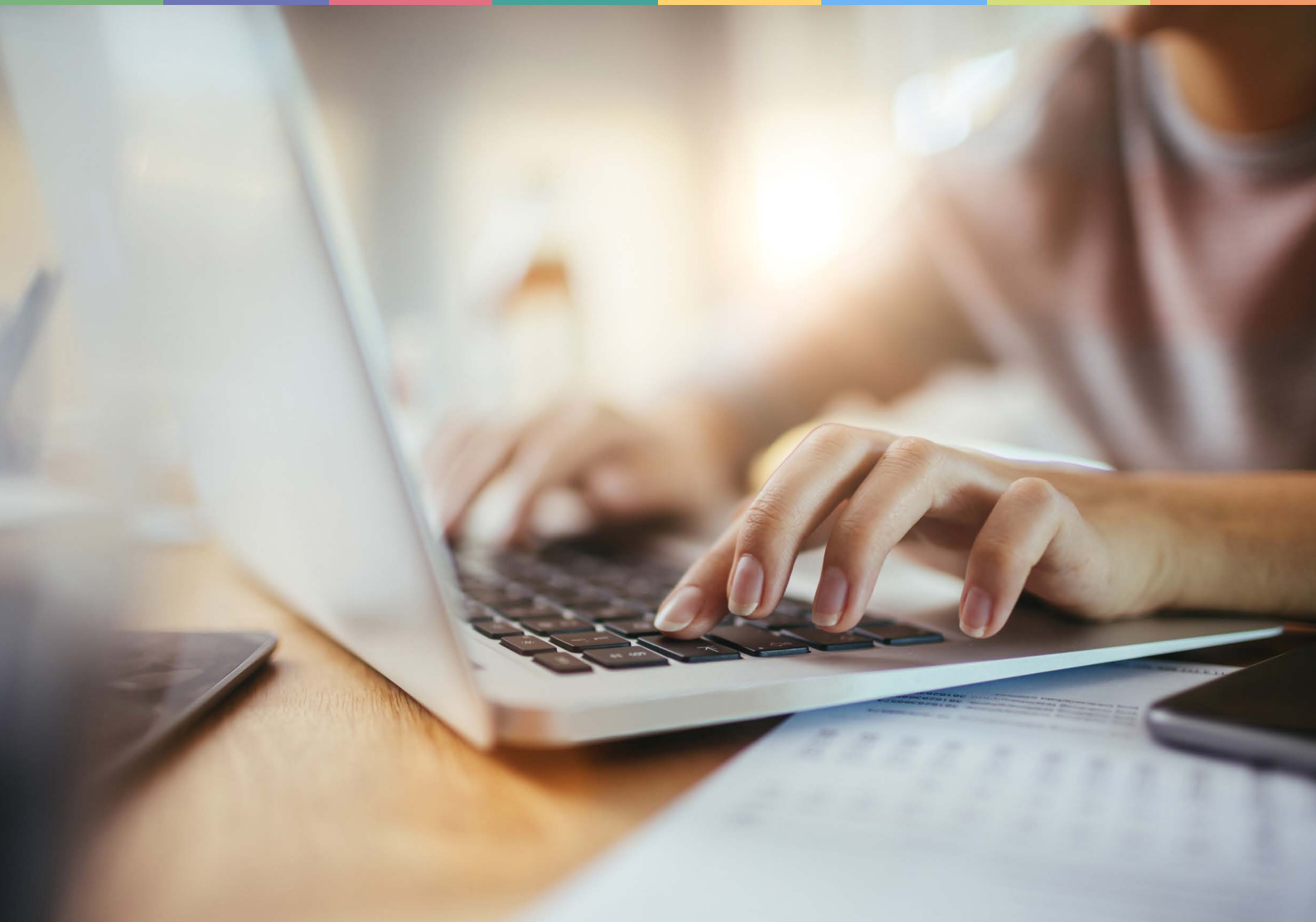# Skills for Health

Better Skills | **Better Jobs** | **Better Health**

Online learning

Cost-effective, quality-assured online learning delivered on a secure, cloud-based online platform, aligned to the UK health and social care training standards and frameworks.

Contents

Introduction

The healthcare landscape in the UK is continuously evolving. With the development of new sector regulations, standards and definitions, it is essential that your organisation's training meets every one of those criteria, on-time. and on-budget.

Skills for Health's suite of interactive, innovative and sector-specific elearning courses makes it easy for your organisation to fulfil all of the latest statutory and mandatory training requirements.

Versatility is key. Our in-house development team works with industry leaders to ensure that new courses are always developed in-line with current topics and policies – including the Care Certificate, personal health budgets and dementia care.

As you would expect from the number one supplier of core elearning to healthcare organisations, our courses are derived from, mapped to and comply with the Core Skills Training Framework – designed to establish consistency across the healthcare sector.

Combining our experience and expertise in learning with collaborative and trusted partnership working, we've developed our CSTF training on the secure mobile-first platform Gomo Learning.

Mobile-first learning is interactive and engaging, nurturing health and social care staff to develop a sound understanding of the critical training they need to comply with the CSTF, and in turn delivering exceptional patient care.

Integrated solutions

Core Skills Training Framework

The UK Core Skills Training Framework (CSTF) provides minimum standards and guidelines for core skills training in the health sector.

For specific subjects, the framework sets out core learning which would be common to a range of settings and roles.Using learning objectives, the framework identifies what a learner would know, understand or be able to do as a result of learning activity.

The aim of the framework is to enable greater standardisation in training provision between in the health sector, so that as people move between roles and organisations their previous core skills training can be easily recognised. This aims to reduce unnecessary repetition of training and enable improved efficiency through saved time and resources.

The original framework was released in 2013 and has since been maintained and updated, covering eleven statutory and mandatory subjects required in the health sector:

- Conflict Resolution
- Equality, Diversity and Human Rights
- Fire Safety
- Health, Safety and Welfare
- Infection Prevention and Control

- Information Governance
- Moving and Handling
- Resuscitation
- Safeguarding Children
- Safeguarding Vulnerable Adults

Care Certificate Standards

Designed with the non-regulated workforce in mind, the Care Certificate gives everyone the confidence that workers have the same introductory skills, knowledge and behaviours to provide compassionate, safe and high-quality care and support.

The Care Certificate was developed jointly by Skills for Health, Health Education England and Skills for Care. The elearning provision meets the education aspect of the Care Certificate and is based on the learning objectives of the 15 standards, all of which individuals need to complete in full before they can be awarded their Certificate. Staff will still need to undertake the practical assessments in their organisation before being awarded the Certificate.

Clinical/care Framework

The aim of this Clinical/Care Framework to build on the model and processes already established by the statutory/mandatory Core Skills Training Framework by providing a suite of additional clinical/care subjects.

The Framework is applicable to healthcare employers and also to educational organisations which train students who will subsequently be employed in healthcare. Use of the Framework will support these organisations to; standardise the interpretation of clinical/care education and training, guide the focus and aims of clinical/care education and training delivery, ensure the educational relevance of clinical/care training, and improve the quality and consistency of clinical/care education and training provision. It covers nine clinical care subjects frequently required in the health sector:

- Blood Component Transfusion
- Communication
- Consent
- Dementia awareness
- Duty of care

- Fluids and nutrition
- Person-centred care
- Privacy and dignity
- Your healthcare career

Conflict Resolution

Equality, Diversity and Human Rights

Safeguarding Children Level 1

Safeguarding Children Level 2

Safeguarding Children Level 3

Safeguarding Adults Level 1

Safeguarding Adults Level 2

Safeguarding Adult Level 3

Health, Safety and Welfare

Fire Safety

Moving and Handling

Patient Moving and Handling

Information Governance

Infection Prevention and Control Level 1

Infection Prevention and Control Level 2

Prevent

Resuscitation Level 1

Resuscitation Level 2 Adults

Resuscitation Level 2 Paediatrics

CSTF online learning >

Conflict Resolution

Develop an awareness of the risks of providing public help and learn how to deal with conflict. You will also gain an understanding of what help is available to effectively and safely support you in trying to resolve conflicts.

Course content

- Introduction to Conflict Resolution
- Causes of Conflict
- Behaviour During Conflict
- After Conflict
- Conflict De-escalation Techniques
- If All Else Fails
- Protecting Healthcare Staff from Conflict

Duration

2 hours approx

Optimised for

Desktop, tablet, mobile

Overview

There are occasions when staff in the healthcare sector can experience verbal abuse and, in exceptional circumstances, physically abusive behaviour from patients, other staff or visitors whilst trying to do their jobs. The key aim of this course is to make you aware of some of these risks, and help you deal effectively and safely with them.

