

Distance Learning



FULLY FUNDED
LEVEL 2 CERTIFICATES

Care Planning

Care workers play a key role in ensuring their residents/patients are treated with a friendly and caring approach. Care workers have the ability to relate to people from a variety of backgrounds. After an investigation from the CQC revealed that 424 out of 1,357 services in England are rated 'inadequate', the need for high-quality trained care workers has never been greater.

Course Content

- Understand care plans and how to evaluate plans and processes
 - Covers a variety of topics fundamental to working in care
 - Focus on person-centred care, safe working practices, duty of care and safeguarding

Mandatory units

- Person-centred thinking and planning
 - Care planning for the care worker
 - Nutrition and Hydration in health and social care settings
 - Supporting an individual to maintain personal hygiene
 - Continence care
 - Supporting sleep

Qualification

Fully Funded Level 2 Certificate Distance Learning

Guided Learning Hours

Course length 10 weeks

CQM Learning

**To enquire about this course, call Claire at CQM Learning
0114 281 5761 or claire.eley@cqmlearning.co.uk**

Caring for Children & Young People

All children and young people deserve to be safe and well cared for within a safe and protective family, however unfortunately this is not always the case. With over 50,000 children identified as needing protection from abuse in the UK, it is important that those working in the care sector understand the risks of abusive and exploitative behaviour that some children experience. Knowing what strategies are used to protect them from this behaviour, whilst following procedures, is essential to helping those affected.

Course Content

- Develop interaction and interpersonal skills
- Communication, person-centred thinking and planning
- How e-safety can be utilised
- Comply with policies and procedures

Mandatory units

- Caring for young children in a babysitting environment
- Accident prevention and fire safety when babysitting
- Rights and responsibilities in relation to parenting
- Parenting and healthy lifestyles

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours 117-134

Course length 10 weeks



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Cleaning Principles

With a UK industry turnover estimated at £4.7bn in 2011, cleaning is one of the largest business sectors in the UK. It underpins many aspects of life today and is essential for the prevention of disease and spread of infection. People actively seek out clean, safe and comfortable environments so having a highly skilled cleaning workforce is essential.

Course Content

- Generic and specialist cleaning principles
- Practical techniques
- How to work with customers
- Health and safety requirements

Mandatory units

- Dealing with routine and non-routine waste
- Health and safety for the cleaning and support services industry
- Working with others in the cleaning and support services industry
- Cleaning of interiors and washrooms

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours 110-120

Course length 16 weeks



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Section 2: Arthritis awareness

In this section you will gain an understanding of what arthritis is and the treatment options and support services available. You will also explore how the condition can be managed.

What is arthritis?

Please read the following, as it will help you to answer question 3.1.

Arthritis is inflammation of the joint and can cause stiffness, swelling and pain in the joints causing immediate difficulty in mobility and everyday tasks.

Common types of arthritis and how they affect the joints

Please read the following, as it will help you to answer questions 3.2 and 3.3.

The two most common types of arthritis are Osteoarthritis and Rheumatoid Arthritis.

Osteoarthritis

Osteoarthritis is the most common form and often develops in people aged over 50. It affects the cartilage in the joint, which is a smooth layer between the bones allowing the joint to move freely. In osteoarthritis the cartilage wears away, causing the bone to rub together. This leads to pain, stiffness and swelling in the joints. Osteoarthritis most often affects the small joints in the hands, base of the big toe, the spine, knees and hips.

The main signs and symptoms of osteoarthritis are:

- pain in the joints
- stiffness in the joints which usually wears off after about half an hour
- increased pain and stiffness when joints have not been moved for a while
- appearance of pain is swollen and bumpy
- cracking and creaking sound in the joints
- loss of movement

Rheumatoid arthritis

Rheumatoid arthritis is an inflammatory condition of the joints that can occur at any age. It happens where the body's immune system attacks the joint and the tissue around it. It is not known why the joint becomes inflamed. The reason for this is not known. The tendons and ligaments around the joint can damage here. This causes the joints to become more stiff and swollen.

The symptoms include:

- swelling and stiffness in the joints often starting in fingers and toes though shoulder and knee can also be affected early on
- morning stiffness can last for up to an hour
- fatigue that lasts more than 30 minutes after starting to move about
- weight and stiffness in the joint
- pain or stiffness when the exercises become more intense and severe
- a general feeling of fatigue and sometimes depression

The images below show how the different types of arthritis might affect a bone joint.

Causes of arthritis

Please read the following, as it will help you to answer question 3.2.

The exact causes of osteoarthritis and rheumatoid arthritis are not known. They are believed to be caused by a number of factors that occur together and these include:

- genetic factors – if you have a family member with the condition, you may be more likely to be affected
- environmental factors – such as smoking and diet
- mechanical factors – if you have a job that involves a lot of bending and twisting
- rheumatoid arthritis is three times more likely in women than men
- joints can trigger osteoarthritis
- some trigger rheumatoid arthritis
- tobacco can increase the risk – look at the rest

Risk factors

Please read the following, as it will help you to answer question 3.7.

When not much is known about how arthritis occurs, there do appear to be links to certain risk factors:

- Some evidence shows that smokers are more likely to develop rheumatoid arthritis.
- People who drink more than the recommended limit are also at higher risk of developing osteoarthritis.
- Being overweight can put more pressure on the joints – especially the knees and hips.
- Using an injured joint when it hasn't had time to heal will increase the chance of developing arthritis in later life.

