

Sharing time and talents: building caring communities



Volunteering in care homes
volunteer induction



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Introduction

This handbook has been co-produced for and with people involved in the Volunteering in Care Homes project including volunteers, volunteer centre staff, care home staff and, where practicable, residents and relatives.

It offers information to support a three hour induction that enables volunteers in care homes to engage safely and confidently with residents in the care home environment.

The standards it contains are linked to some of the Care Certificate standards and support the underpinning knowledge requirements of those involved in or considering a career in social care. It contains templates that have been designed to help promote thinking and to enhance the volunteers' experiences of supporting residents in care homes. These can be used with individuals and/or groups.

Guidance on the practical aspects of volunteering such as payment of expenses and who to contact for support will be provided in your one to one induction.

Care home environments provide many opportunities for volunteers to support not only individuals, but also groups, enabling people to enjoy new and/or familiar experiences and activities.

It is very important that volunteers do not feel overwhelmed by the care home environment and that they do not take on responsibilities that are outside their remit. The information in this handbook is an aid to ensure a safe, secure, positive experience for all.

The Volunteering in Care Homes project

The Volunteering in Care Homes project is funded for three years, (April 2013-March 2016), by the Department of Health.

The project aims to demonstrate that volunteer involvement leads to improvements in residents' quality of life and strengthens local communities.

Operating in five Clinical Commissioning Group (CCG) areas in England*, it partners volunteer centres with care homes, where volunteers are recruited to share their time and talents in bespoke activities with older residents in care homes.

*pilot areas are NHS Blackburn with Darwen CCG, NHS Oldham CCG, NHS Shropshire CCG, NHS South Derbyshire CCG, NHS Central London CCG.

Knowing me, knowing you

Perhaps one way to discover how best to get to know someone is to remember who you are. It is easy to forget that at times - we are all people in need of care and support. However, we do not all have to be in receipt of a service to meet our needs.

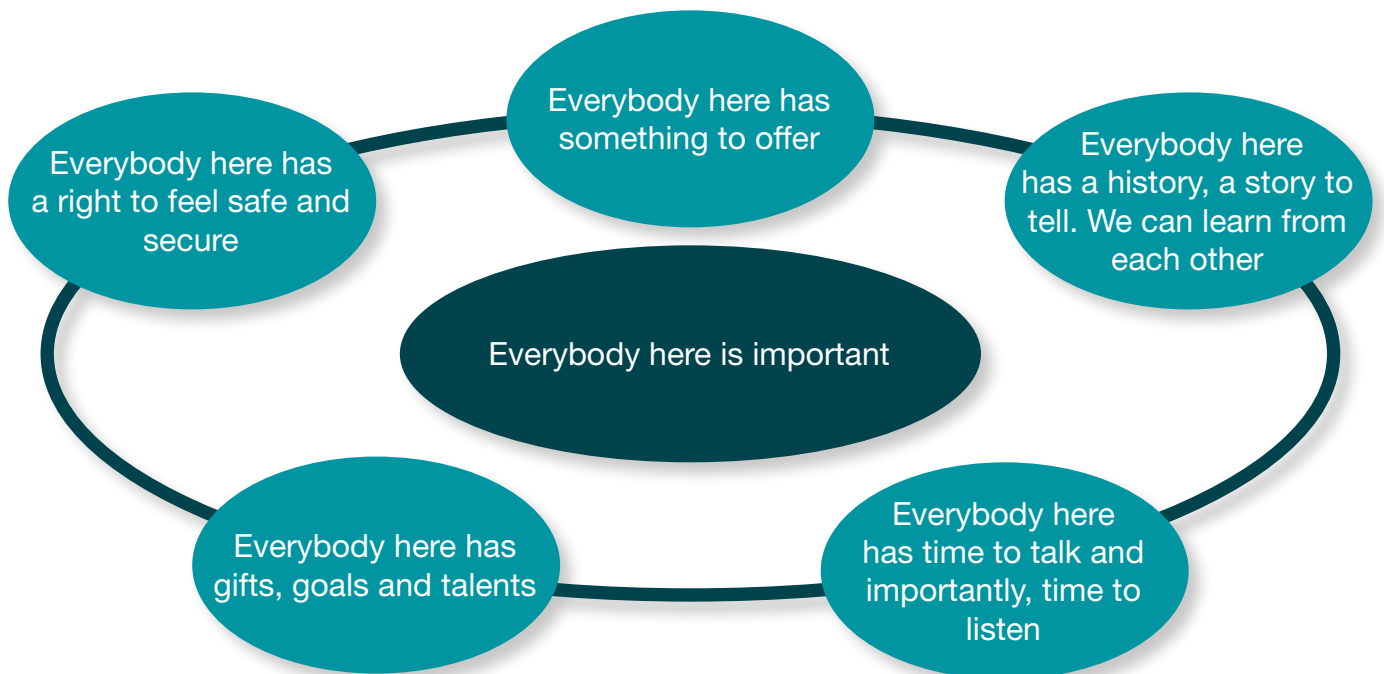
This diagram helps you to reflect on your needs and is therefore a good thing to do for yourself, prior to asking others to complete it. It can be used in many different settings, for example in groups, with people who are new to you, with your family and friends. It is an aid to understanding a person, so it is therefore relevant for everyone. You do not have to be involved in social care to benefit from completing it.



