4.0 Volunteers

Volunteering in Health and Social Care: Standards and Learning Resources

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Introduction

The contribution made by volunteers to health and social care in Wales is invaluable. In the front line delivery of services or enhancing the quality of patient experience or service efficiency; in hospital, residential care or the community; based within a voluntary sector organisation, public statutory body or community group – volunteers have a vital role to play.

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External Link
Here are some ways in which volunteers are supporting health and social care in Wales
Youtube: How volunteers are supporting health and social care in Wales

Volunteers' induction and learning programmes generally cover some common areas, no matter what the particular role or setting.

These standards comprise six core areas (standards 1 – 6) which are relevant to all volunteering in health and care and three more specialised topics (standards 7 – 9) which will be relevant to volunteers in particular roles only.

The standards are not mandatory but are recognised across the UK. They were developed by a working group of NHS volunteer service managers, volunteers and third sector organisations as a framework for induction learning for volunteers. In England (but not yet in Wales) they have become the basis for an accredited volunteering certificate.

The standards can be useful;

- As starting point for planning volunteer induction and training
- To improve consistency and standardisation in volunteer induction
- To ensure that volunteers are safe in the environment in which they will be volunteering
- To enable recognition of volunteers' prior learning
- To support the development of shared training processes between organisations
- As a basis for refresher training for experienced volunteers
- For volunteers to track and develop their own competence. They will provide some of the underpinning knowledge for those volunteers who choose to move into a health or care based career

How to use this guide

The nine standards are outlined in full in the following sections. Each one defines what a volunteer needs to know and what they should be able to do, in relation to each area of each standard.

The guide then includes some suggested **learning resources to support the standards**. In this section you will find a brief description and links to free online training which is available to volunteers from national providers in Wales, including Social Care Wales, NHS, Third Sector Support Wales and the Open University.

In some cases volunteers may be required to register on the training provider's website in order to access a course. Ultimately the organisation responsible for volunteers will determine what training a volunteer is expected to complete, in order to ensure volunteers' safety and the delivery of health and social care services which are of consistent, high quality.

Core Standards
Your Role and Responsibilities

Standard 1: Your Role and Responsibilities		
Area	The volunteer knows and understands:	The volunteer is able to:
1.1 Role	a. The role of a volunteer b. Their duties, boundaries, responsibilities and tasks c. The standards, behaviours, values and practices that relate to their own role as a volunteer d. The content of their own volunteer agreement which explains the expectations of the non-contractual but two-way relationship between organisation and volunteer e. Where and how to seek support	a. Carry out their own duties as a volunteer b. Engage with training, support, supervision including mandatory training, ongoing development and opportunities to stay up to date c. Recognise the boundaries of their own role as a volunteer including where and when they should seek support
1.2 Aspects of volunteering	a. The organisation's values and structure b. Where volunteers fit into the wider team c. The impact volunteers can have and the difference they can make d. Common perceptions of volunteers by staff and by individuals receiving services e. How volunteer roles complement rather than replace staff roles f. How volunteer roles provide added value to individuals in a care environment g. Personal safety, risk avoidance and insurance cover for volunteers	a. Carry out their duties within the wider context of service delivery b. Be safe in their volunteer role
1.3 Relationships	a. How a volunteer's relationship with an individual is different from a personal relationship or that of an employee b. The range of relationships that individuals have in their role as a volunteer	a. Maintain professional relationships with staff and individuals receiving services

Core Standards
Your Role and Responsibilities

Standard 1: Your Role and Responsibilities		
Area	The volunteer knows and understands:	The volunteer is able to:
1.4 Partnership	a. The support structure around volunteering b. The need for mutual respect	a. Be part of a team and volunteer in partnership with others b. Develop key relationships
1.5 Skills development	c. Why it is important to complete mandatory education and training prior to, and during a volunteer role d. Why on-going learning and development can be beneficial to volunteers e. How to access learning opportunities f. How to develop skills through peer support g. When to seek support for learning and development h. How to reflect on learning, using evidence from their own volunteering role to inform their development i. How volunteering may assist with gaining a career in health and care where desired	a. Develop their own knowledge, skills and understanding b. Seek appropriate support for learning and development in their role and setting including peer support c. Reflect on their own progress
1.6 Stress	a. Common signs and indicators of stress in themselves and others b. Identify circumstances that tend to trigger stress in themselves c. Ways to manage stress d. How and where to access support if feeling stressed	a. Recognise when they are under stress b. Seek help when stressed