Knowledge Activity 3.1

State the recommended daily alcohol limits for women and men and explain what this means in terms of normal pub measures.

Diagnosis

Please read the following, as it will help you to answer question 3.3.

Osteoarthritis is usually diagnosed by first checking a list of symptoms and carrying out a physical examination. For evidence of osteoarthritis of the knee and hand this is usually done through a simple X-ray scan of these to confirm the diagnosis. For osteoarthritis in the hip, a computerised tomography (CT) scan may be used and blood tests may be carried out to exclude other illnesses. In the hip, arthroscopy can only be diagnosed by X-ray and blood tests.

Rheumatoid arthritis is diagnosed through carrying out blood tests, a physical examination and taking a detailed medical history.

Common Health Conditions

Every hour someone in the UK is told they have Parkinson's disease; there are approximately 152,000 strokes in the UK every year – that is more than one every five minutes; and one in six of the UK population have some form of hearing loss. These health conditions, along with others such as arthritis and dementia, affect a substantial proportion of the population. A good understanding of common health problems is essential in any care environment.

Course Content

- Develop knowledge within health and social care settings
- Service delivery and care
- Contribute to monitoring the health of individuals
- Understand conditions such as arthritis, stroke, dementia and Parkinson's disease

Mandatory units

- Understand how to contribute to monitoring the health of individuals affected by health conditions

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours **121**

Course length **10 weeks**



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Customer Service

In order to have a truly successful business, you need to provide good customer service – it is believed that 96% of unhappy customers don't ever complain, however 91% of those simply leave and never come back. The main reason for customer churn is not price but bad customer service. Handling a business's issues in a professional and courteous manner is an essential day-to-day task.

Course Content

- Learn to deliver excellent customer service
- Increase awareness of understanding and meeting customers' needs
- Giving a great customer experience

Mandatory units

- Principles of customer service and delivery
- Understand customers
- Understand employer organisations

Qualification

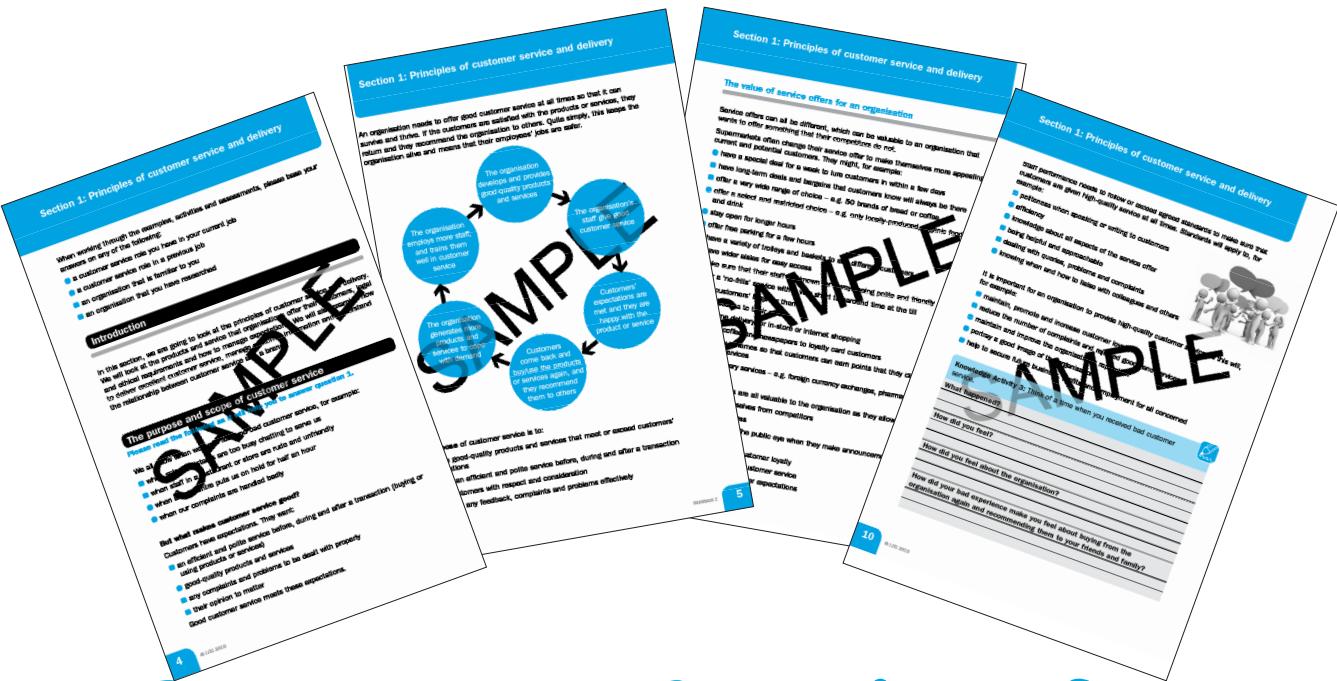
Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours **180-230**

Course length **10 weeks**



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Customer Service for Health Care Settings

One of the simplest, least complicated, yet often overlooked aspects of delivering health care is practicing good customer service skills. Patient satisfaction surveys repeatedly show that health care worker attitudes, manners and amenities encountered during patients' experiences at medical facilities weigh with similar importance to treatment processes.