Everybody here

There are many people who come into close contact with one another in a care home environment. There are people who are in need of care and support, their family, friends and members of the local community, paid care workers, social workers, nurses, cleaners, cooks, gardeners, to name but a few. Each and every person makes a very important contribution to the health and wellbeing of all and helps to ensure quality in the care that is provided.

One thing to remember is that everybody here is treated with dignity and respect. This diagram can help you to remember that everybody has a story to tell.



Roles and responsibilities

There are a number of different roles and responsibilities in residential care homes. This diagram offers an overview of some of those roles and responsibilities.

The owner may be a different person to the registered manager. The owner may own the building and business, but the registered manager is responsible for the day to day delivery of the care service.

The workforce can be made up of a variety of job roles. These include care workers, health support workers, cooks, chefs and domestic workers. All make a very important contribution to the quality of care, as do volunteers. Resource 1 (page 14) will enable you to reflect on how other people may assist you in your role.



Getting enough information

1	The health and social care worker's role
2	Personal boundaries
3	Effective communication
4	Equality and inclusion
5	Implementing duty of care
6	Safeguarding adults at risk
7	Person-centred support
8	Health and safety
9	Who to contact



1 The health and social care worker's role

It is important that volunteers understand the difference between the level of care and support that the paid workforce will provide and their own level of involvement.

Volunteers are not expected to support people with personal care needs, such as using the bathroom, getting dressed and administering medication. When a paid member of staff is on duty they are expected, and will have been trained to carry out their duties to a certain standard and to expected outcomes. They have a duty to record and report on all aspects of their work during every shift and add or make comments on an individual's file to ensure consistency of care. These are the areas that the care home will provide you with more information on. Resource 2 (page 15) will enable you to list the records that are kept in a care home.

2 Personal boundaries

Learning new things and experiencing new opportunities are important for us all. They help us improve what we are doing. Essential learning and understanding for volunteering in a care home environment includes:

- making sure those who are paid to undertake a job are aware of all the things that impact on the work they do
- knowing and understanding what is okay and not okay to share with the people you support
- being aware of what is okay and not okay to offer.

Resource 3 (page 16) will enable you to think through how you would behave in certain scenarios.

3 Effective communication

Communication is key to building and sustaining relationships. It is important that people are aware of the different ways people communicate. Good communication is not just about speaking clearly – it is also about checking that people can understand what you are saying to them. This ranges from simply having an understanding of what is being said to knowing how to establish an individual's communication and language needs, wishes and preferences. Resource 4 (page 17) gives you an opportunity to reflect on how to communicate effectively.

As a volunteer, it is also important that you are aware of when and what not to communicate. Confidentiality issues and the Data Protection Act mean that you should know how to protect people's information. People in need of care and support have to share their information with many people. The important question for you to remember is: do more people need to know and is it your information to give away?

4 Equality and inclusion

It is crucial to social care that everyone understands what is meant by diversity and discrimination and knows how to support an open culture in day-to-day activities. Everyone should feel that they can make a valid contribution and enjoy and celebrate individual differences and diversity.

