@mungos.org |

| Subject/Area | Brief Overview | Who to contact |
|---|---|---|
| | <ul style="list-style-type: none"> • Housing and Welfare Reform • Housing Assistance for Persons from Abroad • Housing Update • Private Rented Sector: Assured Shorthold Tenancies • Mortgage arrears and possession process • Social Housing Next Steps | |
| Supporting Behaviours commonly diagnosed as Personality Disorders | <p>Two half day sessions set around 2-3 months apart</p> <p>Session 1 – Background to Personality Disorder, trauma; best practice for teams; Individual case studies/reflective practice; Action planning</p> <p>Session 2 (scheduled 2-3 months after initial session) – Reflections on changes – what has worked well/not so well; Further knowledge as required; Final action planning</p> | rebecca.purchase@mungos.org or learninganddevelopment@mungos.org |
| Move On Train the Trainer | <p>These three, 2 hour sessions are designed to support staff set up and run Move On training with their clients:</p> <ul style="list-style-type: none"> • Planning and preparing to run sessions • Lesson plans and main topic areas • Recovery College/Move On Support available | simon.richardson@mungos.org |

Further Individual Development Opportunities

Further Individual Development Opportunities

Individual learning is much more than attending training courses that seem relevant. Whilst this remains a core part of our Learning & Development Programme, we encourage learners to consider a wide range of learning activities. Below are some of the centrally supported opportunities available. This list is by no means exhaustive and staff should feel encouraged and empowered to be creative in how they think about learning and development.

- [Learning & Development Portal](#)
- [eLearning](#)
- [Mentoring](#)
- [Careers Advice Bureau](#)
- [Shadowing](#)
- [Secondments](#)
- [Coaching](#)
- [Delegation](#)
- [Staff Advisory Group](#)
- [Meet the Management](#)

- [Volunteering](#)
- [Managing Volunteers](#)
- [Recovery College](#)
- [External Training](#)
- [Become a Trainer](#)
- [MBTi](#)
- [Diversity Networks, Allies & Workplace Supporters](#)
- [Lunch & Learn](#)
- [Learning & Development Competency Matrix](#)

Learning & Development Portal

The [Learning & Development Portal](#) sits on Opendoor and provides learners with an array of materials to support the Learning & Development Programme.

There are links to [Toolkits, Case Studies and Exercises](#) you can use and complete as well as a growing [Resource Library](#) of reading, articles, supporting documents and links to useful websites and resources.

The Portal is designed for people to share learning and materials, if you have anything you wish to add, please email learninganddevelopment@mungos.org

eLearning

St Mungo's offers a range of online learning and development courses that are available to access anywhere, at work or home, and at any time, at your own pace. Our main ['CLICK' eLearning site](#) has a range of St Mungo's eLearning courses as well as generic IT and professional development courses.

For more information on the courses provided we encourage you to take a look on the [dashboard](#). If you want to know more about getting started with our various eLearning platforms or you would like additional information, please read the [Staff eLearning guide](#).

Mentoring

St Mungo's has an internal Professional Development Mentoring Scheme which offers a one-to-one learning opportunity that enables both mentors and mentees to develop skills and experience and to develop their career.

The Learning and Development team accept applications from staff or managers who wish to be a mentor or to have a mentor. The scheme currently opens once a year and will be open again in September 2017 when details of how to apply will be publicised.

Staff can apply to have a mentor for any work related development area. Staff from a BAME background have priority with senior mentors as part of our ongoing work around positive action.

Staff may find being a mentor, either to a colleague or an apprentice can help them develop valuable skills to move into management as they will gain experience of supporting someone's professional development.

Careers Advice Bureau

Members of the People & Governance team can offer one off career coaching sessions to staff. These sessions aim to support staff consider the various options and opportunities available. To book a session, please contact learninganddevelopment@mungos.org

Coaching

All staff can expect coaching support from their managers. Tools for support can be found through the [L&D Portal](#).

We provide ad hoc opportunities for external coaching support which will be publicised during the year.

We aim to develop further opportunities in this area over the coming months.

Shadowing

Individuals from different teams within the organisation have the opportunity to arrange shadowing with internal colleagues. This can provide an opportunity to develop skills and best practice sharing as well as promote joint working across the organisation. Staff should discuss with their managers where they think this would be of benefit and more information available on [Job Shadowing Guidelines](#) on Opendoor.