Course Content

- Develop an awareness of customer service in health and social care
- Understand how to communicate effectively
- Understand the needs of customers who access health and social care services
- Understand teamwork in health and social care settings

Mandatory units

- Preparing to deliver customer service in health and social care settings
- Effective communication for health and social care
- Understand the specific needs of customers accessing health and social care services
- Teamwork in health and social care settings

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours

94

Course length

? weeks

The image shows a collection of pages from a dementia awareness booklet. The top page is titled 'Section 1: Dementia awareness' and contains a large question 'What is meant by the term "dementia"?' with a box for notes. Below it is another section with a brain diagram and text about the functions of different brain areas. A central page is titled 'Section 1: Dementia awareness' and features a large question 'What does the brain do?' with a box for notes. It includes a brain diagram and a table comparing normal vs. dementia brain function. To the right is a page titled 'Section 1: Dementia awareness' with a large question 'What part of the brain do you think has been affected by dementia?' and a box for notes. At the bottom right is a graphic of three people looking at a large question mark.

Dementia Care

Dementia affects around 820,000 people in the UK. This figure is likely to rise to one million by 2025 and two million by 2051. It is one of the main causes of disability in later life and with research being desperately underfunded, it costs the UK over £26 billion a year. Understanding dementia and the person-centred care that is required is fundamental to high-quality care.

Course Content

- Different forms of dementia
 - How to support individuals through person-centred care
 - Develop knowledge and understanding of care
 - Positive communication methods
 - Issues around the use of medication

Mandatory units

- Dementia awareness
 - Person centred approach to care and support
 - Factors influencing communication and interaction
 - Equality, diversity and inclusion
 - Administration of medication
 - Behaviour in the context of dementia
 - Benefits of engaging in activities in social care

Qualification

Fully Funded Level 2 Certificate Distance Learning

Guided Learning Hours 123

Course length 10 weeks



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Dignity and Safeguarding

A total of 108,000 safeguarding referrals were reported by adults at risk in 2011/2012. The responsibilities of care workers involved in protecting the health, well-being and human rights of individuals are far-reaching. Allowing individuals to live free from harm, abuse and neglect can often mean involving health agencies, government departments or the police. Understanding the fundamentals of safeguarding is essential for anyone working in adult health and social care.

Course Content

- Key principles of dignity, duty of care and safeguarding
- Investigate the principles and how they are applied
- Examine dilemmas that can arise
- Consequences of when care principles are not upheld

Mandatory units

- Safeguarding
- Dignity
- Duty of care
- Dilemmas and public concerns

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours 145

Course length 10 weeks



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End of Life Care

By 2040, the number of people aged over 64 in Britain is expected to grow from 9.5 million to 15 million. The population is aging, meaning more people will live with serious chronic illness and need end of life care. The problems faced and support needed by people nearing the end of life is wide-ranging and a good understanding of pain management, support and quality of life is essential for all carers.

Course Content

- Develop knowledge and understanding of end of life care
- Covers topics including the support needed to manage pain and discomfort
- How dementia impacts on end of life care
- The role of the care worker at time of death
- Loss and grief process

Mandatory units

- How to work in end of life care
- Care planning in end of life care
- Provide support to manage pain and discomfort
- End of life care and dementia
- The role of the care worker in time of death
- Loss and grief in end of life care

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours 135

Course length 10 weeks



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Section 1: Understand the meaning of equality and diversity in places of work and how organisations promote this

Equality in the UK

Equal opportunities and its meaning

Diversity

Why is a diverse workplace important?

Recruitment

Promotion

Equality and Diversity

Britain is a culturally diverse nation that respects and values the differences in people. Companies are legally required to follow a set of practises to ensure discrimination is eradicated and expectations of equality are met. A good understanding of the wide-ranging legislation is essential in creating a workplace that is centred on fairness, dignity and respect.

Course Content

- The importance of equality and diversity within different contexts
- Different issues affecting equality and diversity in today's society

Mandatory units

- Equality and diversity in society
- Equality and diversity in the community
- Equality and diversity in the workplace

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours **155**

Course length **10 weeks**

The risk assessment process

Please read the following as it will help you to answer question 3a.

This Management of Health and Safety at Work Regulations 2009 require your employer to carry out risk assessments in order to minimise or eliminate risks associated with the potential of infection. In this case having responsibility to cooperate with your employer or manager's attack to improve safety and/or security will carry out an assessment. As you should be able to see from the above, there are two stages in a risk assessment. We will now look at how these stages can be applied to preventing and controlling the risks associated with infection.

Step 1: Identify hazards

Step 2: Assess the risks posed by the hazards, by deciding who might be harmed and how

Step 3: Assess the risks arising from the hazard and decide whether existing precautions are adequate or if more can be done

Step 4: Record the findings and implement them

Step 5: Review your assessment and revise if necessary

Identifying hazards

A hazard can be defined as anything that has the potential to cause harm. For example, bacteria such as microorganisms. So, the first stage in the risk assessment process is to work out how people could be harmed. Whether you begin any risk assessment or enter any area of work you should consider how these areas of work, materials and situations could carry a risk of cross-infection.

Assessing risks and levels of risk

Please read the following as it will help you to answer question 3a.

A risk can be defined as the likelihood that damage, loss or injury will be caused by a hazard and how severe the outcome may be.

Levels of risk are worked out by figuring out the number of people likely to be affected and the severity of the consequences. By considering this analysis we can then work out whether risks are high, medium or low in terms of their probability and severity.

Knowledge Activity 7: Apart from yourself, who else might potentially be at risk of infection within your workplace?