Core Standards
Your Role and Responsibilities

Standard 1: Your Role and Responsibilities		
Area	The volunteer knows and understands:	The volunteer is able to:
1.7 Personal Security	a. The measures that are designed to protect their own security when volunteering, and the security of those they support b. The organisation's process for checking the identity of anyone requesting access to premises or information	a. Keep safe in the work environment b. Keep others safe in the work environment

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Learning Resources to Support the Standard

Code of professional practice for social care, this applies to staff but is a useful guide for volunteers also
Code of Professional Practice

Understanding of the principles of the Social Services and Well-being Act, resources include the 'What does the Act mean for me?' workbook
Principles of the Act

Core Standards
Communication

Standard 2: Communication		
Area	**The volunteer knows and understands:**	**The volunteer is able to:**
2.1 Verbal, non-verbal communication	a. How to access training on communication skills b. The different ways that people communicate with each other c. How communication affects relationships d. Ways to recognise an individual's communication and language needs, wishes and preferences e. Verbal communication including tone and volume, jargon, slang f. Non-verbal communication including position/proximity, eye contact, body language, touch, signs, symbols and pictures, writing and objects of reference g. Use of human and technical aids e.g. hearing aids, picture cards h. How to check understanding i. Where communication may take place including face to face, by telephone or text, by email, internet or social networks, by written reports or letters, considering the impact of different methods	a. Use appropriate verbal and non-verbal communication b. Report any concerns about communication, communication aids or technology to the appropriate person. This could include a member of staff, a carer or a family member c. Respond to the language and communication needs, wishes and preferences of the individual
2.2 Confidentiality	a. What confidentiality means in relation to their own role b. Ways to maintain confidentiality in day-to-day communication c. Situations where information, normally considered to be confidential, might need to be passed on d. Who they should ask for advice and support about confidentiality	a. Maintain confidentiality in line with the organisation's policy and key national principles

Core Standards
Communication

Standard 2: Communication		
Area	The volunteer knows and understands:	The volunteer is able to:
2.3 Consent	a. What consent means in relation to their own role b. Ways of obtaining consent c. Where and how to seek advice about consent	a. Obtain consent from the individual before carrying out their volunteering role
2.4 Comments and complaints	a. Who to ask for advice and support when responding to comments and complaints b. The importance of learning from comments and complaints to improve the quality of service	a. Respond to and report comments and complaints in line with the organisation's policy
2.5 Conflict resolution	a. Explore a range of factors and difficult situations that may cause confrontation b. How communication can be used to solve problems and reduce the likelihood or impact of confrontation c. The importance of honesty, including identifying where errors may have occurred, and to tell the appropriate person d. The process for reporting and escalating concerns	a. Assess and reduce risks in confrontational situations within the boundaries of own role b. Report confrontations in line with the organisation's policy c. Seek support and advice about resolving conflicts
2.6 Handling information	a. Why it is important to have secure systems for recording, storing, reporting and sharing information b. The recording procedure for handling information in the organisation c. The organisation's procedure for incident reporting	a. Record, store, report and share information in line with the organisation's policy and the boundaries of own role b. Maintain confidentiality when handling information

Core Standards
Communication

Standard 2: Communication		
Area	The volunteer knows and understands:	The volunteer is able to:
2.6 Handling information	d. Why it is important not to disclose anything about the individual that they may wish to be kept private, unless it is appropriate to do so. e. This could include • health condition • sexual orientation • personal history • social circumstances f. Why it is important to maintain boundaries with personal data, including their own, such as social media, phone numbers or email addresses	a. Record, store, report and share information in line with the organisation's policy and the boundaries of own role b. Maintain confidentiality when handling information

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Learning Resources to Support the Standard

Learning modules from WJEC/City and Guilds for those working in health and social care:

The Importance of Effective Communication
Features of Effective Communication
How to Communicate Effectively
Communication and Language Needs
Barriers to Good Communication