Where external relationships allow, staff may wish to consider shadowing with external partners, either to gain insight and skills from these partners and/or to improve joint working. Staff should discuss this with their manager where they think it may be appropriate.

Staff from Business Support services should aim to visit services on a regular basis to get a better understanding of their work.

Secondments

Secondments can be a useful way to explore different career options within St Mungo's as well as providing an opportunity to gain experience of different elements of the recruitment process. All internal vacancies, including secondments, are advertised weekly to all staff via The Bulletin.

"I definitely benefit from supervisions and appraisals too. I think it's important to receive feedback and reflect on this with my manager, and I set targets in supervisions and I worked hard to meet them, which definitely boosted my career"

St Mungo's Employee

Delegation

Taking on a delegation within a team, perhaps health and safety, diversity or complaints can give staff the opportunity to lead projects or tasks, be part of the feedback mechanisms within the organisation and gain further insights into particular areas of work. These experiences may be relevant for those looking to move into management roles and to develop in their existing roles. Please discuss options with your line manager through your Supervision or Appraisal.

Staff Advisory Group

The St Mungo's Staff Advisory Group provides the senior management team with a staff perspective. It provides an opportunity for staff to be more consulted about, and involved in, the strategic planning and development of the organisation. Attendees can expect to gain experience of thinking and influencing at a strategic level thereby boosting career development. Please email sophie.whitehorn@mungos.org if you wish to be part of this group. (Please note, there tends to be a waiting list).

"As long as I'm learning something, I figure I'm OK – it's a decent day"
Hunter S. Thompson

Meet the Management

Staff from across the organisation are invited every 6/8 weeks to meet with members of the Leadership team and discuss issues and ideas that are important for them. These are held at various locations across the organisation and will be advertised in The Bulletin and via managers. Please discuss with your manager should you wish to attend or contact learninganddevelopment@mungos.org.

Volunteering

Volunteering in a different setting or service can provide an opportunity to learn more about a specific area of work, client group or activity. For more information or to enquire about volunteering opportunities available, contact volunteerservices@mungos.org.

Managing Volunteers

Managing a volunteer offers staff a valuable opportunity to develop skills and is an effective stepping stone to a management role. Staff will receive full support from the Volunteers team and will complete a qualification in Managing Volunteers. (All services that use volunteers must have a minimum of two staff members who have completed this qualification). For more information contact volunteerservices@mungos.org.

"Although mentoring is designed to empower the recipient, I have developed through being a mentor too. I like to think I am better at providing support to others as well as having a stronger awareness of my own leadership."
St Mungo's Employee

Recovery College

Staff are free to attend courses at any of the Recovery College hubs. Recovery College courses offer a unique opportunity to learn with others. Staff interested in attending a course should discuss this with their line manager and contact one of the Recovery Colleges across the organisation.

For more information about the London Recovery College contact Recovery.College@MUNGOS.ORG

For more information about the Bristol Recovery College contact compasscentrep2e@mungos.org

"Always desire to learn something useful"
Sophocles

External Training

Staff can access a wide range of courses and learning opportunities outside the organisation. Local boroughs and councils often provide relevant training and eLearning at no cost.

Local training budget should be set aside for specific training not included in the central provision.

Become a Trainer/Facilitator

Staff who wish to become trainers/facilitators on the Learning & Development Programme can access a [two day training course](#); ongoing peer support and further support from the Learning and Development team to develop in line with a subject and access relevant development opportunities.

If you want to deliver a course already on the programme, have an area of expertise you want support to bring to the programme or discuss options and opportunities to get involved, please contact learninganddevelopment@mungos.org

MBTI (Myers-Briggs Type Indicator)

MBTi (Myers-Briggs Type Indicator) is a tool that helps people understand their personal, psychological 'preferences'. It can be used to identify ways to work to individual strengths, highlight potential development areas and reflect on key areas such as communication, leadership, team working, work planning, career development, coaching, learning, stress management and more. It can also be used to support individual development in line with all of the organisational competencies.

MBTi can be considered for either individuals or teams and will be responded to on a case by case basis depending on specific needs. To discuss this further please contact Paul Wells paul.wells@mungos.org.