5 Implementing duty of care

Duty of care can sound complicated, but it is not. The principles are all things we would expect to do for each other in our neighbourhoods and communities. Paid staff have an extra responsibility, and they are trained to know and understand what can and can't be done. Again, these principles are things that are familiar to us all. For example, don't hit people in your care, know how to respond to and take positive action on complaints, be an okay person at work and do not turn up under the influence of alcohol or drugs. It is important not to share an individual's information with others; information should only be shared on a need-to-know basis, for example ambulance staff being told what medication has been taken. Paid staff will have been trained in risk assessments that identifies difficult dilemmas between people's wishes and wants, health and safety and outcomes. Remember that communication is key. **If you are in doubt about any aspect of a response to an individual, check it out – there is no harm in asking.** If you don't feel it is okay to ask, there is something wrong and this needs more attention and advice from others.

6 Safeguarding adults at risk

Everyone in a care home is in a position of trust, and the individuals you are supporting may see you as being more powerful than them. It is crucial that everyone is able to identify signs of people who may be suffering harm/abuse and is aware of the home's whistle blowing policy, (more information on this is included in the 'further information' section). It is important that you know what to do if you suspect harm and/or abuse – the care home will have a policy that says clearly what must happen and the steps to take. Make sure you ask about this and know and understand what to do.

7 Person-centred support

Person-centred care and support means that care and support is centred or focused on the person and his or her needs. Everyone is an individual, and people with the same medical condition, for example dementia, do not necessarily require the same care and support. You will be developing relationships with the people you support. Part of getting to know somebody includes finding out about their needs, culture, means of communication, likes, dislikes, family and professionals' involvement so you can help provide personalised care and support. Simple things can make a real difference. For example, calling people 'residents' is a true reflection of their situation, but it is a collective description that suggests the care home is the most important thing in their life. Thinking and speaking differently, for example by saying 'Annie Smith, who lives here', will help to remind everybody that they must put the person first and the service second.

8 Health and safety

We cannot all possibly know everything about all things. However, what we can do is try and identify what we need to know in any given situation.

In order to maintain a safe and secure living and working place, we are all guided by the Health and Safety at Work Act. All care homes have written policies on what should be done to prevent incidents and accidents. Resource 5 (page 18) provides you with an opportunity to consider the policies that are important to you in your role. Risk assessments are carried out on all aspects of activities, including hot water temperature, manual handling of people in need of support and fire precautions. These are all necessary, and we all have a duty to do what we can to minimise the risk of hurt and harm. **The rule to remember is: if in doubt, check it out.** There is no such thing as a daft question when it comes to keeping people safe.

You may find it helpful to think about each important area for residential care and say how confident or not you feel about each one. It would be useful if you could share and agree to review this with the person who is supporting you in your volunteer role. It will help you to not only identify your learning needs, but also be a simple way to reflect on and measure your learning. Resource 6 (page 19) is a mapping exercise which can be used to record how confident you feel in each area of residential care.

9 Who to contact

The key message in this induction is that if you have any questions about your role, the residents or the care home, please do ask. The first point of contact will be the person who is responsible for supporting you in the care home and you will be introduced to this person at your induction. If this person is not available, do talk to the person in charge. **Remember, if in doubt, check it out.**

Exploring myths

You will have probably heard lots of reports in the media about practices in care homes. Volunteering is an ideal opportunity for you to explore the situation for yourself and make a valuable contribution to ensuring safe, secure appropriate environments for some of the most vulnerable people in society.

Being part of a team of people that looks after people in need of support is one of the most rewarding ways to spend your time. The majority of care and support provided is excellent, well managed and regulated. However, wherever we have people with people, things can and do go wrong. Volunteering in the social care sector means that you're in the privileged position of becoming involved in people's lives. Trust is crucial if the services that are provided are to remain an appropriate option for people who are in need of care and support in a residential unit.

Myths	Reality
Care homes are abusive places.	Despite recent cases of abuse that have received high profile media coverage, abuse is far from normal in the sector. Most residential care homes in the country are considered 'outstanding' or 'good' by their inspection body, the Care Quality Commission (CQC).
Care homes are not welcoming places to the public.	Many of the people living in care homes are extremely vulnerable and a sense of security is vital for their quality of life - outsiders can be perceived as threatening, regardless of their good intentions. Care homes have a responsibility to keep their residents feeling safe, which can translate into being less open than other organisations. Generally, care homes don't have a long history of working with volunteers and public groups so may not be familiar with the best ways to welcome the public. But this is getting better – there is now more of a priority from their inspection body, the CQC, for them to be open, and care homes are responding.
Volunteering is just a way of delivering services on the cheap at a time government savings are being made.	Volunteering requires investment and resource to ensure it is adequately supported e.g. through providing training, out of pocket expenses and management for volunteers. This investment in the development and support of a volunteering programme is essential to maximising the benefits for volunteers, residents and the community. In most programmes the value of these benefits often outweighs the costs.