Your answer to the above activity will depend on the type of work you do, but you may have identified any of the following people:

- care staff
- domestic staff
- kitchen staff
- agency staff
- contractors
- external professionals such as community nurses
- visitors or members of the family, for example, visitors and relatives who are visiting patients
- other health care workers who could be harmed, we then need to work out the likelihood of the hazard being present.

Risk

The possibility of loss or harm exposure to a chance of danger involving uncertain danger creates or suggests a hazard the degree of probability of occurrence.

Precautions and minimising risks

Please read the following as it will help you to answer questions 3a, 3b and 3c.

Cross-infection is a simple transfer of microorganisms from person to person. If we are not staying in one place to help prevent the transmission of the spread of infection, we must take steps to reduce the opportunities and the chance of infection. The steps we must take are to identify the source of the infection and then take steps to reduce or control the risk. There are three main ways to stop this and then take steps to reduce or control the risk.

- Avoid high-risk behaviours, such as smoking – this may not always be possible in a healthcare environment, but avoid it – this is not good for anyone's health.
- Avoid cross-infection, this involves looking on the mirror of which microorganism can transfer from one place to another, for example, by cleaning hands after attending to one patient and before attending to another patient.
- Reduce the risk as much as possible.

When isolating or minimising risks, the following list of control measures should be considered and suitable implemented:

- Eliminate the risk – remove the hazard if possible or replace it with something less hazardous.
- Reduce the level of risk by reducing the nature of the hazard – for example, reduce the amount of time a person is exposed to a particular hazard.
- Reduce the hazard from a service – for example, the person should be seated for in isolation from other services.
- Control exposure to the patient by controlling who has access or limiting exposure to the patient.
- Use PPE to reduce the risk of cross-contamination.

Infection Control

About 300,000 patients develop an infection in England each year while being treated by the NHS. Protecting people from infection is an essential element of providing high-quality care, especially considering the capacity some potentially life-threatening infections have to spread within care environments.

Course Content

- Purpose and principles of infection control and the procedures
- How regulations inform policy and practice
- Roles, responsibilities, principles and processes in relation to cleaning, decontamination and waste management
- The role of risk assessments
- Importance of maintaining a clean environment
- Sterilisation process
- Safely handle laundry and sharps

Mandatory units

- Importance of personal hygiene and health in the prevention and control of infection in health care settings
- Decontamination, cleaning and waste management in health care settings
- Principles of infection prevention and control in a health care setting

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours

111

Course length 10 weeks



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The difference between signposting and referral

Signposting

Telling the client about information or services available to them and where they can be found.

- a telephone number, for example
- the name and address of an organisation who can provide the required support

Referral

A formal process where a client is introduced to another organisation that will be able to help them meet their needs. This can involve:

- taking the client's details and passing these on to another organisation who will organise contact with another organisation
- making contact with another organisation
- directly taking the client to the other organisation

Knowledge Activity 9: Think about how similar the process is to your organisation, describe the process and how it differs from the example on the previous page.

Knowledge Activity 10: Give an example, within your organisation, of when you would:

- 1) Signpost a client
- 2) Refer a client

Knowledge Activity 11: Describe one benefit of signposting and referral for:

- 1) Your clients
- 2) Your organisation

The benefits of signposting and referral

Please read the following as it will help you to answer question 22.

In order to meet the needs of a client, an organisation may have to signpost or refer them to another organisation. This is because:

- the service requested or can't be provided by the adviser as it is beyond their authority or level of competence
- specialist legal advice is required that the adviser can't provide
- another adviser is able to deal with the case more effectively
- the adviser cannot deal with the case due to their workload
- the case needs someone whom that the adviser's provider or the adviser thinks there might be a conflict of interest if they take the case
- the adviser decides to withdraw from a case

Knowledge Activity 12: Describe one benefit of signposting and referral for:

Examples of signposting and referral

Please read the following as it will help you to answer question 22.

Think about your own organisation and where clients are signposted and/or referred.

Scenario

www.homeless.org are an organisation aiming to help homeless people. They aim to help other organisations and homeless people. They offer advice and one-to-one support to other organisations and homeless people. They also provide the tools they need to work with homeless people.

Signposting

Chances are provided for some to make contact telephone, email or post. When she has got to do what she needs to do next, it is suggested that she makes contact with the colleagues that she is working with and what she needs to do next.

Referral

Each of the three colleges are contacted and an appointment is made. Each college is made aware which client would be best suited for her. She is presented with the same meeting and appointment times.

Information, Advice and Guidance

Offering clear and accurate information, advice or guidance and knowing what can be shared legally and professionally can greatly improve outcomes for a business. There are some fundamental rules for successful information sharing and ensuring staff are aware of these is key.

Course Content

- Explore communication techniques
- Study how values, attitudes and beliefs can affect interactions
- Develop interaction and interpersonal skills
- How information, advice or guidance can be explored
- How group interaction can be utilised
- Manage information, including storage and retrieval

Mandatory units

- Information, advice or guidance in practice
- Developing interaction skills for information, advice or guidance

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours **114-120**

Course length **10 weeks**



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Lean Organisational Management

A lean organisation provides the greatest customer value with the fewest resources, a philosophy increasingly important in today's competitive business market. A sound understanding of the concept and benefits of a lean environment, as well as knowledge of business techniques and working in teams is essential. Our nationally recognised qualification is designed to provide individuals with an appreciation and understanding of some key principles of lean organisation management.