NHS Wales module:
Information Governance Level 1

Core Standards
Respect for Everyone

Standard 3: Respect for Everyone (Equality, Diversity and Inclusion)		
Area	**The volunteer knows and understands:**	**The volunteer is able to:**
3.1 Person-centered support	a. What is meant by person centred support b. What is meant by diversity, equality and inclusion c. What is meant by discrimination d. Ways in which discrimination may deliberately or inadvertently occur in an organisation and between individuals e. How practices that support equality, diversity and inclusion reduce the likelihood of discrimination f. A range of environmental factors including lighting, noise, temperature, unpleasant odours that can contribute to a negative experience for an individual	a. Support the individual using person centred values by promoting: • Individuality • Independence • Privacy • Partnership • Choice • Dignity • Respect • Rights b. Raise concerns about environmental factors causing discomfort or distress c. Report to a member of staff immediately if an individual is in distress or discomfort
3.2 Inclusivity	a. Which legislation and policies relating to equality, diversity and discrimination apply to their own role b. How to challenge discrimination in a way that encourages positive change c. How their own previous experiences, attitudes and beliefs may affect the way they volunteer d. How, when and where to access information, advice and support about diversity, equality and inclusion e. When to seek advice and support if they experience discrimination themselves f. How to report if they witness discrimination happening to others	a. Volunteer in an inclusive way b. Interact with individuals in a way that respects their beliefs, culture, values and preferences

Core Standards
Respect for Everyone

Standard 3: Respect for Everyone (Equality, Diversity and Inclusion)		
Area	The volunteer knows and understands:	The volunteer is able to:
3.3 Privacy and dignity	What is meant by privacy and dignity a. Situations where an individual's privacy and dignity could be compromised b. How to maintain privacy and dignity in their role as a volunteer c. Why it is important not to disclose anything about the individual that they may wish to be kept private, unless it is appropriate to do so. This could include • health condition • sexual orientation • personal history • social circumstances d. Why it is important to maintain boundaries with personal data, including their own such as social media, phone numbers or email addresses	Maintain privacy and dignity by a. Using appropriate volume to discuss the needs of an individual b. Ensuring any discussion takes place in an environment where others cannot overhear c. Getting permission before entering someone's personal space d. Alerting individuals before entering their private space e. Alerting relevant staff to re-position any clothing, etc. correct f. Not touching patient's belongings without their consent g. Reporting concerns to the relevant member of staff immediately

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Learning Resources to Support the Standard

Learning modules from WJEC/City and Guilds:
Equality, Diversity, Inclusion and Discrimination

NHS Wales module:
Treat me Fairly (Equality) Level 1

Core Standards
Safeguarding

Standard 4: Safeguarding		
Area	The volunteer knows and understands:	The volunteer is able to:
4.1 Priniciples of safeguarding adults	a. The term safeguarding adults b. Their own role and responsibilities in safeguarding individuals c. The main types of abuse d. What constitutes harm e. Why an individual may be vulnerable to harm or abuse f. What constitutes restrictive practices g. A range of possible indicators of abuse h. The nature and scope of harm to and abuse of individuals at risk i. A range of factors which have featured in adult and child abuse and neglect j. The importance of ensuring individuals are treated with dignity and respect when providing health and care services k. Where to get information and advice about their role and responsibilities in preventing and protecting individuals from harm and abuse	a. Identify and report concerns; not to take action or investigate further
4.2 Principles of safeguarding children	a. The most up to date national minimum training standards for Safeguarding Children at Level 1* b. The concept of child sexual exploitation and potential indicators that this is happening	a. Identify and report concerns; not to take action or investigate further

* as set out in the guidance issued by the Intercollegiate Royal College of Paediatrics and Child Health

Core Standards
Safeguarding

Standard 4: Safeguarding		
Area	The volunteer knows and understands:	The volunteer is able to:
4.3 Reducing the likelihood of abuse	a. How service environments can promote or undermine people's dignity and rights b. The importance of individualised, person-centred care c. How to help individuals to keep themselves safe d. Ways in which the likelihood of abuse can be reduced by managing risk and focusing on prevention e. How a clear complaints procedure reduces the likelihood of abuse	a. Identify and report concerns; not to take action or investigate further
4.4 Responding to suspected or disclosed abuse	a. What to do if abuse is suspected; including how to raise concerns within local 'freedom to speak up' policy and procedures b. The importance of reporting concerns to appropriate members of staff and escalating if required	a. Identify and report concerns; not to take action or investigate further
4.5 Local and national protection	a. Relevant legislation, local and national policies and procedures that relate to safeguarding adults and children b. The importance of sharing information with relevant others c. The actions to take if they experience barriers in alerting or referring to relevant others	a. Identify and report concerns; not to take action or investigate further

