The Trust is supportive of any process that reduces the amount of time that staff need to be away from the work place, which enables them to be fully compliant with the legislation and mandatory training needs placed on them and which reduces the cost of such provision.

Statutory and Mandatory Training Framework
Statutory and mandatory training represents a significant investment and undertaking for all staff working within NHS South Central, often on an annual basis. Increasingly, staff and managers have expressed the need to acknowledge existing understanding and experience in order to ensure that time is used productively. At the same time, Trusts within the region have requested a pragmatic approach to accepting the training record of staff as they move within NHS South Central.

Therefore, it seems timely to introduce a Statutory and Mandatory Training Framework for use as a standardised assessment tool across NHS South Central. It has been developed in partnership and consultation with all local Trusts and PCTs so you can be assured that your local issues have been given due regard.

The purpose of the Framework is to provide a standardised approach to the core content and delivery of statutory and mandatory training to support transferability of skills and competence, reducing the need for staff to repeat training as they move between organisations. Implementation of this Framework will require co-operation from all levels of NHS staff, from board members to individual training managers. Boards have a clear responsibility for corporate standards of conduct. This Framework is designed to support the assessment and management of risks to support delivery of high quality patient care and promote the uptake of statutory and mandatory training.

The Framework covers nine key areas of statutory and mandatory training but once these are embedded successfully further common areas will be incorporated into the Framework.

How to use this Framework

- Core learning outcomes are listed for each area including, where appropriate and relevant, specific training outcomes for identified staff groups, e.g. those providing direct patient care, registered healthcare staff. The learning outcomes represent the foundation knowledge expected of the identified target group — therefore as a minimum these should be embedded within all relevant statutory and mandatory training across NHS South Central.

- With the assurance that the core learning outcomes have been incorporated into relevant training, further local outcomes can be added to reflect individual policies and practices. Site specific training can be used to tailor training around the needs of specific staff groups, to ensure it is reflective of the roles held by staff members and is relevant to the environment they work within.

- Update requirements have been included and references to relevant legislation to support common standards to underpin the provision and transferability of learning.

- Trainer requirements are outlined to support employing organisations in asuring that trainers have the appropriate qualifications, experience or background to deliver statutory and mandatory training to a common standard.
<table>
<thead>
<tr>
<th>Core Curriculum</th>
<th>Applicable Staff Groups</th>
<th>Page</th>
<th>Update Requirement</th>
<th>Related Legislation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict Resolution</td>
<td>All Staff</td>
<td>8-9</td>
<td>3 years</td>
<td>A Professional Approach to Managing Security in the NHS, 2003</td>
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<td></td>
<td>Staff in Mental Health</td>
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<td></td>
<td>Conflict Resolution Training: Implementing the National Syllabus, 2004</td>
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<tr>
<td></td>
<td>Trainee Requirements</td>
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<tr>
<td>Equality, Diversity and Human Rights</td>
<td>All Staff</td>
<td>10-11</td>
<td>3 years</td>
<td>Equality Act, 2006</td>
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<td>Trainee Requirements</td>
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<tr>
<td>Fire Safety</td>
<td>All Staff</td>
<td>12-13</td>
<td>1 year</td>
<td>Firecode – Fire Safety in the NHS, 2006</td>
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<tr>
<td>Health and Safety</td>
<td>All Staff</td>
<td>14-15</td>
<td>2 years</td>
<td>Health and Safety at Work Act, 1974</td>
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<td>Trainee Requirements</td>
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<tr>
<td>Infection Prevention and Control</td>
<td>All Staff</td>
<td>16-17</td>
<td>1 year</td>
<td>Care Quality Commission Enforcement Policy, 2009</td>
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<td></td>
<td>Clinical Staff</td>
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<td></td>
<td>Trainee Requirements</td>
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<tr>
<td>Moving and Handling</td>
<td>Patient Handling Staff</td>
<td>18-19</td>
<td>2 years</td>
<td>Manual Handling Operations Regulations, 1992</td>
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<td>Management of Health and Safety at Work Regulations, 1999</td>
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<tr>
<th>Core Curriculum</th>
<th>Applicable Staff Groups</th>
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<th>Update Requirement</th>
<th>Related Legislation</th>
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<tbody>
<tr>
<td>Resuscitation</td>
<td>All Staff</td>
<td>20-21</td>
<td>1 year</td>
<td>Resuscitation Guidelines, 2005</td>
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<td></td>
<td>All Staff with Direct Patient Contact</td>
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<td>All Registered Professionals</td>
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<td>i.e. Doctors/ Nurses</td>
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<td>Trainee Requirements</td>
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<tr>
<td>Safeguarding Children</td>
<td>All Staff</td>
<td>22-23</td>
<td>Varies from</td>
<td>Working Together to Safeguard Children, 2006</td>
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<td></td>
<td></td>
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<td>1–3 yrs,</td>
<td>No Secrets: Guidance on developing and</td>
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<td></td>
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<td>dependent</td>
<td>implementing multi-agency policies and procedures</td>
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<td>on role</td>
<td>to protect vulnerable adults from abuse, 2000</td>
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<td>Safeguarding Vulnerable Adults</td>
<td>All Staff</td>
<td>24-25</td>
<td>3 years</td>
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<td>Trainee Requirements</td>
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**Appendix**