Understanding and acknowledging your emotions

Getting to know the residents within a care home, hearing their life stories and sharing new experiences with them can be very rewarding. It is understandable that you will grow to like and care for the residents you support. However, given the fact that care homes look after frail older people, it is highly likely that some of the residents you support may die which you could find upsetting.

The table below describes the different emotions you may feel when you are grieving and how they might affect you. It is not a checklist. Give yourself permission to feel them. Know and understand that they are all part of human processes; a natural experience of being a person and that on this occasion you are experiencing them in your role as a volunteer in a care home. Resource 7 (page 20), will help you to reflect on your emotional responses to a variety of potential scenarios within a care home.



Adapted from the Kübler-Ross Grief Cycle

Listed below are some suggestions to help you manage these feelings and keep you safe and well.

- **Face your feelings.** You can try to suppress your emotions, but you can't avoid them forever. In order to heal, you have to acknowledge the pain. Trying to avoid feelings of sadness and loss only prolongs the grieving process. Unresolved grief can also lead to complications, such as depression, anxiety, substance abuse and mental health problems.
- **Express your feelings in a tangible or creative way.** Write about your experience. If you've lost a loved one, write a letter saying the things you never got to say, make a scrapbook or photo album celebrating the person's life or get involved in a cause or organisation that was important to him or her.
- **Look after your physical health.** The mind and body are connected. When you feel good physically, you'll also feel better emotionally. Combat stress and fatigue by getting enough sleep, eating a balanced diet and exercising. Don't use alcohol or drugs to numb the pain of grief or lift your mood artificially.
- **Don't let anyone tell you how to feel, and don't tell yourself how to feel.** Your emotions are your own, and no one else can tell you when it's time to "move on" or "get over it". Whatever you feel, let yourself feel free, without embarrassment or judgement. It's okay to be angry, to yell at the heavens, to cry or not to cry. It's also okay to laugh, to find moments of joy and to let go when you're ready.
- **Plan ahead for emotional 'triggers'.** Anniversaries, places and milestones can reawaken memories and feelings. Be prepared for an emotional wallop and know that it's completely normal.

Face your feelings	■ Acknowledge the pain
Develop your feelings	■ In a creative way
Look after yourself	■ Sleep, eat and rest
Don't let people tell you how you feel	■ It is your emotion - only you can feel it
Plan ahead - there is more to come	■ Plan your coping strategies

My coping strategies

Sometimes we jump into rescuing people and providing them with advice, information and guidance, without reference to our personal experience. Resource 8 (page 26) will provide you with an opportunity for you to reflect on what has worked in the past when you have experienced differing life events. It is also a useful exercise for teams of people to do and also, if appropriate, to work through with the people you are supporting.

Ten top tips for coping

What to do

1.	Keep breathing (this is very important)
2.	Keep things in perspective
3.	Talk to people
4.	Ask for support
5.	Acknowledge how you are feeling
6.	Give yourself permission to feel that way
7.	Allow time - it is a great healer
8.	Keep doing things that make you feel good
9.	Avoid over indulgence in all things bad for you
10.	Prepare yourself - there is more to come

What not to do

1.	Panic
2.	Think you are the only person this has happened to
3.	Withdraw from people
4.	Compare yourself with others who have experienced this
5.	Blame yourself
6.	Forget others who are suffering
7.	Forget that what does not kill us makes us stronger
8.	Think things should be better now
9.	Reflect too much on the situation
10.	Think that any one of these tips can make the feelings disappear

Top tips for volunteering in care homes

Volunteering is not new in care homes. Here are some tips for you to consider when volunteering in a care home.