Diversity Networks, Allies and Workplace Supporters

Staff may wish to join one of our internal network groups:

- Black, Asian and Minority Ethnic Network
- Women's Action Network
- LGBTQ+ Network
- Disability Action Network
- Lived Experience Network
- EEA Migrants Network
- Irish Network

Joining a Network allows people to get involved in the wider organisation and offers opportunities to develop various skills including leadership, influencing, networking, presentation skills and cultural competency. Email the relevant group if you wish to join.

You can also sign up to be a Diversity & Inclusion Ally or Workplace Supporter to support staff who witness or experience bullying or harassment. Contact amy.white@mungos.org for more information.

Lunch & Learn

There are several lunchtime learning opportunities around the organisation on a regular basis including 'Jail Break' briefings from the Criminal Justice Services, talks and discussions around Diversity & Inclusion, Coaching masterclasses and external speakers/guests. Please keep your eye out for posters and messages in The Bulletin. If you have an idea for a 'Lunch & Learn' or wish to organise one, please contact learninganddevelopment@mungos.org

→ Learning & Development Competency Matrix

The following matrix is designed to support staff and managers to choose learning activities to develop against an area or areas of the St Mungo's [competency framework](#). There are a range of types of activities and the tick boxes highlight where these are relevant to staff and/or managers.

| Competency Title and Primary Indicators | Development Activities | Staff | Manager |
|--|--|-------|---------|
| Improving and Innovating <ul style="list-style-type: none"> • Is client and customer focused • Is open to new ideas, improvement and change • Handles situations and problems with innovation and creativity • Shows commercial and financial awareness | Become a mentor in St Mungo's professional mentoring scheme | ✓ | ✓ |
| | Support clients with activities leading up to apprentice programme. | ✓ | |
| | Shadowing/visiting internal teams and feeding back learning to your own | ✓ | ✓ |
| | Involvement in local community e.g. forums, meetings etc. | ✓ | ✓ |
| | Outreach shift | ✓ | ✓ |
| | Receiving support from a mentor as part of St Mungo's professional mentoring scheme | ✓ | ✓ |
| | Volunteer at client events | ✓ | ✓ |
| | Attendance at any forum, steering, feedback group, management specific or otherwise. | ✓ | ✓ |
| | Keep a reflective learning journal | ✓ | ✓ |
| | Supporting clients to get involved with Outside In | ✓ | ✓ |
| | Risk assess to anticipate problems and possible solutions when taking on new tasks | ✓ | ✓ |
| | Secondment into a management position | ✓ | |
| | Be a project based mentor for an apprentice | ✓ | |
| Interacting and Influencing <ul style="list-style-type: none"> • Takes responsibility and demonstrates values-driven leadership • Shows self-awareness • Works well with other people • Collaborates and networks effectively internally and externally • Shows sound communication and influencing skills | Actively engaging with events and information provided by other teams | ✓ | ✓ |
| | Involvement in St Mungo's professional mentoring scheme | ✓ | ✓ |
| | Attendance on external training events | ✓ | ✓ |
| | Networking | ✓ | ✓ |
| | Seek and act on feedback from customers to improve the service you provide | ✓ | ✓ |
| | Attending meetings with external agencies | ✓ | ✓ |
| | Completing <i>Conflict Management</i> e-Learning and if relevant attending face-to | ✓ | ✓ |
| | Attendance at St Mungo's staff conferences | ✓ | ✓ |