Learning objectives

- Learn how to recognise and address signs of stress in patients
- Show how to deal effectively and safely with potential conflict situations involving service users or colleagues
- Develop the skills required to get the right balance between giving care and being safe

Audience

This course is aimed at all staff throughout the health and social care sector, in particular, new starters in any organisation and existing staff who would benefit from an opportunity to consolidate their experience and update existing knowledge.

Accreditations and endorsements

Commissioned by the Department of Health and has been developed with NHS Employers.

This course meets the outcomes for level 1 of the Core Skills Training Framework.

Request a trial

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Department of Health

NHS Employers
Part of the NHS Confederation

Equality, Diversity and Human Rights General Awareness

Delivers an awareness and appreciation of equality and diversity issues and helps learners apply that knowledge in the healthcare environment.

Course content

- Introduction
- Understanding Discrimination
- Individual Awareness
- Legislation

Duration

1 hour 15 mins approx

Optimised for

Desktop, tablet, mobile

Overview

This course provides a broad-based knowledge of equality, diversity and human rights issues required by all staff working in the health sector today. Learners will gain insight into important aspects and benefits of equality and diversity, the value of using appropriate language and communication, and the impact of legislation, in particular legislation around discrimination.

Learning objectives

- Understand what is meant by equality and diversity
- Develop a sensitivity to the importance of appropriate communication and language
- Appreciate why and how power should be used responsibly
- Be aware of the current, relevant UK equality legislation, strategies and policies
- Recognise the nature and process of discrimination
- Identify the protected characteristics recognised within the Equality Act (2010)

Audience

All healthcare staff.

Accreditations and endorsements

Developed by the elearning development team in Liverpool Community Health Trust. The material in the course has since been revised for national use by Skills for Health.

This course meets the outcomes for level 1 of the Core Skills Training Framework.

Request a trial

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Equality, Diversity and Human Rights Promoting Understanding

Develop a more detailed understanding of the nine protected characteristics of the Equality Act (2010), recognise how various types of discrimination come about (and how to counter them) and apply that knowledge in the healthcare environment.

Course content

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Duration

3 hours 20 mins approx

Optimised for

Desktop, tablet, mobile

Overview

This course takes a close look at fundamental issues at the heart of equality and diversity. Each of the nine modules focuses on one of the protected characteristics of the Equality Act (2010), to recognise how various types of discrimination come about (and how to counter them) and apply that knowledge in the healthcare environment.

Learning objectives

- Improved ability to empathise with colleagues and patients from diverse backgrounds

- A greater understanding of the nine protected characteristics through explanations, examples and case studies of discrimination

- Ability to contribute to ensuring that access and services are appropriate to all individuals' needs

Audience

All healthcare staff.

Accreditations and endorsements

Developed by the elearning development team in Liverpool Community Health Trust, commissioned by NHS North West. The material in the course has since been revised for national use with the with the support of subject experts.

Request a trial

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Safeguarding Children Level 1

An introduction to safeguarding that enables all staff to provide their statutory duty to safeguard children.

Course content

- Introduction to Safeguarding Children
- Legislation
- Neglect
- Emotional Abuse
- Sexual Abuse
- Physical Abuse
- Other Types of Maltreatment
- Knowing What To Do

Duration

2 hours 35 mins approx

Optimised for

Desktop, tablet, mobile

Overview

This course aims to provide staff in all roles within healthcare with an introduction to the key concepts and principles of safeguarding children. The course uses several real-world scenarios across a range of healthcare settings and roles to stimulate discussion and reflection on how individual staff can and should consider safeguarding in their role.

Learning objectives

- Discuss children's rights in the safeguarding context and have a basic understanding of the relevant UK legislation
- Define and explain key terms and concepts, as well as different types of child maltreatment
- Explain who is responsible for safeguarding children and describe how their role contributes to safeguarding children
- Explain how the parents' and carers' physical and mental health, exposure to domestic violence, and substance use or misuse impacts on the children's safety and well-being
- Name and describe examples of the risks associated with the internet and online social networking
- Identify key guidance and describe local procedures to protect children, and reporting concerns, as well as understanding their importance in information sharing
- Identify sources of advice and support with issues associated with safeguarding and child protection

Audience

All staff including non-clinical managers and staff working in healthcare services.

Accreditations and endorsements

Developed in partnership with experts from North Bristol NHS Trust, Aylesbury Vale CCG, Bucks New University, Virgin Care and Dr Sheila Paul (forensic expert).

This course meets the outcomes for level 1 of the Core Skills Training Framework.

Request a trial

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Safeguarding Children Level 2

This course provides staff with a more detailed understanding of the issues associated with safeguarding children and child protection.

Course content

- Introduction to Safeguarding Children
- Risk Factors and Vulnerabilities
- Effective Advocacy
- Working with Other Agencies
- Protecting Children from Female Genital Mutilation
- Protecting Children from Radicalisation
- Protecting Children from Trafficking and Sexual Exploitation

Duration

2 hours 30 mins approx

Optimised for

Desktop, tablet, mobile

Overview

This course aims to provide healthcare staff who work with children and young people, families, or parents/carers on a regular basis with a more detailed understanding of the importance of early help, the threshold criteria and associated referral systems. The course uses several real-world scenarios across a range of healthcare settings and roles to highlight and discuss the various safeguarding and child protection situations.

Learning objectives

- Examine how risk factors, including parent's mental and physical well-being, make children vulnerable to abuse
- Explain 'thresholds' including how and when need or risk escalates
- Describe the impact/importance of early prevention of maltreatment
- Describe the different ways to be an effective advocate for children including facilitating disclosure
- Identify when and how to refer a child including those suspected of being a victim of trafficking or sexual exploitation, at risk of FGM or those at risk of being radicalised
- Explain the steps to make a child protection or safeguarding referral
- Document safeguarding and child protection concerns
- Describe the different ways multi-agency teams work together to safeguard children and the importance of sharing information
- Act in accordance with key statutory and non-statutory legislation including the UN Convention of the Rights of the Child, and the Human Rights Act

Audience

Non-clinical and clinical staff who, within their role, have contact (however small) with children and young people, parents/carers or adults who may pose a risk to children.

Accreditations and endorsements

Developed in partnership with experts from North Bristol NHS Trust, Aylesbury Vale CCG, Bucks New University, Virgin Care and Dr Sheila Paul (forensic expert).

This course meets the outcomes for level 2 of the Core Skills Training Framework.

Request a trial

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Safeguarding Children Level 3

Providing staff with an understanding of assessment, evaluations and interventions relating to safeguarding & child protection concerns.

Course content

- Child-centred Approach
- Assessment Framework
- Real-world Scenario
- Gathering Evidence
- Overcoming Barriers

Duration

2 hours 15 mins approx

Optimised for

Desktop, tablet, mobile

Overview

This course aims to provide healthcare staff who work with children and young people, families, or parents/carers with a detailed understanding of utilising a child and family-focussed approach to identifying the possible signs of child maltreatment and offering appropriate support.

Learning objectives

- Explain how to utilise a child/family-focussed approach to identify signs of child maltreatment.
- Explain the importance of early identification of risk factors in the lives of the parents and the children
- Determine the appropriate level of support intervention case-by-case
- Explain the principles of assessments and how these can be put into practice
- Describe the common assessment framework and list its domains
- Determine the appropriate level of information sharing case-by-case
- Illustrate how information is shared, recorded and evidence is gathered, including chronologies and body maps
- Explain how findings from forensic examinations are presented to meet clinical and legal requirements
- Describe how to effectively contribute to multi-agency groups
- Describe the issues surrounding misdiagnosis, uncertainty and risk
- Explain how important communication with children is including helping them to participate in decisions
- Describe the issues around working with uncooperative parents and families and how to overcome that
- Explain how peer reviews and supervision can help provide support and expertise
- Describe how to identify ways to improve future practice when an individual is seriously harmed/dies as a result of maltreatment
- List the ways to escalate concerns

Audience

Clinical staff (working with children, young people and/or their parents/carers and/or any adult who could pose a risk to children), who could potentially contribute to assessing, planning, intervening and/ or evaluating the needs of a child or young person and/or parenting capacity.

Accreditations and endorsements

Developed in partnership with experts from North Bristol NHS Trust, Aylesbury Vale CCG, Bucks New University, Virgin Care and Dr Sheila Paul (forensic expert).

This course meets the outcomes for level 3 of the Core Skills Training Framework.

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Safeguarding Adults Level 1

An introduction to safeguarding that enables all staff to provide their statutory duty to safeguard adults.