1	Put yourself in other people's places. Try to imagine how it is for everyone around you – the owner, the workforce, people who live there and their relatives and friends
2	IF IN DOUBT, CHECK IT OUT. If you feel unsure about anything, there will always be somebody to ask
3	Do your research. Talk to people – the owner, the workforce, people who live there, their relatives and people in the local community.
4	Don't assume that what you're doing is new. Being with people is something we have done all our lives.
5	Don't assume that what you are doing is removed from your own experiences. We could all be in need of care and support at any time of our lives.
6	Ask yourself: 'Is it good enough for me? Is it good enough for you?'
7	Don't be afraid of learning – we do it day in and day out. You need to know certain information to keep all involved safe and secure. In further training, you can learn about and add your own experience to subjects such as health and safety and confidentiality.
8	Don't make promises you wish you hadn't. This is a different relationship to that of a friend, which is a mutual support system. This is a relationship where one person is in need of care and support. You need to maintain your personal boundaries.
9	Manage your own and others' expectations. Be clear with people about how much of your time and skills you are willing to share and when.
10	Avoid surprises. Explain your role, why you will do some things but not others, why you can't, for example, keep secrets if you are told information that you think others need to know.

(Additional tip: it is best to do this before people tell you any secrets, so they can choose whether they want you to know.)

Getting ready

Sometimes writing things down is a useful reminder of what you need to do. It is also good to know the aim of what you are doing, the action required and the planned outcome. Ask yourself: 'Why am I doing this?' The following table is just an example.

Aim	Action	Outcome
Make sure people know where I am, what I am doing and with whom.	Ensure I sign into the building and share my plans with the staff on duty.	Everyone is clear about what is happening in the building, where, when and why.
Make sure everyone knows who I am and why I am there.	Work out a short introduction that tells people about me and why I am here - say it up front so people don't ask when things are needed.	Everyone is clear about my role - what I will and won't do - so they understand when I don't do certain things e.g. personal care.
Ensure ease of access to and from people.	Know who is on duty and who is in charge.	It is easy to report any incidents or unusual occurrences.
Ensure I have enough information on a need-to-know basis.	To keep myself and the person I am supporting safe.	Positive risk taking is promoted and supported.

Helpful handouts

- **Resource 1** - Other people I might meet Page 14
- **Resource 2** - Record keeping log Page 15
- **Resource 3** - Personal boundaries Page 16
- **Resource 4** - Communicating effectively Page 17
- **Resource 5** - Agreed ways of working Page 18
- **Resource 6** - Confidence mapping Page 19
- **Resource 7** - The U in volunteers Page 20
- **Resource 8** - My coping strategies Page 26
- **Resource 9** - Workshop outline Page 27

Resource 1 - Other people I might meet

Think widely, there are lots of different people with various roles within a care home, but also roles within the wider community that are relevant to the person or people you support. Reflect on how other people may assist you in your role and consider how you might work closer with them.

Name of person	Role they carry out	How this may affect or support your role
June Smith	Organises activities in the care home	Is my key contact in the care home and provides guidance to me on who to support, as well as tips on activities that may help to engage the residents

Resource 2 - Record keeping log

Use this template to list records that you know are needed to be kept in a care home.

Type of record	Purpose of record	List sections you have to complete	How often does this section need updating?
Volunteering signing in book	Lists who is in the building in case of fire	Date, name, time in and time out	Every time I visit - on entry and on leaving

Resource 3 - Personal boundaries

Choose three relevant scenarios from below, or of your own, and outline what you think you should do.

1. A person you support asks you personal information about your family and where you live.
2. A person you support gives you a gift (would the response be different according to the gift, such as flowers, box of chocolates, or jewellery?)
3. A person you support or their carer asks you out for dinner.
4. A person you support or their carer invites you to be their Facebook 'Friend'.
5. A person you support asks you to arrange a date for them.

Your chosen scenario

What do you think you should do?

Your chosen scenario

What do you think you should do?

Your chosen scenario

What do you think you should do?

Resource 4 - Communicating effectively

A person's personal situation may affect their ability and wish to communicate which could lead to even their basic needs not being met. In order to support a person effectively you must build up a good relationship with them. There are often various barriers that can prevent us from achieving good communication. We need to be aware of these so that we can find a solution.

Communication barriers can include:

- people speaking different languages or with unfamiliar accents
- sensory impairment such as speech or hearing difficulties
- distress
- physical or mental illness which can affect concentration or memory
- level of literacy or inappropriate use of vocabulary and jargon.