| Competency Title and Primary Indicators | Development Activities | Staff | Manager |
|---|---|-------|---------|
| | Shadowing/visiting external agencies/partners and feeding back learning to others | ✓ | ✓ |
| | Use reflective learning tools such as learning diary to reflect on own leadership capability (consider leadership shown with peers and clients as well) | ✓ | ✓ |
| | Attendance at organisational feedback groups, events etc. | ✓ | ✓ |
| | Networking with local boroughs and external agencies | ✓ | ✓ |
| | Facilitating external or internal partners to visit/shadow own team | ✓ | ✓ |
| | Involvement in St Mungo's diversity groups | ✓ | ✓ |
| | Shadowing partner agencies and feeding back to teams | ✓ | ✓ |
| | Manage a project or lead a focus/working group | ✓ | ✓ |
| Understanding and Doing <ul style="list-style-type: none"> • Able to find and analyse relevant written and numerical information and use it to make sound judgements • Able to think strategically • Demonstrates the necessary technical skills and aptitudes at the level that are required for the role • Has good writing skills at the level required for the job • Plans, organises and manages time well • Demonstrates compliance and accountability | Writing reports and acting on feedback | ✓ | ✓ |
| | Delivering training with learning and development and/or recovery college | ✓ | ✓ |
| | Attend <i>Complaints Handling</i> training | ✓ | ✓ |
| | Working with Communications team on content for internal or external communications | ✓ | ✓ |
| | Delegation – taking on new responsibilities | ✓ | ✓ |
| | Giving presentations and acting on feedback | ✓ | ✓ |
| | Complete the <i>Time Management</i> e-learning module on CLICK | ✓ | ✓ |
| | Use the Time Management & Multiple Priorities toolkit | ✓ | ✓ |
| | Feeding back into policy reviews | ✓ | ✓ |
| | Creating guides/info sheets for your service/clients/ colleagues | ✓ | ✓ |
| | Explore and use CLICK and the L&D Portal to develop your skills and knowledge | ✓ | ✓ |
| | Involvement in St Mungo's professional mentoring scheme | ✓ | ✓ |
| | Regularly update your personal development plan to address learning needs | ✓ | ✓ |
| | Attending/completing <i>Conflict Management</i> training and/or e-Learning | ✓ | ✓ |
| | Use reflective learning tools such as learning diary to reflect on own behavior | ✓ | ✓ |
| | Facilitating groups within your team | ✓ | ✓ |
| | Acting as a mentor as part of St Mungo's professional mentoring scheme | ✓ | ✓ |
| | Feeding into/partnering with Quality team on policy and procedure reviews. | ✓ | ✓ |

| Competency Title and Primary Indicators | Development Activities | Staff | Manager |
|--|--|-------|---------|
| Involving and Including Builds client/stakeholder involvement into all activities • Aware of own level of cultural competence and proactively seeks to develop • Actively promotes equality, diversity and inclusion among colleagues and clients. | Attend a focus group | ✓ | ✓ |
| | Involvement in the St Mungo's professional mentoring scheme | ✓ | ✓ |
| | Shadowing across teams | ✓ | ✓ |
| | Attending recovery college courses alongside clients | ✓ | ✓ |
| | Visits to projects | ✓ | ✓ |
| | Involvement in St Mungo's diversity groups | ✓ | ✓ |
| | Supervise a Volunteer | ✓ | |
| | Shadowing at another project or with a subject matter expert | ✓ | ✓ |
| | Attend <i>Client Involvement</i> Training | ✓ | ✓ |
| | Mentor an apprentice through St Mungo's professional mentoring scheme | ✓ | ✓ |
| | Take part in a recruitment activity | ✓ | ✓ |
| | Attend 2 day level 3 course in Supervising Volunteers | ✓ | ✓ |
| Managing and Empowering (for managers) • Builds a high performing team • Provides staff with clear direction and support • Motivates, supports, enables and promotes the wellbeing of their team • Manages the operational aspects of their function efficiently • Implements plans, strategies and services effectively • Actively contributes to service growth | Complete the Leadership & Management Development Programme | | ✓ |
| | Attending <i>Audit Skills</i> training | | ✓ |
| | Involvement in service audits | | ✓ |
| | Managing a budget | | ✓ |
| | Consider and propose different ways to utilize client involvement and client employment opportunities in your service. | | ✓ |
| | Attend 2 day level 3 course in <i>Managing Volunteers</i> | | ✓ |
| | Encourage and support staff to take a variety of development opportunities e.g. mentoring, CLICK etc. | | ✓ |
| | Write a strategic plan for your team/service/area | | ✓ |

See also ['Career Paths at St Mungo's'](#)

Further Internal Training Opportunities

Further Internal Training Opportunities

Further

→ [Professional & Career Development](#)

→ [Further Training for Keyworkers](#)

→ [Health](#)

→ [Substance Use](#)

→ [IT Skills & Systems Support](#)

→ [Women & Families](#)

→ [Housing & Benefits](#)