Course content

- Introduction to Safeguarding Adults
- Identifying Harm, Abuse and Neglect
- Taking Actions
- Legislation, Policy and Procedures

Duration

1 hour 30 mins approx

Optimised for

Desktop, tablet, mobile

Overview

This courses provides staff in all roles within healthcare with an introduction to the key concepts and principles of safeguarding adults, including how to recognise the signs of potential abuse, and who to notify.

Learning objectives

- Define the term 'safeguarding adults'
- Identify and describe the different types of abuse that may affect adults who need care and support; understand the circumstances which may cause adults to be at risk of abuse
- Explain how you can work towards preventing abuse by promoting dignity and well-being through your own practice
- Describe how you can work in a person-centred and empowering way with adults
- Explain how to raise concerns where abuse of an adult is suspected within, or outside, your organisation, and the roles that different organisations play;
- Discuss the key legislation and the role of policies and procedures relating to safeguarding adults in your own organisation
- Discuss the roles and responsibilities of the different agencies involved in investigating allegations of abuse

Audience

All staff working in health care settings.

Accreditations and endorsements

Developed in partnership with experts from North Bristol NHS Trust and the University of Manchester.

This course meets the outcomes for level 1 of the Core Skills Training Framework.

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NHS North Bristol NHS Trust

MANCHESTER 1824 The University of Manchester

Safeguarding Adults Level 2

Develop knowledge and understanding of adults safeguarding issues, how to respond and act.

Course content

- Introduction to Safeguarding Adults
- Identifying Signs of Abuse
- Making Observations to Identify Abuse
- Raising Concerns and Referring
- Providing Advocacy and the Mental Capacity Act 2005
- Health Deficits, Attitudes, Values and Beliefs
- Real-world Scenario

Duration

2 hours approx

Optimised for

Desktop, tablet, mobile

Overview

This course centres around preventing, identifying and responding to safeguarding adults' concerns by applying the principles of the Mental Capacity Act. It also provides knowledge about responsibilities to raise concerns, maintaining a professional awareness of how your own values and beliefs may affect your judgement, and keep detailed records of your concerns and actions.

Learning objectives

- Describe how to apply local and national policy, procedural frameworks and legislation when undertaking safeguarding

- Describe how to support people and their carers to understand safeguarding to maximise their decision making, and support people to be safe

- Explain the safeguarding adults enquiry process, how to respond to safeguarding alerts and make referrals

- Identify and reduce potential and actual risks after disclosure or an allegation has been made

- Explain the immediate steps to take when you become aware of potential abuse, including developing protective strategies for those without consent

- Explain the purpose of safeguarding adults investigations and be able to apply the duties and tasks involved

- Maintain accurate, complete and up to date records, as well as preserving forensic and other evidence

- Discuss the roles and responsibilities of the different agencies involved in investigating allegations of abuse

Audience

For all practitioners, who have regular contact with patients, their families or carers, or the public.

Accreditations and endorsements

Developed in partnership with experts from North Bristol NHS Trust and the University of Manchester.

This course meets the outcomes for level 2 of the Core Skills Training Framework.

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NHS North Bristol NHS Trust

MANCHESTER 1824 The University of Manchester

Safeguarding Adults Level 3

Develop relevant competencies to engage in assessing, planning and evaluating the needs of adults where there are safeguarding concerns.

Course content

- Introduction to safeguarding adults
- Making informed decisions
- Safeguarding adults enquiry process
- Safeguarding Adults Boards (SABs) and Safeguarding Adults Reviews (SARs)
- Information Sharing
- Person-centred partnership working
- Risk Assessment, enablement and acting in the persons' best interests
- Real-world scenarios

Duration

3 hours approx

Optimised for

Desktop, tablet, mobile

Overview

This course highlights relevant competencies required where the staff engage in assessing, planning and evaluating the needs of adults where there are safeguarding concerns. This includes appropriate supervision of staff involved in actual or potential safeguarding issues, information gathering and making informed decisions. This is viewed within the context of the Care Act 2014 and related legislation and how each aspect fits within the safeguarding adults enquiry process.

Learning objectives

- Identify possible signs of sexual, physical, or emotional abuse or neglect using a person-centred approach
- Undertake a risk and/or harm assessment
- Communicate with adults at risk; those with mental capacity issues, learning disability or communication needs
- Contribute to/formulate and communicate effective care plans
- An understanding of the suspicion of adult abuse, harm and neglect, how to manage uncertainty and risk
- Contribute to inter-agency assessments by gathering and sharing information
- Document concerns in a manner that is appropriate for adult safeguarding protection and legal processes

- Deliver and receive supervision and/or peer review, and be able to recognise the potential personal impact of adult safeguarding on professionals
- Apply the lessons learnt from audit and serious case reviews/case management reviews/significant case reviews to improve practice

Audience

Registered health care staff who engage in assessing, planning, intervening and evaluating the needs of adults where there are safeguarding concerns (as appropriate to role).

Accreditations and endorsements

Developed in partnership with experts from North Bristol NHS Trust and the University of Manchester.

This course meets the outcomes for level 3 of the Core Skills Training Framework.

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NHS North Bristol NHS Trust

MANCHESTER 1824 The University of Manchester

Health, Safety and Welfare

A course covering the responsibilities of both employers and employees in ensuring that facilities are safe for staff, patients and visitors. The course also covers how to manage risk and the procedures for reporting health and safety violations.

Course content

- The importance of health and safety
- Risk assessment
- Risk management
- Incident reporting

Duration

1 hour 45 mins approx

Optimised for

Desktop, tablet, mobile

Overview

Accidents can have many serious consequences on an individual's health, family and social life, as well as having a major financial impact. This is why it is important to do all we can to avoid accidents in the workplace. Everyone has a legal duty for each other's safety at work. Employers and employees must work together to make sure we maintain a safe work environment.

Learning objectives

- Staff and organisational compliance with relevant regulation and guidelines - both national and local
- Ability to assess and minimise workplace risks
- Ability to reduce negligence, accidents and incidents
- Ability to ensure the safety of patients, service users and visitors

Audience

This course is aimed at all healthcare professionals as part of statutory training requirements.

Accreditations and endorsements

Commissioned by the Department of Health (DH).

This course meets the outcomes for level 1 of the Core Skills Training Framework.

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Skills for **Health**

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Department of Health

Fire Safety

Statutory training on the nature and causes of fire in healthcare facilities, with instruction in fire prevention, signage and equipment, and what to do when a fire starts.

Course content

- The causes and prevention of fire
- Fire related signs
- Safety equipment
- What to do if fire breaks out

The course is not intended to replace the fire safety training delivered by a competent person.

Duration

1 hour 25 mins approx

Optimised for

Desktop, tablet, mobile

Overview

A standardised, endorsed, national core curriculum means cost effective training with minimised retraining as people move between organisations. Fire Safety Legislation places fire safety responsibilities on employers and employees. Everyone has a responsibility to ensure they have regard for the safety of themselves and their colleagues, patients, and visitors. Continued diligence is required to ensure everyone knows what to do to prevent fires and if a fire does break out.

Learning objectives

- Understanding the nature of fire and why fires start
- What measures to take to prevent fires from starting
- How to identify fire-related equipment and signs
- Knowing how to act in the event of fire in the workplace

Audience

This course is aimed at all healthcare professionals as part of statutory training requirements.

Accreditations and endorsements

Commissioned by the Department of Health (DH) and endorsed by National Association of Hospital Fire Officers (NAHFO) who approved its use to raise awareness and support existing training.

The 2020 version of the course was reviewed and updated by:

Alastair Robertson, MSc Pgc CiPD, Training Consultant, SME Charles Bloe Training

Helen Harland, Nurse and Specialist Trainer, SME Charles Bloe Training

This course meets the outcomes for level 1 of the Core Skills Training Framework.

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Skills for Health

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Department of Health

NAHFO

Moving and Handling

This course is a useful addition to practical training, highlighting the importance of risk assessment and good posture when undertaking manual handling tasks. In this course staff can also find information on how to maintain musculoskeletal health, as well as how to manage musculoskeletal pain with a positive mindset.

Course content

- Introduction to manual handling
- Maintaining health and well-being
- Risk assessment in moving and handling
- Principles of safer moving and handling

Duration

1 hour 45 mins approx

Optimised for

Desktop, tablet, mobile

Overview

A standardised, endorsed, national core curriculum is a key means to deliver cost-effective training with minimised retraining as people move between organisations. This course aims to help prevent injury to healthcare staff. In health and social care, work often involves manual handling, so knowing how to do it safely is very important for staff both at work and at home.