Core Standards
Safeguarding

Standard 4: Safeguarding		
Area	The volunteer knows and understands:	The volunteer is able to:
4.6 Prevent strategy	a. The objectives of the Prevent strategy b. How volunteers can support Prevent c. The factors that can make an individual more likely to be radicalised or be a risk to others d. What action to take if the volunteer has concerns about an individual or individuals e. What makes a person vulnerable f. How individuals may be influenced directly or indirectly g. The importance of sharing information and the consequences of failing to do so	a. Identify and report concerns; not to take action or investigate further
4.7 Duty of care	a. What is meant by a duty of care b. What to do if faced with conflicts and dilemmas as part of their role c. Where to get support and advice about how to manage these situation	a. Identify and report concerns; not to take action or investigate further

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Learning Resources to Support the Standard

All Wales basic safeguarding training pack
Wales safeguarding procedures
Introduction to safeguarding in the voluntary sector (Wales)

NHS Wales modules:
Safeguarding people – Level 1
All Wales Violence and Aggression training passport
Violence against women, domestic abuse and sexual violence

Core Standards
Mental Health, Dementia and Learning Disability

Standard 5: Mental Health, Dementia and Learning Disability		
Area	The volunteer knows and understands:	The volunteer is able to:
5.1 Mental health	a. How someone may feel if they have mental health conditions such as psychosis, depression or anxiety b. That issues may be physical, social or psychological and can affect people in different ways c. Why it is important to understand that the causes of mental health conditions and the support needs for people with them are different d. How positive attitudes towards those with mental health conditions will improve the care and support they receive e. Ways in which adjustments might need to be made to the way care is provided to someone with mental health conditions f. How to report concerns associated with any unmet needs which may arise from an individual's mental health condition	a. Identify sources of support for an individual with a diagnosis of mental ill health b. Apply principles to improve interactions with individuals with mental health needs
5.2 Dementia	a. How someone may feel if they have dementia b. Why it is important to understand that the causes of dementia and the support needs of people with dementia are different c. How positive attitudes towards those with dementia will improve the care and support they receive d. Ways in which adjustments might need to be made to the way care is provided to someone with dementia e. How to report concerns associated with any unmet needs which may arise from an individual's dementia	a. Identify sources of support for an individual with a diagnosis of dementia b. Apply principles to improve interactions with individuals with dementia

Core Standards
Mental Health, Dementia and Learning Disability

Standard 5: Mental Health, Dementia and Learning Disability		
Area	The volunteer knows and understands:	The volunteer is able to:
5.3 Learning Disability	a. How someone may feel if they have a learning disability b. Why it is important to understand that the causes of learning disabilities and their support needs are different c. How positive attitudes towards people with learning disability will improve the care and support they receive d. Ways in which adjustments might need to be made to the way care is provided to someone with a learning disability e. How to report concerns associated with any unmet needs which may arise from an individual's learning disability	a. Identify sources of support for an individual with a diagnosis of learning disability b. Apply principles to improve interactions with individuals with learning disability

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Learning Resources to Support the Standard

Effective Communication with People with Dementia

Learning modules from WJEC/City and Guilds:
Mental Ill Health

NHS Wales Module:
Dementia Awareness

Module from Paul RIdd Foundation hosted by NHS Wales:
Basic awareness of learning disability

A range of resources including videos from Alzheimers Society:
Dementia Friends

Core Standards
Health and Safety

Standard 6: Health and Safety		
Area	The volunteer knows and understands:	The volunteer is able to:
6.1 Health and safety	a. The main points of the health and safety policies and legislation relating to their own role b. Key tasks relating to health and safety that should not be carried out without special training c. How to access additional support and information regarding health and safety d. Why it is important to assess the health and safety risks posed by settings, situations or activities e. How and when to report health and safety risks and issues that they have identified f. How to seek support in the event of an emergency g. The measures that should be taken to maintain their own safety whilst volunteering	a. Recognise common hazards
6.2 Infection prevention	a. How to prevent and control the spread of infection b. What to do if they are ill themselves c. Common viruses and how they are spread in a service setting d. The importance of hand hygiene including methods, washing frequency and hand sanitisation e. Bare below elbows policy in health and care settings f. Ways to keep safe in the settings in which they volunteer. This could include acknowledging signage, protective isolation, or the use of personal protective equipment g. When and who to ask for advice and guidance	a. Avoid spreading infection b. Practice effective hand hygiene

