

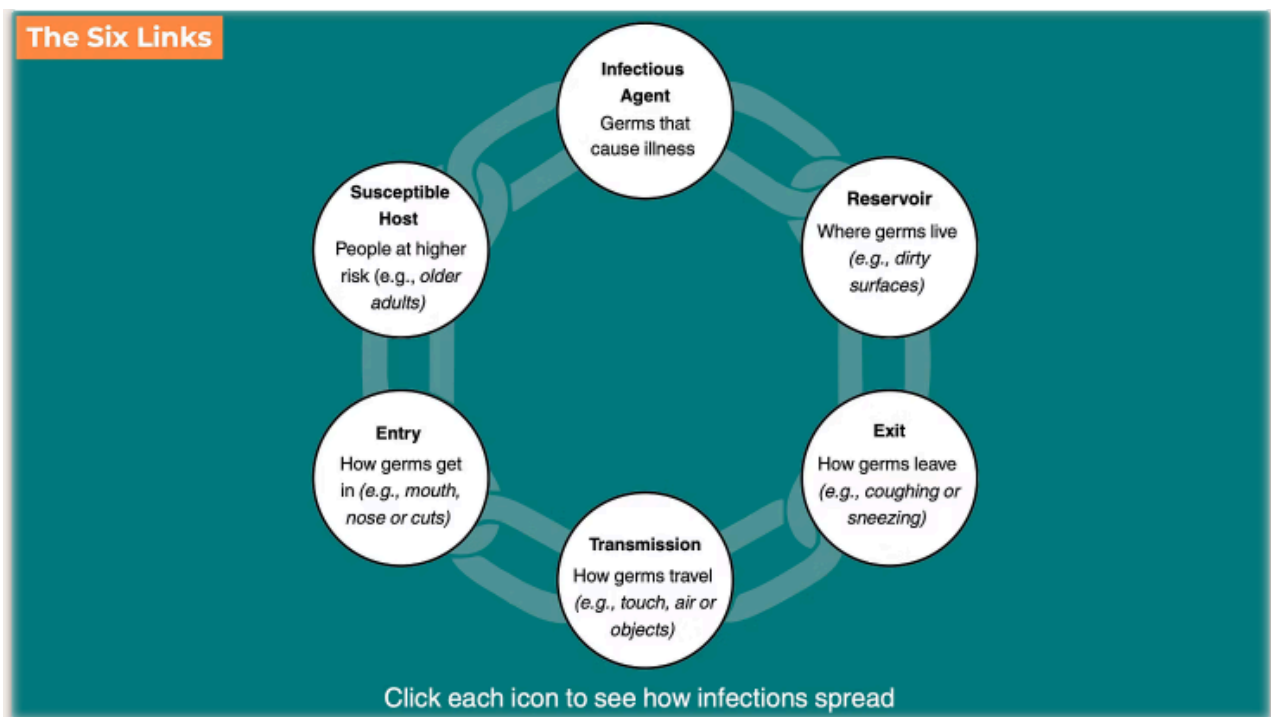
Course Redesign Case Study – Social Care

The performance issue

This case study explores how a social care training course was redesigned to better support performance at work.

Although newly qualified care workers were passing the training, they were still making simple mistakes on the job.

The original course was information-heavy, with an emphasis on recall rather than application.



Conceptual content from the original training, introducing key principles learners were expected to remember.



You've just changed Joan's bedding and still have your gloves on. You see crumbs on the kitchen table where you'll prepare her lunch.

What's the most important step before you continue?

- Wipe down the kitchen table
- Wash your hands thoroughly
- Keep your gloves on and prepare the food
- Change into fresh gloves

Test Your Knowledge

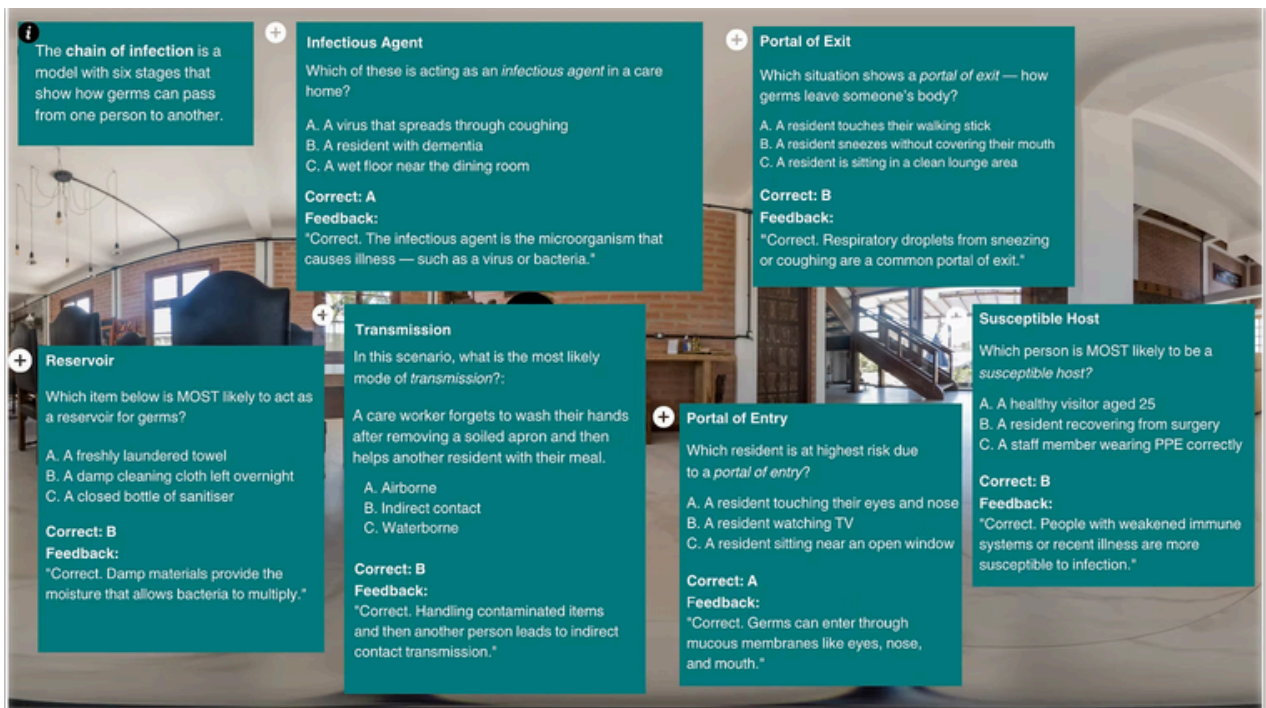
End-of-course knowledge check used to assess recall after the main content had been covered.

The redesign focus

Rather than placing a final knowledge check at the end, the redesign gives care workers repeated opportunities to practise decision-making through scenarios and immediate feedback.



An immersive environment introduced to give judgement questions a sense of context



Judgement-based questions with feedback presented as part of the experience, rather than after it

What changed

The new structure shifts the focus from remembering information to making the right decisions in the moment.