Learning objectives

- How to promote compliance with relevant regulations and guidelines – both national and local
- How to assess and minimise workplace risks
- Understanding of how to reduce negligence, accidents and incidents to patients, service users, and visitors
- Using the right technique for moving and handling tasks
- How to improve their musculoskeletal health - How to manage musculoskeletal pain

Audience

This course is aimed at all healthcare professionals as part of statutory training requirements.

Accreditations and endorsements

Commissioned by the Department of Health (DH) and endorsed by the National Back Exchange (NBE).

This course meets the outcomes for level 1 of the Core Skills Training Framework.

Request a trial

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Department of Health

nbe

Patient Moving and Handling

This session provides an introduction to Patient Moving and Handling. While Patient Moving and Handling is a very practical subject, this course aims to introduce you to the key topics in addition to any practical training you may be undertaking.

Course content

- Employee responsibilities for patient moving and handling
- Risk assessment
- Patient moving and handling strategies

Duration

1hr 15 mins approx

Optimised for

Desktop, tablet, mobile

Overview

A standardised, endorsed, national core curriculum is a key means to deliver cost-effective training with minimised retraining as people move between organisations.

Learning objectives

- Understand the law and legislation associated with patient moving and handling
- Understand patient handling needs and movement patterns
- Understand principles of patient risk assessment
- Applying principles of good practice when using equipment for patient handling
- Undertaking the right process every time a patient is physically assisting to move or transfer

Audience

This course is aimed at staff groups, including unpaid and voluntary staff, whose role involves patient handling activities.

Accreditations and endorsements

Commissioned by the Department of Health (DH) and endorsed by the National Back Exchange (NBE).

This course meets the outcomes for level 2 of the Core Skills Training Framework.

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Department of Health

nbe

Information Governance

Information governance is essential training for all staff. This course enables learners to gain understanding of how to use principles and standards in their everyday work.

Course content

- Types of information
- Data security principles
- Data security threats
- Data breaches

Duration

1hr 45 mins approx

Optimised for

Desktop, tablet, mobile

Overview

This session aims to provide healthcare staff with an introduction to information governance including the principles of confidentiality, data protection, subject access requests and freedom of information requests.

Learning objectives

- Differentiate between confidentiality, data protection, Freedom of Information and Subject Access Requests
- Identify examples of information governance including confidentiality and the Caldicott principles, data protection, freedom of information rights, and subject access requests
- Evaluate your own practice of confidentiality and data protection
- Describe the principles of good record keeping, security, correct retention and disposal
- Identify and discuss where records have not been kept properly and explain the potential consequences of this
- Describe your organisations' policies to the Caldicott principles, General Data Protection Regulation (GDPR), The Freedom of Information Act and Subject Access Requests, and identify where you can find local information

- Describe your responsibilities with regards to Freedom of Information and Subject Access Requests

Audience

All healthcare staff.

This course meets the outcomes for level 1 of the Core Skills Training Framework.

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Infection Prevention and Control Level 1

Everyone has a role to play in the prevention and control of healthcare-associated infection (HCAI). Learners can explore the effects of healthcare-associated infections, how they are spread and how to help to prevent the spread of infection.

Course content

- Introduction
- Hand hygiene
- Personal Protective Equipment (PPE)
- Managing the environment
- Safe handling and disposal of linen and waste

Duration

2hrs 15 mins approx

Optimised for

Desktop, tablet, mobile

Overview

Infection prevention and control is now a major priority for the health sector. This course has been developed for all non-clinical staff working in the health sector, to ensure that we all share the same understanding and good practice in this area.

Learning objectives

- Ability to describe and explain the consequences of healthcare-associated infections (HCAI) and how they spread
- Describe the impact healthcare-associated infections have on patients and your duty of care to patients
- Describe how hand hygiene, personal protective equipment, management of blood, body fluids, sharps, the environment and care equipment help prevent the spread of infection

Audience

This course is aimed at all staff, porters, administrative staff, receptionists, laundry and cleaning staff, carers and volunteers as well as healthcare professional staff new to the role.

Some staff may require more detailed information and may need to supplement their learning by completing the Infection Prevention and Control level 2 course which is more detailed.

Accreditations and endorsements

Developed with the support of Department of Health and Public Health England. It has most recently been developed with EPDC (Educational Development Committee) on behalf of the IPS (Infection Prevention Society).

This course meets the outcomes for level 1 of the Core Skills Training Framework.

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Department of Health

IPS Infection Prevention Society

Infection Prevention and Control Level 2

This course provides an opportunity to review in more depth the use of standard infection prevention and control measures.

Course content

- Fundamentals
- The chain of Infection
- Hand hygiene
- Personal Protective Equipment (PPE)
- Managing the environment
- Safe handling and disposal of Linen and waste
- Managing infection prevention and control

Duration

3 hours approx

Optimised for

Desktop, tablet, mobile

Overview

This course deals with the fundamentals and principles involved in preventing healthcare associated infections. You will also learn how you should manage them, and apply your principles of infection control knowledge in practice.

Learning objectives

- Explain what a healthcare-associated infection (HCAI) is and how these infections spread
- Describe the impact healthcare-associated infections have on patients, your duty of care to patients and management in the workplace that can prevent the spread
- Describe how healthcare staff can help prevent infections from spreading
- Explain what asepsis is
- Describe how hand hygiene, personal protective equipment management of blood, body fluids, sharps, the environment and care equipment help prevent the spread of infection
- Know about roles and responsibilities with infection prevention

Audience

The course is aimed at all healthcare staff providing direct patient care.

Accreditations and endorsements

Developed with the support of Department of Health and Public Health England. It has most recently been developed with EPDC (Educational Development Committee) on behalf of the IPS (Infection Prevention Society).

This course meets the outcomes for level 2 of the Core Skills Training Framework.

Request a trial

Skills for Health | Better **Skills** | Better **Jobs** | Better **Health**

Department of Health | IPS Infection Prevention Society

Prevent

Understand the Prevent strategy particularly in context of safeguarding, using a wealth of examples to help learners understand what to do if they notice signs that someone may be at risk of radicalisation.

Course content

- Preventing radicalisation
- Duty in healthcare
- Identifying vulnerability factors
- Taking action

Duration

1 hour 30 mins approx

Optimised for

Desktop, tablet, mobile

Overview

This course aims to familiarise you with the Government's counter-terrorism strategy: Contest, specifically the Prevent Strategy. It is aimed specifically at healthcare staff, with a focus on Prevent being a safeguarding need.

Learning objectives

- Describe what the Prevent strategy is, core principles, and legal obligation that you have with the Prevent Duty
- Evaluate your own practices of safeguarding adults and children, in line with your organisation's protocols
- Define what makes an individual vulnerable to radicalisation, how this follows a similar pattern to other forms of grooming such as child sexual exploitation or gang activity
- Recognise the external signs of a person who could be being drawn into terrorism
- Discuss how radicalisation works, and how people can be drawn into violent terrorist activities
- Describe how radicalisers can influence vulnerable people and how their message is communicated
- Identify who you should contact if you have a concern within your organisation
- Briefly describe what happens to a referral, the process this follows, what Channel is and where it sits within Prevent

Audience

All clinical and non-clinical staff that have contact with adults, children and young people and/or parents and carers.

Accreditations and endorsements

Developed with the Greater Manchester Mental Health NHS Foundation Trust, and the National Counter Terrorism Policing Unit.

This course meets the outcomes for level 1 of the Core Skills Training Framework.

Request a trial

Skills for Health | Better **Skills** | Better **Jobs** | Better **Health**

NHS Greater Manchester Mental Health NHS Foundation Trust

COUNTER TERRORISM POLICING

Resuscitation Level 1

Develop an understanding of the importance of resuscitation when dealing with cardiac arrest and what you should do when it happens.

Course content

- Basic Life Support

Duration

1 hour approx

Optimised for

Desktop, tablet, mobile

Overview

Resuscitation can increase the chance of survival when a person is under cardiac arrest. This module explains what can cause a cardiac arrest, how to recognise when a cardiac arrest is happening and how to respond.

Learning objectives

- Identify the causes and signs of cardiac arrest
- Assess a collapsed person
- Place someone in the recovery position
- Establish when and how to get help
- Describe the steps of cardiopulmonary resuscitation (CPR) in adults
- Explain the importance of automated electronic defibrillators (AEDs) in cardiac arrests.

Audience

Any clinical or non-clinical staff, dependent upon local risk assessment or work context.