Course Content

- The concept of a lean environment
 - How to implement a productivity needs analysis
 - Continuous improvement techniques and the principles and techniques of workplace organisation
 - What makes an effective team
 - What makes an effective team leader

Mandatory units

- Lean organisation techniques in business
 - Business improvement tools and techniques
 - Working in business teams

Qualification

Fully Funded Level 2 Certificate Distance Learning

Guided Learning Hours 90

Course length 9 weeks

The image shows a spread of a mental health textbook. The left page, 'Section 1: Understanding concepts of mental health', contains several sections: 'Symptoms', 'Coping with mental health problems', and 'Common mental health problems'. Each section has a large, bold title at the top. Below each title is a brief explanatory text and a series of numbered bullet points. The right page, 'Section 2: Know the common types of mental health problems and illnesses', also has three main sections: 'What is a mental disorder?', 'Mental health problems', and 'Models of mental health problems'. These sections follow a similar structure with titles and bullet-pointed information.

Mental Health Problems

Mental health presents one of the greatest challenges to our society. With an estimated 450 million people worldwide suffering from a mental health problem, around a quarter of British adults will experience some form of mental health problem each year. While many elements of mental health are still not understood, having a good knowledge of the information that is available is essential in the care sector, or indeed any workplace.

Course Content

- Understanding and appreciation of mental health conditions
 - Signs, triggers and symptoms of mental health
 - How mental health affects an individual's ability to cope and function
 - Guidance to potentially manage and support them with their illness

Mandatory units

- Mental health
 - Stress
 - Anxiety
 - Phobias
 - Depression
 - Postnatal depression
 - Bipolar disorder
 - Schizophrenia
 - Dementia
 - Eating disorders
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Obsessive Compulsive Disorder (OCD)
 - Post-Traumatic Stress Disorder (PTSD)

Qualification

Fully Funded Level 2 Certificate Distance Learning

Guided Learning Hours **160**

Course length 10 weeks



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Section 1: Explore principles of healthy eating

Coronary heart disease (CHD)

One of the main causes of death in the UK, CHD occurs when fatty deposits inside the coronary arteries, which supply the heart with oxygenated blood, narrow the lumen. These narrowed arteries can restrict blood flow to the heart muscle. The main culprits are cholesterol and too much saturated fat which increases risk to CHD. It is also more saturated fat which increases risk to CHD than total fat. Reducing saturated fat intake by 30% would reduce the risk of heart disease by 20%.

High Blood Pressure leading to Stroke

Hypertension is a condition where blood is pumped round the body at too high a pressure. Having high blood pressure means that you are at greater risk of CHD and stroke. Salt intake from food however has been shown to lower blood pressure.

Type 2 diabetes

Type 2 diabetes is on the increase and obesity is a major risk factor. The risk of CHD, stroke, hypertension and type 2 diabetes are all increased in people with type 2 diabetes.

Osteoporosis

When we are young, minerals (especially calcium) are added to our bones to make them strong. As we get older, the age of 30–35 years, we start to have more ‘osteoclasts’ (cells that break down bone). After this age, bone is lost out of the body faster than it is put back in, and so is lost in addition to what is there again. Osteoporosis particularly affects women as when they reach the menopause they lose the hormones that protect our bones from being removed.

Tooth decay and gum disease

Tooth decay is caused by eating too much sugar, such as cakes, biscuits, sweets and fizzy drinks, fruit juice and chocolate. We all have bacteria in our mouths which feed on sugar. These bacteria produce acid, which eats away the enamel of our teeth and can lead to tooth decay. The amount of sugar intake is very important, it is essential to keep sugar intake to three times a day.

Some types of cancer

Cancer is a common cause of death in the UK and cancers such as breast cancer and bowel cancer are linked to diet. Eating a diet based on plenty of fruits, fruit and vegetables and low in fat can help to reduce the risk along with avoiding too much processed food, red meat, and alcohol.

Knowledge Activity 3: Give at least one dietary tip in order to reduce the risk of:

Condition	Dietary tips
CHD	
Obesity	
Osteoporosis	
Tooth decay	

Energy

Please read the following as it will help you to answer questions 8, 9 and 10.

Energy allows us to move about, sleep well, do work and be active. We need a certain amount to stay alive and keep the body working. Jobs such as the house cleaning, the washing and cooking and the objective of the body working all need energy. This amount is called the Basal Metabolic Rate (BMR).

There are three nutrients that provide energy. These are:

- carbohydrates (bread, rice, pasta, potatoes, fruit and vegetables)
- protein (meat, fish, eggs, dairy foods, nuts and pulses)
- fat (butter, lard, oil and margarine)

Each one provides a certain amount of energy:

Food carbohydrate	Energy in Kilocalories	Energy in Kilojoules
1g protein	15.8	65.6
1g fat	37.8	156.0

Basal Metabolic Rate (BMR)

Please read the following as it will help you to answer questions 8, 9 and 10.

BMR is the amount of energy your body uses to carry out basic functions, when you are at rest. Our BMR can be affected by age, gender, body size and weight. The result is also affected by temperature, which is a hormone produced in the body.

In the short-term factors such as stress, illness, temperature changes and fasting can all affect the BMR.

Calculating your BMR

There are two different equations for calculating BMR and some can be easier to use than others. This is only a rough way to calculate it as it multiplies body weight in kg by 10.