Professional & Career Development

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|--|--|--|--|
| Diversity and Inclusion for Staff | To further develop the skills of staff to work, and support others to work in an inclusive way. <i>(Coming 2017)</i> | Face-to-face, 1 day | Increased understanding of working in an inclusive way and why this is important. Improved team working and communication skills. Reduction in negative conflict in team(s). |
| Managing Volunteers (all services that use volunteers must have a minimum of two staff members who have completed this qualification) | To equip staff with skills and knowledge to effectively manage volunteers in line with St Mungo's approach and policies. | Face-to-face, 2 days (As this is a Level 3 qualification, a workbook must be completed by all delegates within 4 weeks of attending the course) | Increased volunteer retention. More effective use of volunteer time and expertise. Improved delegation/supervision skills demonstrated by that staff member. |
| Competency Based Recruitment for Staff | To enable existing staff to make the most of internal recruitment opportunities through improved understanding of competency based recruitment. | Face-to-face (½ day) | Increased understanding of St Mungo's competency framework and its use in recruitment. Increased confidence in applying for internal vacancies. |
| Developing Creativity | To provide a selection of techniques for staff to use to develop creative thinking and problem solving. | Toolkit (Open Door) | Increased positive feedback against this competency. Increased problem solving. |
| Developing Leadership | To assist staff in reflecting on their leadership style and developing as more effective leaders. | Toolkit (Open Door) | Increased positive feedback against this competency. Increased positive outcomes for team or individuals. |
| Moving into Management | To provide staff with an understanding on how to go about moving into management and consider actions to take away as part of their personal development plan. | Face-to-face, ½ day | Staff aware of the expectations of managers and steps/actions they can take to enhance their prospects of success. |

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|--|---|--|--|
| Multiple Priorities and Time Management | To provide tips and tools to help staff better prioritise and manage their time. | Toolkit (L&D Portal) | More efficient use of time. Increased positive work life balance. Increased productivity of individuals or teams. |
| Leadership Toolkit | To support staff to explore their own leadership styles and develop in this area | Toolkit (L&D Portal) | |
| How to Be a Fabulous Auditor | To ensure understanding of the internal audit process and ability to effectively audit services. | Face-to-face, 1 day | Awareness of audit principles and tools. Ability to effectively contribute to the Audit Programme. Positive contribution to Quality and Continuous Improvement in own work/team/service. |
| Training & Facilitation Skills | To provide staff with a foundation in training design and delivery. The first day looks at approaches to training design and delivery. Day 2 looks at facilitation skills and provides learners with an opportunity to practice delivery and engage in peer feedback. | 2 days (2 weeks apart) | Ability to design and deliver training. Development of facilitation skills. |
| Presentation Skills | Coming 2017 | | |
| Mentoring Training (only for those who are mentors within the internal mentoring scheme or mentoring an apprentice) | To ensure those who are taking part in the internal mentoring programme are aware of their role and responsibilities and have the tools to support others with their development. | Face-to-face (½ day) | Awareness of role and responsibilities within the mentoring scheme. Improved communication skills, including active listening and giving effective feedback. Positive feedback and outcomes from mentee. |
| Further options | See Learning & Development Portal | | |



Further Training for Keyworkers

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|---|--|-----------------------------|---|
| Safeguarding and Professional Boundaries | To enable staff to work safely with clients and establish/maintain appropriate professional boundaries. | Face-to-face, 1 day | Increased understanding of safeguarding and boundaries issues. Reduction in amount/severity of boundaries issues. Improved recording of safeguarding concerns. |
| Client Involvement for Staff and Managers | To ensure an understanding of the principles of client involvement and support the implementation of these in all areas of work. | Face-to-face, ½ day | Understanding of the principles of client involvement. Increased client involvement within the team or service. Positive feedback in this area from clients during service audits. |
| Motivational Interviewing | To enable staff to use the principles of Motivational Interviewing, (MI), appropriately and effectively in their work. | Face-to-face, 2 days | Increased confidence in using MI approaches. Increased confidence/success in dealing with resistance/non-engagement. |
| OPAL | To ensure staff are able to effectively use the client database and understand their responsibilities around client data. | Face-to-face, ½ day | Increased efficiency and accuracy when using OPAL. |
| Complex Trauma | To develop practice with clients where traumatic experience is significant in their homelessness and social exclusion | Face-to-face, 1 day | Understanding and perspective of the impacts of traumatic experience, the importance of vicarious trauma to staff when providing social support and what services can do to provide healthy approaches and environments that are helpful. |

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|--|---|-----------------------------|---------------------------------|
| Psychologically Informed Environments (PIEs) | See ‘Developing Teams’ | | |
| Further options | See Learning & Development Portal | | |