Accreditations and endorsements

Created with the kind contribution of the following experts:

Alan Howe – Patient Safety, Quality Clinical Skills and Resuscitation Lead

Monty Wild – First Aid Trainer, Red Cross

Zoe Farley – Paramedic and Nurse Practitioner

The 2020 course review was kindly carried out by:

Helen Harland - Nurse and Intermediate Life Support Instructor, SME Charles Bloe Training

This course meets the outcomes for level 1 of the Core Skills Training Framework.

Request a trial

Skills for Health | Better Skills | Better Jobs | Better Health

Resuscitation Level 2 - Adults

Understand your role and responsibility in a practical interactive course looking at emergency response and interventions in basic life support for adults.

Course content

- Introduction
- Effective CPR
- DNACPR
- Resuscitation and Your Role

Duration

1 hour 45 mins approx

Optimised for

Desktop, tablet, mobile

Overview

This course builds on level 1 to provide training specifically related to adult resuscitation. Interactive learning helps learners understand legal and practical knowledge on policy, emergency response, chest compressions, airway management, the use of lung ventilations and AED's, and the importance of the individual's roles and responsibilities in their response.

Learning objectives

- Identify the signs of clinical deterioration in adults
- Discuss how to respond when cardiac arrest is suspected
- Describe how to perform the recovery position in an emergency
- Describe how to open the airway of a collapsed adult
- Describe how to initiate and maintain effective chest compressions
- Describe how to initiate and maintain effective rescue breaths
- Explain how an Automated External Defibrillator (AED) can be operated safely and appropriately
- Describe the appropriate emergency response for choking
- Describe the principles of DNACPR
- Explain why someone might have a DNACPR in place
- Explain the importance of undertaking resuscitation within the limits of your personal capabilities and training
- Identify your individual role and responsibilities in emergency situations
- Explain how to report and record details of an emergency event accurately

Audience

Any clinical or non-clinical staff working specifically with adults.

Accreditations and endorsements

Created with the kind contribution of the following experts:

Alan Howe – Patient Safety, Quality Clinical Skills and Resuscitation Lead

Monty Wild – First Aid Trainer, Red Cross

Zoe Farley – Paramedic and Nurse Practitioner

The 2020 course review was kindly carried out by:

Helen Harland - Nurse and Intermediate Life Support Instructor, SME Charles Bloe Training

This course meets the outcomes for level 2 adults of the Core Skills Training Framework.

Request a trial

Skills for **Health**   Better **Skills** | Better **Jobs** | Better **Health**

Resuscitation Level 3 - Adults

Understand your role and responsibility in a practical interactive course looking at emergency response and interventions in immediate life support for adults.

Course content

- Introduction
- Early recognition
- The ABCDE approach
- In-hospital resuscitation
- Reversible causes
- Post-resuscitation care
- Audits and documentation
- Decision relating to cardiopulmonary resuscitation
- Non-technical skills and team membership
- Adults Immediate Life Support Assessment

Duration

30 minutes approx

Optimised for

Desktop, tablet, mobile
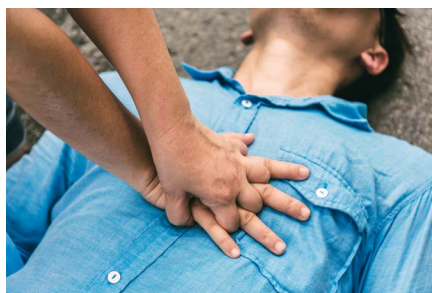
Overview

This course builds on Level 2 and provides information on the safe procedures relating to the resuscitation of adults, from early recognition to the ABCDE assessment, non-technical skills and post-resuscitation care.

Learning objectives

- Explain the importance of early recognition of the seriously ill or deteriorating patient
- Outline the rationale for Early Warning Scores (EWS)
- Define and describe the ABCDE assessment approach
- Describe potential interventions required to treat the deteriorating patient or patient in cardiac arrest
- Outline the principles for confirmation of cardiac arrest and initiating high-quality CPR, including safe defibrillation
- Describe the key aspects of post resuscitation care
- Explain the importance of non-technical skills in emergency situations

Audience

Staff with direct clinical care responsibilities, who are expected to provide an initial response for sick or deteriorating patients or participate as part of the wider adult resuscitation team.

Accreditations and endorsements

Developed by the elearning development team in Liverpool Community Health Trust. The material in the course has since been revised for national use by Skills for Health.

This course was developed in partnership with the Resuscitation Council UK.

Request a trial

Resuscitation Level 2 - Paediatrics

Understand your role and responsibility in a practical interactive course looking at emergency response and interventions in basic life support for children.

Course content

- Introduction
- Effective CPR
- DNACPR
- Resuscitation and your role

Duration

2 hours 20 mins approx

Optimised for

Desktop, tablet, mobile

Overview

This course builds on level 1 to provide training specifically related to paediatric resuscitation (ages 1 year to 16 years). Interactive learning helps learners understand both legal and practical knowledge on policy, emergency response, chest compressions, airway management, and the use of lung ventilations and AED's. Underlying all this knowledge is the importance of the individual's roles and responsibilities in their response.

Learning objectives

- Identify the signs of clinical deterioration in children
- Discuss how to respond where cardiac arrest is suspected in a child
- Describe basic airway management
- Describe how to initiate and maintain effective rescue breaths/lung ventilations
- Describe how to initiate and maintain effective chest compressions
- Describe the appropriate emergency response for choking in children
- Explain what DNACPR is and it's importance
- Explain why someone might have a DNACPR in place and describe the decisions around DNACPR for children
- Explain the importance of undertaking resuscitation interventions within the limits of your personal capabilities and training
- Identify your individual role and responsibilities in emergency situations
- Explain how to report and record details of an emergency event accurately

Audience

Any clinical or non-clinical staff working specifically with children (ages 1-16 years)

Accreditations and endorsements

Created with the kind contribution of the following experts:

Alan Howe – Patient Safety, Quality Clinical Skills and Resuscitation Lead

Monty Wild – First Aid Trainer, Red Cross

Zoe Farley – Paramedic and Nurse Practitioner

The 2020 course review was kindly carried out by:

Helen Harland - Nurse and Intermediate Life Support Instructor, SME Charles Bloe Training

This course meets the outcomes for level 2 paediatrics of the Core Skills Training Framework.

Request a trial

Skills for Health

Better **Skills** | Better **Jobs** | Better **Health**

Resuscitation Level 2 - Newborn

Understand your role and responsibility when dealing with cardiac arrest on a newborn infant.

Course content

- Introduction
- Newborn hypoxia
- Elements of Newborn life support
- Keeping the Newborn Warm
- Opening the airway
- Aerating the lungs (inflation breaths)
- Ventilation breaths
- Chest compressions
- Roles and responsibilities

Duration

1 hour approx

Optimised for

Desktop, tablet, mobile

Overview

This course will look at the common causes, risk factors and the stages of newborn hypoxia, elements of newborn life support, and the roles and responsibilities when it comes to managing cardiac arrest on a newborn infant.

Learning objectives

- Recognise and respond to a newborn infant, escalating care in accordance with the current Resuscitation Council (UK) guidelines
- Explain the importance of temperature control in the care of the newborn
- Outline the current Resuscitation Council (UK) guidelines for initiating an appropriate emergency response
- Describe the current Resuscitation Council (UK) guidelines for basic airway management
- Explain the current Resuscitation Council (UK) guidelines for initiating and maintaining effective lung ventilations
- Detail the current Resuscitation Council (UK) guidelines for initiating and maintaining effective chest compressions

- Understand how different roles respond to a newborn emergency situation and how these roles work together to achieve the optimal outcome
- List the good practice steps to be followed when reporting and recording details of an emergency event
- Describe the current Resuscitation Council (UK) guidelines for starting CPR using chest compressions

Audience

Staff with direct clinical care responsibilities working with newborn infants.

Accreditations and endorsements

This course was developed in partnership with the Resuscitation Council UK and members of Resuscitation Council UK's Newborn Life Support Subcommittee.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Clinical/Care UK Core Skills

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Blood Transfusion

Non-Clinical:

An introduction to blood transfusions for staff that need to understand the process of blood transfusion and real-world scenarios to help support patients who have had a transfusion.

Course content

- Introduction to Blood Transfusions
- Introduction to Blood Transfusions Assessment

Duration

50 mins approx

Optimised for:

Desktop and tablet

Overview

This course develops an understanding of the Blood Transfusion process for learners who are not directly involved with this process to widen their broad understanding of the subject.