Example:

$$30 \text{kg woman would need: } 30 \times 10 = 300 \text{ kcal}$$

$$30 \text{kg woman would need: } 30 \times 576 = 1,728 \text{ kcal}$$

There are also internet sites which allow you to calculate your BMR by inputting your height, weight, age and gender. You could use one of these sites as an alternative to the calculation or simply use the table shown below.

This table provides an approximate guide to estimating your BMR:

BMR Kcal per day	Men	Women
By age		
Age 20	2,380	2,150
Age 30	2,637	2,389
Age 40	2,707	2,425
Age 50	2,389	2,150
Age 60	2,029	1,871

Nutrition and Health

The number of obese people in the UK has more than trebled in the last 25 years, reaching what many doctors believe to be 'epidemic' proportions. Insufficient nutrition can lead to a variety of health-threatening conditions; understanding the benefits of a balanced diet and the role of nutrition in the prevention and treatment of disease is fundamental.

Course Content

- Gain relevant skills, knowledge and understanding of key subject areas
- Food safety for the home
- Principles of healthy food preparation
- Connections between food and feelings

Mandatory units

- Healthy eating
- Consider nutritional needs of a variety of individuals
- Use food and nutrition information to plan a healthy diet
- Weight management
- Eating disorders
- Food safety for the home environment

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours **126**

Course length **10 weeks**



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Preparing to work in Adult Social Care

The need for adult social care continues to rise at a time when the system supporting that care is rapidly and significantly changing. With around 1.5 million people working in adult social care in England, care workers need up-to-date support and guidance in order to provide adequate person-centred care.

Course Content

- What to expect in the sector
- Person-centred care and safe working practices
- Duty of care and safeguarding
- Equality and diversity, safeguarding and protection

Mandatory units

- Communication
- Personal development
- Diversity, equality and inclusion
- Safeguarding and protection
- Duty of Care
- The role of the Social Care Worker
- Person-centred approaches
- Health and safety
- How to handle information

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours 179

Course length 16 weeks



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SAMPLE

Safe Handling

Section 1: Understand medication and prescriptions

This section will introduce the types of medicine you will come across in the work environment. You will also look at legislation and guidance about medicines.

The different types of medicine available and why they are used

Please **use the following as it will help you to answer question 1.**

Medicines play an important role in maintaining health, preventing illness, managing symptoms or curing disease. In general, there are two main types of medicine: prescription and over-the-counter (OTC). Prescription medicines are issued by a doctor or pharmacist, or by a dentist under their own license. These medicines are issued on a prescription, which is a written order for the medicine to be given to an individual who has been diagnosed with a particular condition or illness. The prescription will include details such as the name of the medicine, the strength, how much is required, how often it should be taken, how long it should be taken for, and any special instructions. OTC medicines are available without a prescription from a pharmacist or a healthcare professional. They are usually sold in larger quantities than prescription medicines, and may be more expensive. Some OTC medicines are available over-the-counter, while others require a prescription from a doctor or pharmacist.

Medicine names

There are many different types of medicine on the market, and most of them are given a brand name. A brand name is a unique name given to a product by its manufacturer. There are also generic names and some of which are generic names.

Fact

Generic names are based on the main ingredient of a medicine, and names may often sound similar. For example, aspirin is the generic name for the active ingredient in paracetamol. The brand name of a medicine is the name given by the manufacturer. Several companies may make the same medicine and each one will have their own brand name.

A very common medicine that is known by its generic as well as brand names is Paracetamol. Paracetamol is the generic name, but it is also sold under brand names such as Panadol and Calpol.

Section 1: Understand medication and prescriptions

The brand name of a medicine is usually written most prominently on packaging, and can be recognized by the size and style. The generic name must also be included on the packaging, often in smaller print. The generic name may have a different meaning to a medicine may vary in colour, shape and size. Different brands of a medicine may vary in colour, shape and size. Some who have been prescribed a medicine may be confused as to what it is for. This can lead to taking a tablet of one medicine instead of another. To avoid this, it is important to take the time to explain the purpose of the medicine to the individual. Understanding that the medicine is the same, and it is just the brand that has changed.

Knowledge Activity 1: Take a look at some medicines that are commonly used. Make a note of their generic names and their brand names.

Section 1: Understand medication and prescriptions

Some medicines are classified according to the **Controlled Drugs** to which they belong. Below are some of the more common groups of medicines that you are likely to come across in a work place setting. These groups have been grouped according to the type of **prescription** or **dispensation** or **dispenser** they are issued to.

Type of medicine	What medical need is it used for?	Examples of medicine in this group
Antibiotics	Antibiotics are used to treat bacterial infections. Some antibiotics are used to treat a wide range of bacterial infections, while others are specific to certain types of bacteria.	Amoxicillin Penicillin Vancomycin Erythromycin
Vasodilators	Vasodilators are used to widen blood vessels. This can be done to improve blood flow to the heart, brain and other organs.	Percatolene Brimonidine Morphine
Hypnotics	Hypnotics are used to help people sleep. They work by slowing down the activity of the brain and body.	Gabapentin
Analgesics	Analgesics are used to relieve pain. There are several different types of analgesics, including non-steroidal anti-inflammatory drugs (NSAIDs) and opioid analgesics.	Ibuprofen Paracetamol Codeine
Antidiabetics	Antidiabetics are used to treat diabetes. They help to regulate blood sugar levels by either increasing insulin production or decreasing insulin resistance.	Metformin Glibenclamide Pioglitazone
Antihistamines	Antihistamines are used to treat allergic reactions. They work by blocking histamine receptors in the body.	Cetirizine Promethazine Diphenhydramine
Antidepressants	Antidepressants are used to prevent and control symptoms of depression.	Fluoxetine Sertraline Citalopram
Antidiarrhoeals	Antidiarrhoeals are used to treat diarrhoea. They work by slowing down the movement of the gut.	Loperamide Imodium
Antihypertensives	Antihypertensives are used to treat high blood pressure. They work by blocking the action of hormones that cause blood vessels to narrow.	Atenolol Amlodipine Propranolol
Antipsychotics	Antipsychotics are used to treat mental health conditions such as schizophrenia and bipolar disorder.	Olanzapine Quetiapine Clozapine
Anticonvulsants	Anticonvulsants are used to treat seizures. They work by blocking the transmission of electrical signals in the brain.	Carbamazepine Valproate Lorazepam