 Health

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|--|---|--|---|
| Understanding Mental Health and Wellbeing | To provide staff with a core understanding of Mental Health and Wellbeing | Face-to-face, 1 day | Understanding of core issues related to Mental Health and wellbeing in line with values and ethos of the organisation. Effective initial support to people experiencing mental health problems including acute episodes. |
| Mental Health & Recovery | To develop a recovery focused approach when supporting others' Mental Health & Wellbeing. <i>(This course assumes some working knowledge of Mental Health & Wellbeing)</i> | Face-to-face, 1 day | Increased focus on recovery based approaches when supporting clients with their mental health. Increased reflection from the staff member about their ways of working. |
| Understanding & Working with Unusual Beliefs | Coming 2017 | | |
| Mental Capacity Act | To ensure staff understand the Mental Capacity Act and their roles and responsibilities relating to it. | eLearning (L&D PORTAL) | Increased understanding of the Mental Capacity Act |
| Open Dementia Programme | Supporting people with dementia. | eLearning (L&D PORTAL) | Increased understanding of effective ways to support people with dementia |
| Self-Harm & Suicide | To provide staff with an understanding of self-harm and self-injury and helpful responses to self-harming behaviours. | Face-to-face, 1 day | Increased knowledge around self-harm and suicide. Increased understanding of ways to support people in line with organisational policies. Increased safety of clients relating to harm minimisation. |

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|----------------------|---|-----------------------------|---------------------------------|
| Personality Disorder | See ‘Developing Teams’ | | |
| Further options | <p>Staff can request to join the Mental Health Forum mailing list which provides shared learning and details of external opportunities.</p> <p>The Recovery College includes related courses including ‘Philosophy of Mental Health’</p> <p>Local NHS Trusts may provide training, some of this for free, around the transmission, testing, treatment and management of blood borne viruses.</p> <p>Depending on the service staff may consider arranging shadowing shifts with specialist mental or physical health workers or relevant external partner agencies. This should be discussed with their line manager in supervisions before attempting to arrange.</p> <p>Staff may wish to join the Faculty for Homeless and Inclusion Health. Staff can sign up here http://www.pathway.org.uk/faculty/join/ to receive regular updates on latest news relating to homeless health and homelessness generally.</p> <p>See also options in ‘Developing Teams’</p> <p>See Learning & Development Portal</p> | | |

→ Substance Use

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|---|---|-----------------------------|--|
| Alcohol and Drug Awareness | To ensure staff have the knowledge and skills to support clients with drug and alcohol support needs. | Face-to-face, 2 days | Increased knowledge about substances, their effects and ways to work with substance users. Better knowledge and understanding of how to work with substance users and how to reduce the risks involved in substance use. |
| Black, Asian, Minority and Ethnic and Substance Use | To equip staff with the skills and knowledge to support clients from Black, Asian, Minority and Ethnic (BAME) backgrounds who use substances. | Face-to-face, 1 day | Increased confidence in supporting BAME clients who are using substances. Increased understanding of specific issues facing BAME clients who use substances and the appropriate support. |
| Legal Highs and Novel Psychoactive Substances | To equip staff with the skills and knowledge to support clients who use Legal Highs/NPS. | Face-to-face, 1 day | Improved understanding of the range of substances, their legal status and the recent changes and updates in the legal framework. The ability to 'cluster' substances and use prior knowledge to develop further understanding. Increased awareness and understanding of some of the harm reduction options available for users of NPS. |
| Understanding Opiates | To equip staff with the skills and knowledge to support clients who use opiates. | Face-to-face, 1 day | Better able to assess signs of opiate use. |

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|--------------------------|---|-----------------------------|--|
| | | | <p>Increased knowledge of how to work with opiate users and the legal framework relating to opiate use.</p> <p>Increased knowledge of the health consequences of opiate use and the service and treatment options available.</p> |
| Understanding Stimulants | To equip staff with the skills and knowledge to support clients who use stimulants. | Face-to-face, 1 day | <p>Better able to assess signs of stimulant use.</p> <p>Increased knowledge of how to work with stimulant users and the legal framework relating to stimulant use.</p> <p>Increased knowledge of the health consequences of stimulant use and the service and treatment options available.</p> |
| Women & Substance Use | To equip staff with the skills and knowledge to support female clients who use substances | Face-to-face, 1 day | <p>Increased confidence in supporting female clients who are using substances.</p> <p>Increased understanding of specific issues facing female clients who use substances and the appropriate support.</p> |
| Further options | See Learning & Development Portal | | |