Learning objectives

- Name the different blood groups and describe the importance of the correct blood group
- List different types of blood products and name at least one purpose of each type of blood product
- Describe how someone's blood group is determined
- Explain why blood transfusions are sometimes clinically necessary
- Briefly describe the risks and benefits associated with blood transfusions
- Describe alternatives to blood transfusions
- Briefly describe the process associated with collecting a blood sample
- Briefly describe the concerns patients may have
- Explain why it is important to gain the patient's consent for a blood transfusion

Audience

Staff who are not directly involved in blood sampling, the decision to transfuse or administering blood transfusions, but who need to gain a general understanding of the main issues associated with the blood transfusion process. Healthcare staff who are specifically involved in the blood transfusion process will receive more specialised training. Speak to your line manager or learning and development lead if you think this applies to you.

Accreditations and endorsements

This course has been developed in partnership with experts from the Royal Free London NHS Foundation Trust.

This course meets the outcomes of the Core/Clinical Framework.

Request a trial

Skills for Health

Better **Skills** | Better **Jobs** | Better **Health**

Communication

Communication is essential to all staff in the workplace. Learn about how to use skills to improve understanding of others needs and preferences, as well as aids to support communication.

Course content

- Communication
- Communication Assessment

Duration

25 mins approx

Optimised for:

Desktop and tablet

Overview

This course provides information and opportunities to practice principles of effective communication in a health or social care setting.

Learning objectives

- Explain the use of verbal and non-verbal communication in a health or social care setting
- Give examples of adjusting to an individual's communication needs and preferences
- Identify when an individual requires assistance with communication aids
- Identify barriers to effective communication
- Practice communication methods that reduce barriers
- Describe what confidentiality means in relation to their role

Audience

Any clinical or non-clinical staff, including unpaid and voluntary staff.

Accreditations and endorsements

This course has been developed in partnership with experts from Health Education Kent, Surrey & Sussex, Royal National Orthopaedic Hospital and Barking, Havering & Redbridge University Hospital NHS Trust.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Skills for Health

Better **Skills** | Better **Jobs** | Better **Health**

Consent

This course considers the key principles of valid consent with adults who have capacity, how and when staff should seek consent, the different ways consent can be given and how to respond when consent is refused.

Course content

- Seeking Consent with Those Who Have Capacity
- Seeking Consent with Those Who May Not Have Capacity
- Consent Assessment

Duration

60 mins approx

Optimised for:

Desktop and tablet

Overview

The first session looks at 'Gillick competence' when seeking consent from children and young people.

The second session looks at the key principles of consent when the adult may not have the capacity to make decisions, including the different fluid and fluctuating nature of capacity.

It covers the different actions staff may need to take in seeking consent, including best interest decisions, emergency situations, advance decisions to refuse treatment and lasting powers of attorney.

Learning objectives

- Define 'consent' and be able to explain the criteria required for consent to be valid
- Explain why and when it is neccessary to seek valid consent
- Describe the different ways individuals can give or refuse consent
- Describe the implications of providing insufficient information about proposed actions
- Discuss the individual's right to refuse consent
- Define the concept of a 'person who lacks capacity'
- Discuss the core principles of the Mental Capacity Act (2005)
- Discuss how it is sometimes necessary to act in a person's best interests, when the person is unable to consent to treatment, such as an emergency situation

Audience

Any health and social care staff.

Accreditations and endorsements

This course has been developed in partnership with experts from Bristol Community Health and North Bristol NHS Trust.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Skills for Health   Better Skills | Better Jobs | Better Health

Dementia Awareness

This course develops an understanding and awareness of Dementia for Clinical and Non-Clinical staff.

Course content

- Dementia Awareness
- Dementia Awareness Assessment

Duration

30 mins approx

Optimised for:

Desktop and tablet

Overview

This session outlines the main types of dementia, along with their respective symptoms and aims to make the user aware of their interaction with people with dementia. It also encourages healthcare practitioners to find out more about the support that is available to people with dementia in their local area and provides users with links to some examples of information, advice and support.

Learning objectives

- Name the different types of dementia
- Describe the characteristics of each type of dementia
- Describe some appropriate ways of interacting with people with dementia
- Describe the impact of dementia on the individual's family and carers
- List some sources of information, advice and support for people with dementia, their families and their carers

Audience

Anyone working in health or social care environments. This includes clinical and non-clinical staff as well as volunteers.

Accreditations and endorsements

This course has been developed in partnership with experts from Ealing Hospital NHS Trust, the University of Worcester and Herefordshire NHS Trust.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Skills for Health | Better Skills | Better Jobs | Better Health

Duty of Care

This course aims to illustrate the legal requirement for duty of care to staff and uses examples from several different health and social care settings.

Duration

30 mins approx

Optimised for:

Desktop and tablet

Overview

This session looks at how duty of care is essential for safe practice, the sorts of things that can and do go wrong, how staff can work through dilemmas and how comments and complaints can improve services. The session also looks at the way poor communication between staff can create patterns of behaviour that lead to mistrust, which in turn affects duty of care. Reflective learning techniques are used to encourage learners to build on their understanding of duty of care and their practice.

Learning objectives

- Be able to define 'duty of care'.
- Explain how dilemmas may arise between the duty of care and an individual's rights
- Define: adverse events, incidents, errors and near misses
- Briefly discuss how communication skills can be used to solve problems and reduce the likelihood or impact of confrontation
- Describe how duty of care contributes to safe practice

Audience

Any health and social care staff.

Accreditations and endorsements

This course has been developed in partnership with experts from Wirral Community NHS Trust and Kings College NHS Foundation Trust.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Skills for Health | Better Skills | Better Jobs | Better Health

Fluids and Nutrition

A course designed to provide health and social care staff with information that will aid them in providing adequate hydration and nutrition for people in their care.

Course content

- Fluids and Nutrition
- Fluids and Nutrition Assessment

Duration

30 mins approx

Optimised for:

Desktop and tablet

Overview

This session aims to provide health and social care staff with examples of how they can provide adequate hydration and nutrition for people in their care, including the very young and old. It includes examples of when people may need additional support with meals and hydration and encourages staff to be mindful of their duty of care in this regard.

Learning objectives

- Explain the importance of good hydration and nutrition in maintaining health and wellbeing of individuals in care settings
- List signs and symptoms of poor hydration and nutrition
- Explain how to promote adequate hydration and nutrition
- Identify the effects of culture and religion on an individual's dietary requirements and preferences
- Describe the importance of food safety, including hygiene, in the preparation and handling of food in care settings
- Demonstrate how to report any concerns to the relevant person

Audience

Any staff groups, including unpaid and voluntary staff, whose role involves supporting individuals with their routine fluid and nutritional needs. Staff involved roles such as provision of intravenous fluids or artificial nutrition will require additional specific training to fulfil their responsibilities.

Accreditations and endorsements

This course has been developed in partnership with experts from BAPEN and NHS England.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Skills for Health | Better Skills | Better Jobs | Better Health

Learning Disabilities Awareness

This session aims to help learners understand the issues surrounding learning disabilities.

Course content

- Learning Disabilities Awareness
- Learning Disabilities Awareness Assessment

Duration

40 mins approx

Optimised for:

Desktop and tablet

Overview

This session aims to help learners understand the issues surrounding learning disabilities including the relationship between learning disabilities and autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD) with the purpose of helping learners reflect on and improve how they care for people with learning disabilities.

Learning objectives

- Discuss learning disabilities, autism spectrum disorder (ASD) and attention deficit hyperactivity disorder
- Describe difficulties people may face
- Describe some of the ways staff can support people who have learning disabilities
- Describe what can go wrong in care.
- Reflect on attitudes and including people in their own care
- Discuss adjustments of care
- Explain benefits of early detection of learning disabilities
- Explain the legislation and policies including the concepts of capacity and consent
- Discuss reporting structures

Audience

Any health and social care staff.

Accreditations and endorsements

This course was developed in partnership with experts from Sandwell Hospital, Staffordshire & Stoke-on-Trent Partnership NHS Trust, Coventry & Warwickshire Partnership Trust, and Black Country Partnership NHS Foundation Trust.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Skills for Health

Better **Skills** | Better **Jobs** | Better **Health**

Mental Health Awareness

An overview of mental health conditions and how to support people through positive attitudes and adjusting care.

Course content

- Mental Health Awareness
- Mental Health Awareness Assessment

Duration

30 mins approx

Optimised for:

Desktop and tablet

Overview

This session outlines the main types of mental health conditions, along with symptoms and treatments, with aims to raising awareness of a healthcare professionals' interaction with people who have mental health illnesses. It will also provide users with links and resources to existing information, advice and support.