Core Standards
Health and Safety

Standard 6: Health and Safety		
Area	The volunteer knows and understands:	The volunteer is able to:
6.3 Hazardous substances	a. A range of hazardous substances, including cleaning products, which may be used in the setting in which they volunteer b. Safe practices for storing, using and disposing of hazardous substances in the setting in which they volunteer	a. Recognise hazardous substances
6.4 Fire	a. The characteristics of fire, smoke and toxic fumes b. The main fire hazards in their volunteer environment c. Basic fire safety and fire safety protocols d. What actions they should take as a volunteer in the event of a fire	a. Prevent fires from starting and spreading b. Practice and promote fire prevention
6.5 Incidents	a. How to recognise adverse events, incidents, errors and near misses b. What they must and must not do in relation to adverse events, incidents, errors and near misses c. The organisation's key policies in relation to reporting any adverse events, incidents, errors and near misses	a. Identify and report concerns; not to take action or investigate further

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Learning Resources to Support the Standard

NHS Wales modules:
Health and Safety - Level 1
Infection Prevention and Control - Level 1
Fire Safety Awareness

Additional Standards
Fluids and Nutrition

Standard 7: Fluids and Nutrition		
Area	The volunteer knows and understands:	The volunteer is able to:
7.1 Using care plans	a. The importance of following plans of care and the guidance of the care team b. What is meant by nil by mouth c. Who to report concerns to including members of staff, carers or family members d. Special nutritional requirements such as diabetic diets	a. Be given or ask for special instructions from a member of staff in relation to fluids and nutrition b. Support and encourage individuals to access fluids and nutrition in line with their plans of care c. Support and encourage individuals to drink in accordance with their plan of care
7.2 Access to fluids	a. The importance of access to fluids in maintaining health and wellbeing b. The importance of food safety including hygiene in the preparation and handling of drinks, and the wearing of appropriate personal protective clothing c. Signs and symptoms of poor hydration d. Ways they can promote adequate hydration e. The importance of safety with hot drinks	a. Check drinks are within reach of those that have restrictions on their movement/mobility b. Check drinks are refreshed on a regular basis c. Check the temperature of drinks
7.3 Access to nutrition	a. The importance of access to nutrition in maintaining health and wellbeing b. The importance of food safety including hygiene in the preparation and handling of food and the wearing of appropriate personal protective clothing c. Signs and symptoms of poor nutrition d. Ways to promote adequate nutrition	a. Check nutritional products are within reach of those that have restrictions on their movement/mobility b. Check appropriate utensils are available to enable the individual to meet their nutritional needs as independently as possible

Additional Standards
Fluids and Nutrition

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Learning Resources to Support the Standard

NHS Wales module:
Fluids and Nutrition

Additional Standards
Basic Life Support (BLS)

Standard 8: Basic Life Support		
Area	**The volunteer knows and understands:**	**The volunteer is able to:**
8.1 Basic Life Support	a. Complete practical Basic Life Support Training that meets the UK Resuscitation Council guidelines in line with the recommendations of your manager. ** • If volunteering with adults in health and social care they will undertake training in adult basic life support. • If volunteering with paediatric patients in health they will undertake training in paediatric basic life support. • If volunteering with new-born patients in health they will undertake training in new-born life support. b. Know what to do if they need help	a. Carry out basic life support as advised by the staff within the setting in which they volunteer

** Guidance:
- **Most up to date** [Resuscitation Council Resuscitation Guidelines](#)
- **Cardiopulmonary Resuscitation –** [Standards for clinical practice and training](#)

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Learning Resources to Support the Standard

NHS Wales module:
[Resuscitation – Level 1](#)

Additional Standards
Moving and Assisting

Standard 9: Moving and Assisting		
Area	The volunteer knows and understands:	The volunteer is able to:
9.1 Move and assist safely	a. Key pieces of legislation that relate to moving and assisting b. Steps to safe manual handling c. Common injuries and healthy back care d. Tasks relating to moving and assisting that they are not allowed to carry out without special training	a. Move and assist people and objects safely, maintaining the individual's dignity, and in line with the organisation's policy

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Learning Resources to Support the Standard

NHS Wales module:
[Manual Handing Module A -Level 1](#)

Learning Resources to Support the Standards
Standard 1: Your Role and Responsibilities