Section 1: Understand medication and prescriptions

Controlled drugs are a sub-category of POM, and include medicines which may be easily diverted or used to abuse (e.g. morphine, pepitin and metoclopramide). These are some of the more common groups of medicines that you are likely to come across in a work place setting. These groups have been grouped according to the type of **prescription** or **dispensation** or **dispenser** they are issued to.

Fact

These drugs are very powerful and as well as being very beneficial to people, they can also be dangerous if misused. For example, they can be addictive, causing dependency and withdrawal symptoms. If taken inappropriately, they can be very dangerous if given to the wrong person, especially if they are not because they are highly dangerous if given to minors who supply illegal drugs.

Current legislation and guidance relating to medication

Medication is controlled by law. There are strict regulations and guidelines that state where, when, how and under what circumstances medicine can be dispensed. An understanding of these regulations and guidelines can be found here.

Legislation

The Medicines Act 1972 and the Medicines and Control of Substances Act 2005 set out the classification of medicines and controls of controlled drugs. The purpose of this Act is to regulate controlled drugs in order to prevent the misuse, abuse and illegal distribution of controlled drugs.

A special licence is required in order to stock, manufacture and/or sell this class of drugs and to ensure strict management of non-controlled medicines. Controlled drugs are controlled by the Home Office, and are not controlled by the Medicines and Control of Substances Act 2005.

The Act requires to obtain a license from the Home Office, manufacture, import and export upon the possession, supply, transmission, supply and manufacture of controlled drugs, except where the Medicines and Control of Substances Act 2005

SAMPLE

Safe Handling of Medication

Modern medicines are powerful substances which have beneficial effects for millions of people worldwide. However, inappropriate use or handling of these substances can have severe consequences, including death. Having good up-to-date knowledge of the safe handling of medicines is essential for anyone working with medication.

Course Content

- Gain good up-to-date knowledge of the safe handling of medicines
 - Maintain stock and record, store and dispose of medication
 - Different types of medication and how they are classified
 - Correct procedure for record keeping and the audit process
 - Gain relevant skills, knowledge and understanding to improve service user experience

Mandatory units

- Medication and prescriptions
 - Supply, storage and disposal of medication
 - Requirements for the safe administration of medication
 - Record keeping and audit processes for medication

Qualification

Fully Funded Level 2 Certificate Distance Learning

Guided Learning Hours **120**

Course length 10 weeks

CQM Learning

To enquire about this course, call Claire at CQM Learning
0114 281 5761 or claire.eley@cqmlearning.co.uk

The key features of unsatisfactory customer service

Unsatisfactory customer service will usually have a very negative impact on a retail business. There are a number of features of unsatisfactory service that must be avoided if the business is to succeed. Try the next activity to see how many you can think of.

A Activity 1: Case Study – Josie has an unsatisfactory customer experience

Look at the following case study example. Make a note of the features of unsatisfactory customer service you identify.

Josie shopped online for some garden furniture. The website that she found advertised same day delivery for up to 100 miles away and within 24 hours. In the order she chose took three days to arrive and when she opened it she found that there was a lot of damage. When she contacted the company who sold her the furniture and asked for a replacement or a refund of the money she had been charged, they were missing and refused to accept responsibility for the damage. When she phoned up to ask about the missing parts, the person who answered the phone told her that he didn't know anything about the product. When she received an email response to her query, the company was unable to provide an up-to-date status service because the particular line of goods had been discontinued.

STOP AND THINK

How would unsatisfactory customer service affect a retail business? Add your thoughts below.

Did you think about any of the following effects?

- Reduced traffic – fewer people visiting the outlet or website
- Reduced sales
- Higher wastage through lack of sales
- Competitors take a larger share of the market
- Low employee morale resulting in increased absence and lateness
- Damage to the reputation of the business.

Key Fact

Poor customer service will seriously damage the reputation of a retail business. Once a good reputation is lost it is difficult to regain it.

Retail Operations

The retail industry is subject to a number of pressures. These include changes in shopping habits and the recent economic downturn which reduced consumer spending. However, as consumer confidence begins to grow, it is important retail support staff are fully trained and equipped to represent your business and to meet the need of your customers. Aware that removing staff from the 'shop floor' applies pressure to rota's, this training can be carried out in the learner's own time via our tried and tested flexible learning approach.

