

Care Certificate: e-learning training course



This e-learning course, The Care Certificate comprises an introduction and fifteen study units. It is intended for Healthcare Support Workers (HCSW) and Adult Social Care Workers (ASCW), including Care Support Workers, Health Care Assistants, Assistant Practitioners, and those providing support to clinical roles who have direct contact with patients.

The Care Certificate is a key component of the overall induction that employers must provide, legally and in order to meet the essential standards set out by the Care Quality Commission.

The online materials include quizzes and activities, as well as a Self-Assessment Tool to help reinforce learning as students work through the course.

Workbooks are included that contain questions and exercises covering all of the learning outcomes and assessment criteria. These can be completed on-screen or printed out and filled in by hand. Completion and manager / assessor sign-off provides evidence towards meeting the knowledge and competence requirements of each of the units.

Unit Titles

How to Use the Course

- 1 Understanding Your Role
- 2 Your Personal Development
- 3 Duty of Care
- 4 Equality and Diversity
- 5 Work in a Person-centred Way
- 6 Communication
- 7 Compassion, Dignity and Privacy
- 8 Fluids and Nutrition
- 9 Awareness of mental health, dementia and learning disability
- 10 Safeguarding Adults
- 11 Safeguarding Children
- 12 Basic Life Support
- 13 Health and Safety
- 14 Handling Information
- 15 Infection Prevention and Control

Unit 1: This unit will help learners to understand what their work role is, and will also introduce them to the codes of conduct and practice which apply to them as a health and social care professional.

Unit 2: helps learners to develop a Personal Development Plan and understand how developing their skills and knowledge is an essential part of their work role.

Unit 3: examines how duty of care contributes to safe practice. Learners will also look at ways of resolving apparent conflicts between a service user's rights and their duty of care towards them.

Unit 4: emphasises the importance of promoting equality and valuing diversity. Learners will explore ways of working inclusively with service users in order to help to eliminate discrimination.

Unit 5: looks at ways of promoting equality and diversity in the workplace. It underlines the importance of finding out about and respecting an individual's history, needs and preferences in order to put them at the centre of the support they receive.

Unit 6: explains how learners should adapt the way they communicate with individuals according to each person's abilities and preferences. It also identifies

possible barriers to effective communication and discusses ways of overcoming them.

Unit 7: aims to enable learners to apply basic principles to the way in which they carry out every day tasks which promote rather than undermine the dignity of the individuals in their care.

Unit 8: underlines the principles of good hydration, nutrition, and food safety. Learners will look at effective ways of ensuring that the individuals they support not only receive the fluids and foods they need, but that their diet is based on their wishes and preferences.

Unit 9: aims to increase your awareness of the different support needs of individuals with a mental health condition, dementia or a learning disability. It emphasises the importance of taking a positive, empathic and understanding approach in order to promote their health and wellbeing.

Unit 10: explores the different types of abuse and neglect and will help learners to recognise any possible signs and symptoms. They will also be asked to look at their employer's agreed ways of working in relation to the safeguarding of adults.

Unit 11: aims to reinforce the information covered in Unit 10 and to enable learners to explore the topic of safeguarding in relation to children.

Unit 12: is intended to provide learners with information about basic life support techniques which they can use as a basis for the practical training they will be required to take by their employer. It describes resuscitation procedures, how to move someone into the recovery position, and explains how to use an automated external defibrillator.

Unit 13: asks learners to identify their role in relation to health and safety at work. They will look at how risk assessments should be applied and identify procedures in place in the event of an accident or sudden illness. Learners will also explore safe ways of working, including in relation to lifting and moving, hazardous substances, fire risks, and security.

Unit 14: enables learners to find out about how information their employer holds about the individuals they support should be recorded, stored, and disposed of securely. They will also be asked to identify *the key legislation that relates to the handling of personal or sensitive information.*

Unit 15: examines how infections can spread and provides guidance on how learners can help to prevent cross-contamination in a healthcare setting. For example, by adhering to workplace procedures in relation to the correct handling of laundry, effective hand hygiene, and the use of personal protective equipment.

Learning Objectives (in line with the learning outcomes required by the Care Certificate)

On completion of this course learners will be able to do the following:

- 1.1 Understand their own role
 - 1.2 Work in ways that have been agreed with their employer
 - 1.3 Understand working relationships in health and social care
 - 1.4 Work in partnership with others.
-
- 2.1 Agree a personal development plan
 - 2.2 Develop their knowledge, skills and understanding.
-
- 3.1 Understand how duty of care contributes to safe practice
 - 3.2 Understand the support available for addressing dilemmas that may arise about duty of care
 - 3.3 Deal with comments and complaints
 - 3.4 Deal with Incidents, errors and near misses
 - 3.5 Deal with confrontation and difficult situations.
-
- 4.1 Understand the importance of equality and inclusion
 - 4.2 Work in an inclusive way
 - 4.3 Access information, advice and support about diversity, equality and inclusion.
-
- 5.1 Understand person-centred values
 - 5.2 Understand working in a person-centred way
 - 5.3 Demonstrate awareness of the individual's immediate environment and make changes to address factors that may be causing discomfort or distress
 - 5.4 Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals
 - 5.5 Support individuals to minimise pain or discomfort
 - 5.6 Support the individual to maintain their identity and self-esteem
 - 5.7 Support the individual using person-centred values.

- 6.1 Understand the importance of effective communication at work
 - 6.2 Understand how to meet the communication and language needs, wishes and preferences of individuals
 - 6.3 Understand how to promote effective communication
 - 6.4 Understand the principles and practices relating to confidentiality
 - 6.5 Use appropriate verbal and non-verbal communication
 - 6.6 Support the use of appropriate communication aids / technologies.
-
- 7.1 Understand the principles that underpin privacy and dignity in care
 - 7.2 Maintain the privacy and dignity of the individual(s) in their care
 - 7.3 Support an individual's right to make choices
 - 7.4 Support individuals in making choices about their care
 - 7.5 Understand how to support active participation
 - 7.6 Support the individual in active participation in their own care.
-
- 8.1 Understand the principles of hydration, nutrition and food safety
 - 8.2 Support individuals to have access to fluids in accordance with their plan of care
 - 8.3 Support individuals to have access to food and nutrition in accordance with their plan of care.
-
- 9.1 Recognise possible signs of Dementia and other cognitive issues.
-
- 10.1 Understand the principles of Safeguarding adults
 - 10.2 Reduce the likelihood of abuse
 - 10.3 Respond to suspected or disclosed abuse
 - 10.4 Protect people from harm and abuse - locally and nationally.
-
- 11.1 Safeguard children.
-
- 12.1 Provide basic life support.
-
- 13.1 Understand their own responsibilities, and the responsibilities of others, relating to health and safety in the work setting
 - 13.2 Understand Risk Assessment
 - 13.3 Move and assist safely
 - 13.4 Understand procedures for responding to accidents and sudden illness
 - 13.5 Understand medication and healthcare tasks
 - 13.6 Handle hazardous substances
 - 13.7 Promote fire safety

13.8 Work securely
13.9 Manage stress.

14.1 Handle information correctly and securely.

15.1 Prevent the spread of infection.