Code of professional practice for social care
Social Care Wales

https://socialcare.wales/fitness-to-practise/codes-of-practice-and-guidance

This applies to staff but is a useful guide for volunteers also

Understanding of the principles of the Social Services and Well-being Act
Social Care Wales

https://socialcare.wales/hub/hub-resource-sub-categories/principles-of-the-act

Resources include the 'What does the Act mean for me?' workbook

Standard 2: Communication

The importance of effective communication
WJEC/City and Guilds

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_2-1/_multi-lang/unit07/1-effective-communication-for-wellbeing.html

Brief learning module, for those working in health and social care

Features of effective communication
WJEC/City and Guilds

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_2-1/_multi-lang/unit07/2-key-features-of-effective-communication.html

Brief learning module, for those working in health and social care

Learning Resources to Support the Standards
Standard 2: Communication

How to communicate effectively
WJEC/City and Guilds

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_2-1/_multi-lang/unit07/3-skills-needed-to-communicate-effectively.html

Brief learning module, for those working in health and social care

Communication and language needs
WJEC/City and Guilds

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_2-1/_multi-lang/unit07/4-communication-and-language-needs.html

Brief learning module, for those working in health and social care

Barriers to good communication
WJEC/City and Guilds

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_2-1/_multi-lang/unit07/5-potential-barriers.html

Brief learning module, for those working in health and social care

Information Governance (Level 1)
NHS Wales

learning.wales.nhs.uk/course/index.php?categoryid=12

Mandatory core training for those working within NHS in Wales

Learning Resources to Support the Standards
Standard 3: Respect for Everyone

Equality, diversity, inclusion and discrimination
WJEC/City and Guilds

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_2-1/_multi-lang/unit04/1-equality-diversity-inclusion-and-discrimination.html

Learning module, for those working in health and social care

Treat me Fairly (Equality) Level 1
NHS Wales

https://learning.wales.nhs.uk/course/index.php?categoryid=12

Understanding how a positive approach to equality and diversity and human rights can be promoted through personal behaviours and roles. Mandatory core training for those working within NHS Wales

Standard 4: Safeguarding

All Wales basic safeguarding training pack
Social Care Wales

https://socialcare.wales/learning-and-development/safeguarding

Learner resources for personal and professional development

Safeguarding individuals
WJEC/City and Guilds

https://www.healthandcarelearning.wales/resources/hsc-l2-core-unit-006-safeguarding-individuals/

Core unit for health and care learning from WJEC/City and Guilds, for those working in health and care

Learning Resources to Support the Standards
Standard 4: Safeguarding

Wales safeguarding procedures
Safeguarding Wales
https://www.safeguarding.wales/

Violence against women, domestic abuse and sexual violence
NHS Wales
https://learning.wales.nhs.uk/course/view.php?id=1410

Introduction to safeguarding in the voluntary sector (Wales)
Third Sector Support Wales
https://thirdsectorsupport.wales/courses/introduction-to-safeguarding-in-the-voluntary-sector-wales/

Safeguarding people (Level 1)
NHS Wales
https://learning.wales.nhs.uk/course/index.php?categoryid=12

Mandatory core training for those working within NHS Wales

All Wales Violence and Aggression training passport
NHS Wales
https://learning.wales.nhs.uk/course/search.php?search=violence+and+aggression+Module+B

Modules A and B - mandatory core training for those working within NHS Wales

Learning Resources to Support the Standards
Standard 5: Mental Health, Dementia and Learning Disability

Effective communication with people with dementia
Social Care Wales
https://socialcare.wales/service-improvement/effective-communication-with-people-with-dementia

Guidance and resources for those working in health and social care

Mental ill health
WJEC/City and Guilds
http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_2-3/_multi-lang/unit14/1-mental-ill-health.html

Learning module, for those working in health and social care

Dementia Friends
The Alzheimers Society
https://learning.wales.nhs.uk/course/view.php?id=606

A range of resources including videos. Hosted by NHS Wales

Dementia Awareness
NHS Wales
https://learning.wales.nhs.uk/enrol/index.php?id=121

Basic awareness of learning disability
Paul Ridd Foundation
https://learning.wales.nhs.uk/course/view.php?id=1132

Module hosted by NHS Wales

Learning Resources to Support the Standards
Standard 6: Health and safety

Health and Safety (Level 1)
NHS Wales
https://learning.wales.nhs.uk/course/index.php?categoryid=12