→ IT Skills & Systems support

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|---|--|-------------------------------------|--|
| Microsoft Office (Outlook, Excel, Word, PowerPoint) | <p>A range of course covering key areas of Microsoft packages.</p> <p>Staff can complete whole courses or just small elements depending on their learning needs.</p> <p>Each course is made up of a number of sections that cover different aspects of the various programmes.</p> | eLearning (CLICK) | <p>Depending on the learning needs outcomes might include;</p> <ul style="list-style-type: none"> - Improved efficiency with certain programmes - Improved quality of work within specific programmes - Improved time management either through efficiency savings or better use of Outlook |
| OPAL | To ensure staff are able to effectively use the client database and understand their responsibilities around client data. | Face-to-face, ½ day | Increased efficiency and accuracy when using OPAL. |
| eBis (Finance) | Parts of this will be covered in the Finance for Managers training . Support is also available through the help page on eBis. | Face-to-face, 1 day Online | Ability to use eBis more effectively to manage budgets |
| Cascade (HR) | Guidance documents for using Cascade are available through Opendoor | | |
| Pario (360 Feedback) | A guide to for using Pario and some FAQs can be found on Opendoor . | | |

 **Women & Families**

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|----------------------------------|---|-----------------------------|--|
| Domestic Violence | To ensure staff have the skills and knowledge to effectively work with clients who have experienced Domestic Violence | Face-to-face, 1 day | Increased understanding and awareness of issues relating to domestic violence. Awareness of diverse needs of survivors of domestic violence in line with organisational policies. |
| Exiting Prostitution | To provide staff with skills and knowledge in supporting those engaged in Sex Working in line with our organisational policy | Face-to-face, 1 day | Understanding of effective methods of support for those engaged in sex working. Awareness of, and effective signposting to, other organisations who can provide support. |
| Female Genital Mutilation (FGM) | To provide staff with an understanding of FGM | eLearning (L&D PORTAL) | Increased understanding of the issues relating to FGM. Knowledge of possible warning signs and appropriate signposting for support/prevention. |
| Self-Harm and Suicide | To provide staff with an understanding of self-harm and self-injury and helpful responses to self-harming behaviours | Face-to-face, 1 day | Increased knowledge around self-harm and suicide. Increased understanding of ways to support people in line with organisational policies. Increased safety of clients relating to harm minimisation. |
| Supporting Clients with Children | To equip staff with skills and knowledge to support clients with children including increased knowledge of the legal process. | Face-to-face, 1 day | Increased confidence in supporting clients with children and identification of needs. More effective handling of safeguarding concerns relating to children. |

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|---|--|------------------------------|--|
| | | | Improved outcomes for clients with children including greater awareness of internal and external support options for parents including parents being more aware of their legal rights. |
| Supporting Women's Recovery | To enable staff to work appropriate to support females clients through their recovery journey | Face-to-face, 1 day | Increased staff knowledge and confidence in supporting women especially those with complex needs and those who have experienced gender based violence. Understanding of complex trauma and how this informs provision of gender sensitive services. |
| Supporting Clients who have experienced sexual violence | To equip staff with the skills and knowledge to support clients who have experienced sexual violence | Face-to-face, 2 hour session | Understanding of what constitutes sexual violence and related law. Knowledge of appropriate support and signposting for clients. |
| Women and Substance Use | To equip staff with the skills and knowledge to support women who use substances | Face-to-face, 1 day | Increased confidence in supporting female clients who are using substances. Increased understanding of specific issues facing female clients who use substances and the appropriate support. |
| Further options | See Learning & Development Portal | | |