Training will enable you to be aware of barriers and teach you the skills to overcome them. If you feel you need further training in this area talk to the person who is supporting/managing you.

Top communication tips

- Don't assume anything – always check understanding of what you have said
- If you are unsure of what to say – reflect back what has been said to you
- If in doubt check it out – lack of communication could be due to an illness or sensory impairment
- Ask people how best you can communicate with them
- Open ended questions invite communication
- Closed questions shut communication down
- Allow for silences – it may be people are thinking

Have you come across any difficulties in communicating with someone? List what difficulties you had here.

How did you overcome these difficulties?

Resource 5 - Agreed ways of working

Consider the agreed ways of working in the care home where you volunteer - what is the way of working and how will it affect your role?

Subject area (may be name of a policy)	What is the way of working? How does it affect my role?
Safeguarding vulnerable adults	If I have concerns that a resident is being treated (by staff, volunteers, other residents, friends or family), in a way that is abusive, I report my concerns immediately to the person on duty who is in charge of the home.

Resource 6 - Confidence mapping

You may find it helpful to think about each important area for residential care and say how confident or not you feel about each one. It would be useful if you could share and agree to review this with the person who is supporting you in your volunteer role. It will help you to not only identify your learning needs, but also be a simple way to reflect on and measure your learning.

1. Personal boundaries



2. Health and social worker's role



3. Effective communication



4. Equality and inclusion



5. Implementing duty of care



6. Safeguarding adults at risk



7. Person centred support



8. Health and safety



Resource 7 - The 'U' in volunteers

These additional learning materials have been designed to support volunteers when dealing with difficult and/or conflicting emotions.

They aim to equip volunteers to prepare for difficult and demanding situations that they may come across and offer coping strategies.

Scenario exercise 1 - Elsie

Scenario

- You have been supporting Elsie for four years. She has talked to you on many occasions about her end of life care. You know that she wishes to be buried with her husband and to have the song 'That's Life' played as the curtains close on her life.
- In the four years you have known Elsie, you have never heard her mention a daughter.
- On Elsie's death, her daughter turns up and you try to explain that you have some useful information about Elsie's wishes.
- You are told that arrangements have already been made and that Elsie will be cremated and her ashes placed in the local cemetery – 200 miles away from where her husband is buried and the song 'Amazing Grace' will be played.
- What do you feel, think, say and do?

Exercise

Emotions	
Feel	
Think	
Say	
Do	

How may these emotions differ:

If you were family	If you were friends	If you were paid workforce

Scenario exercise 2 - Jack

Scenario

- You have been supporting Jack for two years. It has been a good relationship and you feel that you and he are close.
- After many years of no contact from his family, they turn up to visit. Following the visit, you are told that the family no longer want you to support Jack – they feel it is an inappropriate relationship. No other details are given.
- The registered manager suggests that you support Jim instead.
- What do you feel, think, say and do?

Exercise

Emotions	
Feel	
Think	
Say	
Do	

How may these emotions differ:

If you were family	If you were friends	If you were paid workforce

Scenario exercise 3 - Alice

Scenario

- Alice is the first person for whom you have been a volunteer. You are proud of your achievements in your contact with her and feel a real sense of pride in your time spent with her.
- Three weeks into your planned contact, Alice says that she no longer wishes to see you again.
- What do you feel, think, say and do?

Exercise

Emotions	
Feel	
Think	
Say	
Do	

How may these emotions differ:

If you were family	If you were friends	If you were paid workforce

Scenario exercise 4 - Norman

Scenario

- You have been supporting Norman for just over a year. When a new resident moves into the care home, he tells you that Norman was a paedophile and abused young children.
- You suddenly feel that you can no longer be in the same room as him.
- What do you feel, think, say and do?

Exercise

Emotions	
Feel	
Think	
Say	
Do	

How may these emotions differ:

If you were family	If you were friends	If you were paid workforce

Scenario exercise 5 - Keith

Scenario

- You have been supporting Keith who is 89 and a Second World War veteran. He was told by the care home manager that he could not attend the D-Day events in France.
- Keith decided to disregard the decision, put on his medals and set off to join the events on the beaches of northern France for the 70th anniversary of the landings.
- What do you feel, think, say and do?

