

ADHD Diagnostic Assessor Training Course

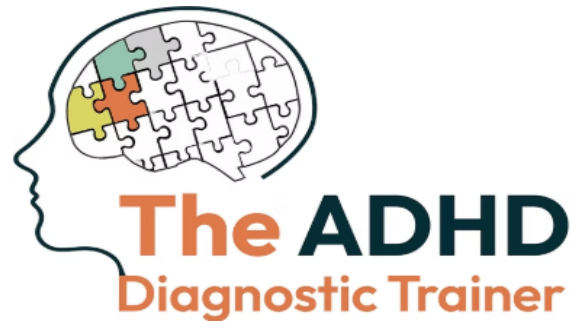
Live Online 26 Sept., 31 Oct., 28 Nov 2028

Aim of the Course	
The focus is on the safety and quality of ADHD clinical assessments. It aims to develop knowledge, clinical skills, and NICE-aligned ADHD assessment competencies across the lifespan. Delegates will build an understanding of ADHD assessment foundations and structured clinical assessments, apply diagnostic reasoning in clinical practice, and produce clear written diagnostic reports with care plans and appropriate recommendations. It provides clarity on how to practise safely within scope of practice, under appropriate guidance, supervision, and governance structures, while maintaining professional standards.	
	Learning Objectives <i>By the end of the session, delegates should be able to:</i>
Learning objective 1 Section 1	Foundations of ADHD Assessment: Understand ADHD, relevant frameworks, assessment tools, differentials, and safe pre-assessment practice
Learning objective 2 Section 2	Clinical ADHD Assessment: Conduct a comprehensive ADHD assessment, including history, symptoms, risk, formulation, and feedback
Learning objective 3 Section 3	Apply Diagnostic Skills Demonstrate effective ADHD assessment and diagnostic decision-making in a live clinical scenario

Learning objective 4 Section 4	Diagnostic Reporting and Care Planning Integrate assessment findings into a clear diagnostic report, formulation, and care plan
Learning objective 5 Section 5	Professional Competence and Governance Understand competency standards, clinical guidance, scope of practice, and supervision requirements

Time	Learning Objective No.	Learning Activity
09:30–09:50 20 min	Introduction	1. Welcome delegates 2. housekeeping, course agenda and learning objectives 3. Introduction to the five sections
09:50–11:00 70 min	Learning Objective 1	1. Foundations of ADHD assessment, ADHD and its impact 2. Neuroscience 3. Diagnostic criteria, gender presentation and masking, differentials 4. Consent, confidentiality, capacity, equality, safeguarding 5. Safe pre-assessment, selection, interpretation of Conners, Young DIVA, DIVA-5 and QbCheck. Facilitate questions, reflection and discussion
11.00–11.15	Break	
11:15–12:25 70 min	Learning Objective 2	1. Fully structured clinical ADHD assessment 2. Opening consultation and rapport, eliciting symptoms, comprehensive history-taking, use of multi-source evidence, differential diagnosis, risk, safeguarding, formulation, diagnostic impression and feedback
12.25–13.10	Lunch Break	

13:10–14:20 70 min	Learning Objective 3	1. Live clinical scenarios. 2. Case 1. opening consultation, establishing concerns, eliciting ADHD symptoms, mental-state examination and risk assessment 3. Case 2. clinical observations, weighing inconsistent, multi-source evidence and communicating a diagnostic decision. Facilitate structured discussion and feedback
14.20–14.35	Break	
14:35–15:45 70 min	Learning Objective 4	1. How assessment information is integrated into a structured diagnostic report, histories, symptoms and impairment, multi-source evidence, DSM-5 criteria mapping, summary, clinical impression, diagnosis, comorbidities, formulation, care planning, recommendations and risk-management planning
15.45–16.00		
16:00–17:00 60 min	Learning Objective 5	1. The 9 core assessor competencies, ADHD assessment frameworks and professional scope of practice 2. Explain NICE NG87, AQAS/CAAQAS consensus standards, regulatory and professional requirements 3. Levels of assessor responsibility, governance, supervision and when to seek MDT, specialist input 4. Open Q&A session and clarify outstanding learning points 5. Close the session with thanking delegates



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Course Status: Application for 6 hours
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currently under review.
CPD Certified Provider
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