Housing & Benefits

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|--|--|-------------------------------------|--|
| Introduction to Benefits, Universal Credit and PIP | To provide staff with an overview of the key areas of benefits entitlements and changes that affect clients. | Face-to-face, 1 day | Understanding of the relevant benefits that clients might claim. Positive feedback from clients relating to support in this area. Awareness of other sources of support or knowledge relating to benefits. |
| An Introduction to Move-On Assessment | One of a range of courses on the eLearning system CLICK that cover issues and information relating to Move-On. | eLearning (CLICK) | Increased understanding of move on assessments. Positive feedback from clients regarding support in this area. |
| An Introduction to Move-On Options | One of a range of courses on the eLearning system CLICK that cover issues and information relating to Move-On. | eLearning (CLICK) | Increased awareness of move on pathways and options available to clients. Positive feedback from clients regarding support in this area. |
| EEA Nationals & Benefits | To ensure staff are aware of the benefits entitlements that are available to clients who are EEA Nationals. | Face-to-face, 1 day | Increased understanding of the rights of EEA clients. Positive feedback from clients relating to support in this area. Awareness of where to obtain further support. |
| Furnishing a New Flat on a Budget | One of a range of courses on the eLearning system CLICK that cover issues and information relating to Move-On. | eLearning (CLICK) | Increased awareness of where clients may find financial support during move on. Positive feedback from clients during move-on. |
| Homelessness | To provide staff with an understanding of the duties a local authority may owe to Homeless applicants. | Face-to-face, 1 day | Increased awareness of the duties of local authorities. |

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|--------------------------------|--|--|--|
| | | | Improved access to local authority support where relevant. Positive feedback from clients regarding support in this area. |
| Security of Tenure (Tenancies) | Identifying tenancies and how to prevent / advise clients facing eviction | Face-to-face, 1 day | Better understanding of how to establish a clients' security of tenure and provide advice on possession and housing related issues accordingly |
| Move On Planning | See 'Developing Teams' | | |
| Personal Independence Payments | To ensure staff are aware of the implications for clients of the move to PIP and can effectively support this. | Face-to-face. This short course is available to deliver to individual teams; managers should contact the Welfare Rights team to arrange | Increased understanding of PIP and who/where/when/how to claim. Positive feedback from clients relating to support in this area. Awareness of where to obtain further support. |
| Planning and Supporting a Move | One of a range of courses on the eLearning system CLICK that cover issues and information relating to Move-On. | eLearning (CLICK) | Improved planning of client moves. Awareness of and planning for support needs during a move. Positive feedback from clients regarding support in this area. |
| Universal Credit | To ensure staff are aware of the implications for clients of the move to UC and can effectively support this. | Face-to-face This short course is available to deliver to individual teams; managers should contact the Welfare Rights team to arrange | Increased understanding of UC and who/where/when/how to claim. Positive feedback from clients relating to support in this area. Awareness of where to obtain further support. |

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|---|---|-----------------------------|---------------------------------|
| NHAS (National Homelessness Advice Service) | <p>Staff can access free external training via the NHAS. This ranges from multi-day courses to webinars and eLearning. Bitesize courses can be accessed via www.nhas.org.uk using the details below, and go to the Training & Events / Bitesize & Self Study page.</p> <p>Username: ovas Password: housing</p> <p>Follow the instructions on screen, where a link to the new bitesize site is provided. Please note you will be asked to sign up when you first access the new bitesize site, however you will only need to do this once. As per individual course aims and objectives.</p> <p>Training modules include:</p> <ul style="list-style-type: none"> • Housing Foundation • Advising on Possession Proceedings for Rented Housing • Homelessness Advice Next Steps • Housing Advice and Relationship Breakdown • Housing and Welfare Reform • Housing Assistance for Persons from Abroad • Housing Update • Private Rented Sector: Assured Shorthold Tenancies • Mortgage arrears and possession process • Social Housing Next Steps | | |
| Turn2Us | <p>Turn2us provides a website with a free benefits calculator and grants search tool which can be used by individuals and workers in the housing sector. The calculator is free to use and Turn2Us run regular sessions throughout the UK to support staff to use the website effectively. The workshops and the website are ideal for those who offer front line advice, support or information to people who might be in financial need and want to be able to ensure these individuals maximise their income. The regular workshop programme runs throughout the year in various locations across the UK and are free for St Mungo's staff and volunteers to attend.</p> <p>If you would like to attend discuss with your manager, visit the website www.turn2us.org.uk/For-Charities-and-Intermediaries/Turn2us-workshops and request a place on the most relevant date/location. We will look to organise some in house events through the year also.</p> | | |

| Course Title | Brief Overview | Method of delivery/duration | What you should see as a result |
|-----------------|---|-----------------------------|---------------------------------|
| Further options | See Learning & Development Portal | | |