Exercise

Emotions	
Feel	
Think	
Say	
Do	

How may these emotions differ:

If you were family	If you were friends	If you were paid workforce

Resource 8 - My coping strategies

Sometimes we jump into rescuing people and providing them with advice, information and guidance, without reference to our personal experience. This exercise will provide you with an opportunity for you to reflect on what has worked in the past when you have experienced differing life events. It is also a useful exercise for teams of people to do and also, if appropriate, to work through with the people you are supporting.

Significant life events

good experiences and emotions

How I felt and what I did:

Significant life events

bad experiences and emotions

How I coped and what got me through:

Resource 9 - Workshop outline

The standards in the workshop support the underpinning required knowledge of those involved in or considering a career in social care.

* Denotes essential learning

Denotes additional learning

Guided learning workshop	Aim	Learning outcomes	Date/time/facilitator	Venue/resources
Role of the volunteer (*)	Understand your role as a volunteer	Understand your relationship to: <ul style="list-style-type: none"> ■ the organisation ■ the manager and workforce ■ the people you support, their families and friends 		
Safeguarding adults at risk (*)	Recognise and know how to respond to signs and symptoms	<ul style="list-style-type: none"> ■ Define types of abuse ■ Identify signs and symptoms ■ Know the actions you must take if you suspect abuse 		
Effective communication (*)	Consider how to communicate with the people you support and others			
Equality and inclusion (*)	Recognise the value and importance of equality and inclusion			

Person centered support (*)	Recognise the person before the situation			
Personal boundaries (*)	To know, learn about and understand the environment you are in and how what you do contributes to it	<ul style="list-style-type: none"> ■ Be aware of how your previous life experience, attitudes, values and beliefs impact on the way you are ■ Understand the value of others. ■ Identify your own information needs 		
Health and safety (*)	To ensure enough information has been provided to enable a safe working environment	<ul style="list-style-type: none"> ■ Understand the main points of the agreed health and safety policies in the social care setting ■ Know your main health and safety responsibilities and those of; <ul style="list-style-type: none"> ■ the manager/workforce ■ the people you support 		
Implementing duty of care (*)	Know how you contribute to safeguarding the people you support	<ul style="list-style-type: none"> ■ Know how to handle comments and complaints ■ Know the procedures for incidents, errors and near misses 		
Dementia Friends (#)				
Dignity workshop (#)				
Skills for life and employability (#)				

Care careers (#)					
Social care/work qualifications (#)					

Glossary

Care homes (residential)	24-hour personal and practical support that enables people to maintain their independence, while offering assistance with everyday tasks such as bathing and housekeeping.
Care homes with nursing (nursing homes)	Provides services for those with specialised nursing needs. Care homes providing nursing care offer the additional assurance of qualified nursing staff who are on hand 24-hours a day to deliver medical care and other forms of specialised support
Dual registered care	This term describes a combination of residential and nursing care. Care homes offering this type of care are often suitable for couples who have different care needs.
Specialist dementia care	Provides specially adapted environments for people living with dementia.

Further information

Dementia Friends www.dementiafriends.org.uk	Dementia awareness is not covered in this induction. For further information, please sign up to the free dementia awareness sessions offered by your local Dementia Friends.
Dementia Friendly Communities www.alzheimers.org.uk	Useful information, tools, resources and free local training about dementia.
My Home Life www.myhomelife.org.uk	My Home Life was initiated in 2006 by the National Care Forum and Help the Aged (now Age UK). It has become a high-profile social movement to promote residents' quality of life in care homes.
Health and Social Care Act factsheets www.gov.uk/government/publications/health-and-social-care-act-2012-fact-sheets	Important information about health and social care policy.
Care Quality Commission www.cqc.org.uk/search-criteria/care-homes	An organisation that inspects and regulates care homes.
NCVO www.ncvo.org.uk	National Council for Voluntary Organisations provides good practice guidance on volunteering.
Skills for Care www.skillsforcare.org.uk	An organisation that provides information about skills in the social care sector.
SCIE: end of life care www.scie.org.uk/adults/endoflifecare	Resources and guidance about end of life care.
SCIE: whistleblowing http://www.scie.org.uk/socialcaretv/video-player.asp?v=improving-organisational-practice	A film about whistleblowing.
Health and Safety Executive (HSE) http://www.hse.gov.uk/	Useful resources around managing the risks in social care.

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