Mandatory core training for those working within NHS Wales

Fire safety awareness
NHS Wales
https://learning.wales.nhs.uk/course/index.php?categoryid=12

Mandatory core training for those working within NHS Wales

Infection prevention and control (Level 1)
NHS Wales
https://learning.wales.nhs.uk/course/index.php?categoryid=12

Mandatory core training for those working within NHS Wales

Standard 7: Fluids and Nutrition

Fluids and nutrition modules
NHS Wales
https://learning.wales.nhs.uk/course/index.php?categoryid=33

Standard 8: Basic life support (BLS)

Resuscitation (Level 1)
NHS Wales
https://learning.wales.nhs.uk/course/index.php?categoryid=12

Mandatory core training for those working within NHS Wales

Standard 9: Moving and Assisting

Manual Handing Module A (Level 1)
NHS Wales
https://learning.wales.nhs.uk/enrol/index.php?id=14

Mandatory core training for those working within NHS Wales

Other Resources
Welsh Language

Using Welsh at work
Social Care Wales
https://socialcare.wales/learning-and-development/using-welsh-at-work

Series of resources to help support bilingual health and social care services

Work Welsh
Welsh National Centre for Learning Welsh
https://learnwelsh.cymru/

The new 'Work Welsh' programme aims to train the workforce giving them the confidence to have conversations with those they support through the medium of Welsh

BBC Learn Welsh
BBC
http://www.bbc.co.uk/wales/learning/learnwelsh/

Learn Welsh
Duolingo
https://www.duolingo.com/course/cy/en/Learn-Welsh

Say something in Welsh
Say Something In
https://www.saysomethingin.com/welsh

Other Resources

Charter for volunteering and workplace relationships
WCVA
https://wcva.cymru/wp-content/uploads/2020/02/WCVA-TUC-Document-Web-English-F2.pdf

Principles for successful volunteering, developed and commended by WCVA and Wales TUC

Investing in Volunteers Quality Standard
Investing in Volunteers
https://investinginvolunteers.co.uk/

UK quality standard for good practice in volunteer management

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E -learning courses on volunteering
Third Sector Support Wales
https://thirdsectorsupport.wales/our-courses/

Including resources for those who support or manage volunteers

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National Learning Hub for Volunteers
OpenLearn (The Open University)
https://www.open.edu/openlearn/education-development/what-the-national-learning-hub-volunteers

A range of free courses across a range of subjects, suitable for volunteers or those who work with volunteers. Most courses available in English only

Cefnogi Trydydd Sector Cymru Third Sector Support Wales

Other Resources

Collection of courses on Wellbeing and Mental Health
OpenLearn (The Open University)
https://www.open.edu/openlearn/health-sports-psychology/openlearn-cymru/wellbeing-and-mental-health-collection

Available in Welsh and English

Details of Key Learning Providers

NHS Wales e-learning
NHS Wales
https://learning.wales.nhs.uk/

Individuals from charitable and public services are eligible to register on the platform - contact the NHS e-learning admin team or your organisation lead.

Many courses available In English only.

Some courses do not offer self enrolment option but access can be requested.

Social Care Wales
Social Care Wales
https://socialcare.wales/learning-and-development/induction-for-health-and-social-care

All Wales induction for health and social care

Third Sector Support Wales
Third Sector Support Wales
https://thirdsectorsupport.wales/

Knowledge hub: information and online courses on volunteering

Details of Key Learning Providers

OpenLearn
The Open University
https://www.open.edu/openlearn/free-courses/full-catalogue

Find out about apprenticeships in Wales
Social Care Wales
https://socialcare.wales/learning-and-development/apprenticeships

Cefnogi Trydydd Sector Cymru Third Sector Support Wales

Cefnogi Trydydd
Sector **Cymru**

Third Sector
Support **Wales**

Third Sector Support Wales is a network of support organisations for the whole of the third sector in Wales.

It consists of the 19 local and regional support bodies across Wales, the County Voluntary Councils (CVCs) and the national support body, Wales Council for Voluntary Action (WCVA).

For further information contact
https://thirdsectorsupport.wales/contact/

Disclaimer

The information provided in this sheet is intended for guidance only. It is not a substitute for professional advice and we cannot accept any responsibility for loss occasioned as a result of any person acting or refraining from acting upon it.