Learning objectives

- Describe some commonly experienced symptoms of mental health conditions

- Describe the different ways to support people with mental health conditions

- Describe how positive attitudes and including people in their own care promotes positive mental health

- Describe adaptions to care to support people with mental health conditions

- Explain the importance of early detection of mental health needs can improve the way care is provided and the support that is given

- Explain the legislation and policies that are designed to promote and protect human rights including the concepts of capacity and consent

- Describe the types of things that might go wrong in the care of people with mental health conditions and how to report concerns according to local policy and guidelines

Audience

Any health and social care staff.

Accreditations and endorsements

This course has been developed in partnership with experts from the West London Mental Health Trust.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Skills for Health

Better **Skills** | Better **Jobs** | Better **Health**

Person Centred Care / Working in a Person Centred Way

Learners can explore the key concepts of person-centred care and how they apply these concepts in their practice, within their teams and organisation.

Course content

- Person-centred Care
- Person-centred Care Assessment

Duration

30 mins approx

Optimised for:

Desktop and tablet

Overview

The session contains examples of good and poor person-centred care in various health and social care settings and encourages learners to identify areas of their own practice which require additional development. This session makes use of reflective learning techniques and encourages learners to use the reflective note-making facility to build on their understanding of this fundamental method of communication and care, and their practice.

Learning objectives

- Explain what person-centred care is and how it affects people receiving care
- Describe how it can be put into practice in their role
- Differentiate between examples of good and poor person-centred practice
- Describe how person-centred care is an ongoing process and continuous discussion with the individual
- List appropriate ways staff can report concerns

Audience

Any clinical or care staff including unpaid and voluntary staff.

Accreditations and endorsements

This course has been developed in partnership with experts from Ealing Hospital NHS Trust and the University of Worcester.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Skills for Health | Better Skills | Better Jobs | Better Health

Privacy and Dignity

Understand the importance of privacy and dignity in supporting a person's care and how to help people make decisions about the care they receive.

Course content

- Privacy and Dignity
- Privacy and Dignity Assessment

Duration

20 mins approx

Optimised for:

Desktop and tablet

Overview

This session aims to focus the learners' attention on the different ways that privacy and dignity can be maintained or undermined in various health and social care settings. It uses different case studies to illustrate the key points, examples of poor care and good care, and encourages learners to reflect on their practice and the practice of the teams in which they work. This session makes use of reflective learning techniques and encourages learners to use the reflective note-making facility to build on their understanding of privacy and dignity in their practice.

Learning objectives

- Discuss the principles that underpin privacy and dignity in care
- Maintain the privacy and dignity of individuals when providing personal care
- Explain why it is important not to disclose information that an individual may wish to keep secret, unless it is important to do so
- Describe how individuals have the right to make choices including decisions about their care
- Describe how risk assessment processes may be used to support the right of individuals to make their own decisions

Audience

Any clinical or non-clinical staff including unpaid and voluntary staff.

Accreditations and endorsements

This course has been developed in partnership with experts from Ealing Hospital NHS Trust and Barking, Havering & Redbridge University Hospital NHS Trust.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Your Healthcare Career

An introduction to a career in healthcare, and how the learner's role fits within their organisation, whilst building their professional relationships, and understanding different ways of working.

Course content

- Your Healthcare Career

Duration

30 mins approx

Optimised for:

Desktop and tablet

Overview

This content aims to encourage learners, particularly those who are new to healthcare, to reflect on various aspects of their role, including codes of conduct, working with colleagues, developing skills through shadowing and mentoring, and the importance of raising concerns within their organisations or with relevant supervisory bodies. This session makes use of reflective learning techniques and encourages learners to use the reflective note-making facility to consider the different aspects of their careers.

Learning objectives

- Describe your role at work, your responsibilities and the limits of your role
- Name any codes of conduct related to your role
- Describe what is expected of your professional relationship with your colleagues
- Explain the importance of professional development
- Describe how professional development can be achieved through informal practices such as mentoring
- Explain why it is important to raise concerns

Audience

Any clinical or non-clinical staff.

Accreditations and endorsements

This course has been developed in partnership with experts from the Royal National Orthopaedic Hospital, Skills for Health and Health Education Kent, Surrey and Sussex.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Skills for Health | Better Skills | Better Jobs | Better Health

Dysphagia

Immunisation and Vaccination

Resuscitation Level 2 Maternal

Learning from Deaths

Person-Centred Approaches Step 1

Person-Centred Approaches Steps 1 and 2

Personal Health Budgets

Other
Courses

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Dysphagia

This module provides an understanding of dysphagia, the difficulty that some people have in swallowing food and drink.
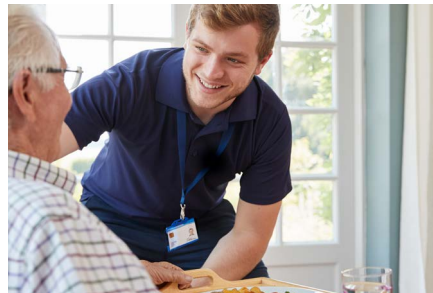
Course content

- Introduction
- What is Dysphagia?
- Who is Involved in Managing Dysphagia?
- Summary

Duration

20 mins approx

Optimised for:

Desktop and tablet

Overview

This module was developed as an extension to the Fluids and Nutrition elearning courses. The course looks at the medical condition of dysphagia and how to manage it.

Learning objectives

- An understanding of how normal swallowing works
- How to describe the signs and symptoms of dysphagia
- How to identify which groups of people are more at risk from suffering from dysphagia
- How to identify who to go to for help when managing a service user's dysphagia

Audience

All healthcare staff, with an emphasis on:

- Nurses
- Dietitians
- Speech and language therapists
- Caterers
- Carers

Accreditations and endorsements

Developed in partnership with the National Patient Safety Agency and commissioned by the Department of Health (DH).

Request a trial

Immunisation and Vaccination Refresher course

Learn about the practical and legal implications of immunisations and vaccinations, as well as best practice information.

Course content

- Current Issues in Immunisation and Vaccination
- Keeping Up to Date – Vaccines, Legislation and Policies
- Immunisation Schedule
- Review of Current Practice: Administering the Vaccine
- Review of Current Practice: Anaphylaxis and Basic Life Support

Duration

2 hours 30 mins approx

Optimised for:

Desktop and tablet

Overview

This course is intended as an update. In compliance with the National Minimum Standards and Core Curriculum for Immunisation Training you should have already completed foundation training in immunisation/vaccination.

Learning objectives

- Identify current issues in immunisations related to the vaccines in your sphere of work
- Relate accountability and responsibility to legal, professional and ethical aspects of vaccine administration in your area of practice
- Identify key legislation regarding the supply, storage and administration of vaccines
- Recall your responsibilities in order to undertake practice as a prescriber or via Patient Group Directions
- Locate up to date information regarding local and national vaccination schedule(s)
- Describe the steps required, pre, during and post vaccine administration
- Recognise anaphylaxis reaction and review your role in the emergency treatment of anaphylaxis

Audience

All healthcare staff involved in delivering or advising on immunisations and vaccinations.

Accreditations and endorsements

This course is developed in association with Charles Bloe Training Ltd, experts in both the NHS and in training delivery.

Request a trial

Skills for Health

Better **Skills** | Better **Jobs** | Better **Health**

Resuscitation Level 2 - Maternal

Understand your role and responsibility when dealing cardiac arrest on a pregnant patient.

Course content

- Introduction
- Anatomical and physiological changes in pregnancy
- Causes and prevention of cardiac arrest in pregnancy
- Assessing the collapsed pregnant patient
- ALS algorithm modifications for cardiac arrest in pregnancy
- Team collaboration and communication

Duration

45 minutes approx

Optimised for

Desktop, tablet, mobile

Overview

This course will look at physiological and anatomical changes during pregnancy that may influence the management of cardiac arrest on pregnant patients, as well as common reversible causes of cardiac arrest during pregnancy. The module also lists the steps for assessing a pregnant patient that may be under cardiac arrest and highlights the modifications of the BLS algorithm for pregnancy, and addresses the importance of team communication and collaboration, providing recommendations for improved teamwork.

Learning objectives

- Explain how physiological and anatomical changes in pregnancy may affect resuscitation for cardiac arrest, including an outline of the causes of obstetric cardiac arrest
- List the potential reversible causes of obstetric collapse and describe their relevance to cardiac arrest in pregnancy
- Recognise obstetric cardiac arrest
- Describe adult resuscitation and the modifications required for cardiac arrest in pregnancy
- Describe how the members of the wider resuscitation team collaborate during and after an obstetric cardiac arrest.

Audience

Staff with direct clinical care responsibilities, including midwives, doctors, nurses, paramedics, healthcare support assistants, and people who participate as part of the wider adult resuscitation team for pregnant patients.