Course Content

- Different aspects of the retail industry
- Customer payments and the selling process
- How to provide good customer service
- Deal with queries and complaints
- Basic retail law and the importance of correct stock control

Mandatory units

- Customer service in the retail sector
- Tailor selling process
- How individuals and teams contribute to the effectiveness of a retail business
- How a retail business maintains health and safety on its premises
- Retail consumer law
- How to deal with customer queries and complaints in a retail environment

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours **118-136**

Course length **13 weeks**

Stewarding at Spectator Events

The security industry is one of the fastest growing industries in the UK, with stewards being used at a variety of spectator events. This explains why security services company G4S is the world's third largest private sector employer, with more than 620,000 employees. It may also explain why there are nearly 400,000 people within the UK holding a Security Industry Authority (SIA) licence.

This online course will provide learners with an introduction to the role of a steward at spectator events. Learners will develop knowledge and understanding of the key concepts which underpin spectator control, crowd monitoring, communication, teamwork and health and safety.

Mandatory units

- Control the entry, exit and movement of spectators at events
- Monitor crowds and respond to potential crowd problems at spectator events
- Prepare for spectator events
- Respond to injuries, illnesses and other emergencies in active leisure and learning
- Understand how effective teams work
- Health and Safety in a work environment
- Fire safety principles
- Safeguarding children and people at risk at spectator events

Qualification

Fully Funded
Level 2 Certificate
Distance Learning (online)

Guided Learning Hours **145**

Course length **12 weeks**



To enquire about this course, call Claire at CQM Learning
0114 281 5761 or claire.eley@cqmlearning.co.uk

Section 4: Understanding mental health legislation

Mental Capacity Act (MCA) 2005

The Act is designed to protect people who are unable to make decisions for themselves or lack the mental capacity to do so through normal communication. It protects the rights of vulnerable adults, it can also be used when a person is approaching the end of their life and where there is a decision about their final medical treatment.

Legal provisions

The implications of the Act stipulate the following for a service user's protection of their rights:

- give or withhold consent to do something through normal communication
- make decisions about their welfare and property on their behalf at a future time
- allow service users to make choices about whether they would like other service users to represent them
- other decisions concerning personal welfare or property and others to be made in the best interests of the service user when they have not made any future plans and decisions themselves
- service users to make decisions which appear to be in the best interests of the service user when they have not made any future plans and decisions themselves (MCA) to support service users who lack the capacity to make decisions for themselves
- when there is no family or friend to be consulted by carers who have honesty and reasonably provide protection against legal action by carers who have honesty and reasonably act in the best interests of service users
- provide clarity and safeguards around research in relation to those service users who lack capacity

Section 4: Understanding mental health legislation

IMCA wif:

- meet and interview the service user (in private if possible)
- promote mental health and social care records
- ask the views of professionals and paid workers
- ask the views of anybody else who can give information about the wishes and feelings, beliefs or values of the person
- first other information that may be relevant to the decision
- seek out what the service user has been involved with in making the decision and what values and beliefs would be if their head of service user was involved
- make sure that different options have been considered
- decide whether to ask for a second medical opinion where it is a serious challenge inappropriate decisions

Section 4: Understanding mental health legislation

Knowledge Activity 4b: If you were unable to make your own care planning decisions, who would you choose if anyone to be your trusted person with Lasting Powers of Attorney? Describe why you feel confident in this person and list examples of the types of decision-making you would expect them to understand.

Working with people with Mental Health Needs

Mental health presents one of the greatest challenges to our society. With an estimated 450 million people worldwide suffering from a mental health problem, around a quarter of British adults will experience some form of mental health problem each year. While many elements of mental health are still not understood, having a good knowledge of the information that is available is essential in the care sector.

Course Content

- Gain skills and understanding to improve the experiences of service users
- The importance of duty of care in adult health and social care
- The role of the mental health worker
- The correct approach to care and management

Mandatory units

- The role of the mental health worker
- Mental health and mental health issues
- Duty of care in adult health and social care
- Approaches to care and management in mental health
- Change and support in relation to mental health

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours **155**

Course length **10 weeks**



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Understanding Autism

Autism is a spectrum condition that affects how a person communicates with others and how they interpret the world around them. There are around 700,000 people in the UK with autism – more than 1 in every 100. Having a clear understanding of the misconceptions, diagnoses and support surrounding autism are just some of the essential skills needed when working in mental health.

Course Content

- How individuals with autism process sensory information
- Characteristics that may be present in individuals with autism
- Conditions that commonly occur with autism
- Common misconceptions surrounding autism
- How speech, language and communication may differ in people with autism
- Recognise how legislation and guidance underpins support

Mandatory units

- Introduction to autism
- Using a person-centred approach to support individuals with autism
- Communication and social interaction
- Sensory processing, perception and cognition
- Supporting positive behaviour
- Recognise how legislation and guidance underpins support

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours **152**

Course length **10 weeks**



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Understanding and Managing Diabetes

There is an emerging global epidemic of diabetes. In the UK alone, 3.2 million people are diagnosed with the disease and an estimated 630,000 people have the condition but don't know it. It is believed that deaths from diabetes will rise by more than 50% in the next ten years. Simple lifestyle measures can be effective in preventing or delaying the onset of this chronic, debilitating and often deadly disease.

Course Content

- Diabetes diagnosis and initial care
- Importance of ongoing care
- Correct treatment of diabetes to control blood sugar levels

Mandatory units

- Understand diabetes
- Prevention and early intervention of Type 2 diabetes
- Initial care of diabetes
- Treatment and management of diabetes

Qualification

Fully Funded
Level 2 Certificate
Distance Learning

Guided Learning Hours 105

Course length 10 weeks



To enquire about this course, call Claire at CQM Learning
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