Accreditations and endorsements

This course was developed in partnership with the Resuscitation Council UK and members of Resuscitation Council UK's Advanced Life Support Subcommittee.

This course meets the outcomes of the Core/ Clinical Framework.

Request a trial

Skills for Health | Better Skills | Better Jobs | Better Health

Learning from Deaths

Examine how to learn from examples of best practice and mistakes made when handling patient deaths.

Course content

- How to use this elearning
- Culture and Learning from Deaths
- Engaging with Families and Carers
- Case Record Reviews and Investigations
- Actions and Improvements
- Trust Boards and the role of Non-executive Directors

Duration

3.5 hours approx

Optimised for:

Desktop and tablet

Overview

The introduction of the National Learning from Deaths framework has led to a requirement for training to support organisations in a variety of areas, including: Their mortality governance; How they launch and handle investigations; Maintaining a robust quality improvement strategy; Embedding safety culture into their organisations; Understanding the impact of human factors on staff performance and behaviour; This learning provides uniformity and relates directly to the good working approaches included in the guide produced by the CQC.

Learning objectives

- Improving their communication when dealing with death
- Seeking to learn from families
- Encouraging learning from mistake.
- Developing a practical understanding of reviews, inspections, investigations and reports
- Assisting the work of networks in sharing knowledge and learning
- An understanding of roles, governance and goal setting

Audience

Anyone working in a health or care setting will benefit from this course and everyone is strongly advised to study it.

Accreditations and endorsements

This course has been developed in partnership with Health Education England. When you have successfully completed all the modules of this course, you will be able to download a certificate of completion.

This is a free course.

Request a trial

Person-centred Approaches Step 1

Enable staff to behave in a person-centred way, based on the person-centred approaches framework and to set out core, transferable behaviours, knowledge and skills.

Course content

- Welcome to this eLearning
- Introduction
- Values – The Building Blocks
- Core Communication and Building Skills
- Introducing the Stories
- Tom and Sarah's Story
- Anam's Story, Dave's Story, Sam's Story, Alex's Story
- Next Steps

Duration

5 hours approx

Optimised for:

Desktop and tablet

Overview

The aim of the course is to enable staff to behave in a person-centred way, based on the Person-Centred Approaches Framework, which aims to distil best practice and to set out core, transferable behaviours, knowledge and skills. It teaches the values, core communication and relationship building skills, engaging people and enabling and supporting people. Learners will learn to apply these through the five stories.

Learners have the option of completing the course for step 1, or step 1 and 2 together. The course includes a Learning Journal for you to document your thoughts and reflections on the person-centred approaches covered in the course. It can also be used to plan how you take your learning forward and put it into practice in your role.

Learning objectives

- Explore person-centred approaches and why they are important
- Components and examples of person-centred approaches are discussed with the benefits of working in this way
- Be aware of your own values, beliefs, prejudices, assumptions and stereotypes when working with people
- Confidently demonstrate the core communication skills for relationship building and information gathering
- View the demonstration of the principles, behaviours, knowledge and skills needed for person-centred approaches in the five stories
- Explore co-production, person-centred measurement and how this can inform and support service improvement, and setting your own goals to embed this approach

Audience

This elearning is aimed at people working with people, families or communities in different services in the public, private and not for profit sectors.

Accreditations and endorsements

Both the Framework and this eLearning were created with input from people with experience of using health and social care services and has been developed in partnership with Health Education England.

This is a free course.

Request a trial

Skills for Health | Better Skills | Better Jobs | Better Health

Person-centred Approaches Steps 1 and 2

Enable staff to behave in a person-centred way, based on the person-centred approaches framework, which aims to distil best practice and to set out core, transferable behaviours, knowledge and skills.

Course content

- Introduction to elearning
- Introduction to person-centred approaches
- Values – the building blocks
- Core communication and relationship building skills
- Introducing the stories
- The stories
- Next steps

Duration

5 hours approx

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Desktop and tablet

Overview

Based on the person-centred approaches framework developed by Skills for Health, Skills for Care and NHS Health Education England, this course aims to distil best practice and to set out core, transferable behaviours, knowledge and skills. This course covers Step 1 and Step 2 learning outcomes with colour-coded icons linked to each step. The course includes a Learning Journal for you to document your thoughts and reflections on the person-centred approaches covered in the course.

The scope of this elearning is to introduce the key values, core communication and relationship building skills required to engage, enable and support people. You will see the application of these through five stories.

Learning objectives

- Explore person-centred approaches and why they are important
- Components and examples of person-centred approaches are discussed alongside the benefits of working in this way
- Be aware of your own values, beliefs, prejudices, assumptions and stereotypes when working with people
- Confidently demonstrate the core communication skills for relationship building and information gathering
- View the demonstration of the principles, behaviours, knowledge and skills needed for person-centred approaches in the five stories
- Explore co-production, person-centred measurement and how this can inform and support service improvement, and setting your own goals to embed this approach

Audience

eople working with people, families or communities in different services in the public, private and not for profit sectors.

Accreditation and endorsements

This course has been developed in partnership with Health Education England. When you have successfully completed all the modules of this course, you will be able to download a certificate of completion.

This is a free course.

Request a trial

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NHS Health Education England

Personal Health Budgets

Guidance, information and opportunities to practise defining and explaining personal health budgets to individuals, their families and with other healthcare professionals.

Course content

- Personal Health Budgets
- Benefits
- Risks
- Who is Eligible?
- How the Budget Works
- Clinical Commissioning Group
- Self-Assessment

Duration

30 mins approx

Optimised for:

Desktop and tablet

Overview

From October 2014, anyone who is eligible for NHS Continuing Healthcare (CHC), including young people and children eligible for Continuing Care, has the right to a personal health budget. This interactive scenario-based course provides guidance to healthcare staff who will be involved with personal health budgets in a variety of capacities.

Learning objectives

- Understanding of the key terminology and characteristics of a personal health budget
- Understanding of the risks and benefits of a personal health budget and who is eligible
- Explanation of the three budget options, how they are determined and what they cover
- Guidance on how personal health budgets work for individuals, families and carers who have different health needs

Audience

All healthcare staff who may be required to discuss, recommend or contribute to personal health budgets.

This may include:

- primary care
- end of life care
- social Care
- secondary care e.g. for discharge planning options.

Accreditations and endorsements

The course was commissioned by Partner 2 Care and has national input from NHS England.

Request a trial

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Partner 2 Care

Aligning Courses to Frameworks

Course Title	Core Skills Training Framework	Core Clinical	Care Certificate Standards
Your Healthcare Career		Your Healthcare Career	Understanding your role Your personal Development
Duty of Care		Duty of Care	Duty of Care
Conflict Resolution	Conflict Resolution		
Equality, Diversity and Human Rights	Equality, Diversity and Human Rights		Equality and Diversity
Person Centred Care		Person Centred Care	Work in a Person-Centred Way
Communication		Communication	Communication
Privacy and Dignity		Privacy and Dignity	Privacy and Dignity
Fluids and Nutrition		Fluids and Nutrition	Fluids and Nutrition
Dementia Awareness		Awareness of Dementia	Awareness of Mental Health, Dementia and Learning Disability
Mental Health Awareness			
Learning Disabilities Awareness			
Safeguarding Adults Level 1 Safeguarding Adults Level 2 Safeguarding Adult Level 3	Safeguarding Adults Level 1 Safeguarding Adults Level 2 Safeguarding Adult Level 3		Safeguarding Adults
Safeguarding Children Level 1 Safeguarding Children Level 2 Safeguarding Children Level 3	Safeguarding Children Level 1 Safeguarding Children Level 2 Safeguarding Children Level 3		Safeguarding Children
Health, Safety and Welfare	Health, Safety and Welfare		Health and Safety
Fire Safety	Fire Safety		
Moving and Handling	Moving and Handling		
Patient Moving and Handling	Patient Moving and Handling		
Information Governance	Information Governance		Handling Information
Infection Prevention and Control Level 1	Infection Prevention and Control		Infection Prevention and Control
Infection Prevention and Control Level 2	Infection Prevention and Control		Infection Prevention and Control
Resuscitation Level 1 Resuscitation Level 2 - Adults Resuscitation Level 2 - Paediatrics	Resuscitation Level 1 Resuscitation Level 2 - Adults Resuscitation Level 2 - Paediatrics		Basic Life Support
Consent		Consent	
Blood Transfusion		Blood Transfusions	

We manage every element of your workforce training programme, from evaluating your needs, developing trusted elearning and content, and quality assuring the delivery. Get in touch to see how we can help you with a total workforce solution.

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