**Learning Mapping to Learning Outcomes**

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<tr>
<th>Page</th>
<th>Infection Prevention and Control</th>
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<tbody>
<tr>
<td>26-27</td>
<td>Learning relevant – All Staff Groups</td>
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<tr>
<td>29</td>
<td>Learning relevant – Clinical Staff</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Page</th>
<th>Moving and Handling</th>
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<tr>
<td>30</td>
<td>Learning relevant – All Staff Groups</td>
</tr>
<tr>
<td>31</td>
<td>Learning relevant – Patient Handling Staff</td>
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<th>Page</th>
<th>Health and Safety</th>
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<td>31</td>
<td>Learning relevant – All Staff Groups</td>
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<th>Page</th>
<th>Safeguarding Children</th>
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<tbody>
<tr>
<td>38</td>
<td>Learning relevant – All Staff Groups</td>
</tr>
</tbody>
</table>
It should be noted that the framework is designed as an assessment tool – how each Trust ensures that their staff access relevant training is a local decision. It should also be decided locally how this training is delivered, i.e. face-to-face, e-learning etc. for those wishing to explore the suitability of e-learning. Appendix A maps national eLearning programmes to learning outcomes, against the nine areas of statutory and mandatory training covered within this framework.

The Framework will be developed in the future to include innovative methods for assessing and proving competence, improving access and increasing autonomy. This will support a move towards a proactive training approach rather than reactive. This framework will be reviewed annually.

Who do I need to contact if I have any queries?

Emma Wilton, Widening Participation Manager

Email: emma.wilton@nesc.nhs.uk

Telephone: 07824 546967
Trainer Requirements

The employing organisation should be assured that trainers have the appropriate qualifications, experience or background to deliver the above course to a satisfactory standard, which may include the following requirements:

- Successful completion of CFSMS Train the Trainer course or the City and Guilds 1886 in Conflict Management Training
- Willing to attend any further refresher CFSMS courses if required
- CPD/portfolio evidence where applicable
- Relevant experience in order to demonstrate ability to:
  - maintain effective learning environment
  - deliver effective learning
  - assess competency of effective learning
  - understand types of conflict situations relevant to NHS staff

Learning Outcome

9. Demonstrate an understanding of the need for and scope of post-incident review procedures and of how to identify strategies and interventions for future prevention.

10. Identify spheres of influence in relation to the individual, team and organisational change required to achieve a reduction in aggression and violence.

Learning Outcome

1. Describe the role of the Security Management Director and Local Security Management Specialist in relation to the management of violence in mental health or learning disability settings, as defined by Secretary of State Directions issued to all health bodies in November 2003.

2. Describe theoretical, pathological and environmental explanations for aggression within mental health or learning disability settings.

3. Identify and demonstrate aspects of non-verbal de-escalation: verbal strategies and conflict resolution styles.

4. Identify and reflect upon the effect of functional and dysfunctional coping strategies on people’s lives and behaviour and relate this to mental health or learning disability settings.

5. Demonstrate an understanding of the positive contributions that service-users can make to prevention strategies, including awareness of how issues relating to culture, race, disability, sexuality and gender can enhance this process.

6. Describe individual and organisational responsibilities with regard to legal, ethical and moral frameworks relating to the use of force.

7. Demonstrate an understanding of risk management interventions and the requirements for the effective assessment of dangerousness with relevance to prevention planning.

8. Demonstrate an understanding of restraint-related risks, as outlined in the Bennett Inquiry and NICE guidelines with a view to incorporating risk reduction strategies into practice.

Learning Outcome

1. Describe the role of the Security Management Director and Local Security Management Specialist in relation to the management of violence in mental health or learning disability settings, as defined by Secretary of State Directions issued to all health bodies in November 2003.

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7. Demonstrate an understanding of risk management interventions and the requirements for the effective assessment of dangerousness with relevance to prevention planning.

8. Demonstrate an understanding of restraint-related risks, as outlined in the Bennett Inquiry and NICE guidelines with a view to incorporating risk reduction strategies into practice.
## Agenda
- Background
- Update and discussion
- Key issues
- Key action points
- Any other business

## Learning Outcome

1. Explain how legislation, Trust policies and processes can enable staff members to act appropriately and understand people’s rights.
2. Describe individual role and responsibilities in supporting equality and diversity.
3. Explain how to challenge behaviours that undermine equality and diversity, including bullying and harassment.
4. Describe how to treat everyone with dignity, courtesy and respect and value people as individuals.
5. Demonstrate how to take account of own behaviour and its effect on others.

## Trainer Requirements

The employing organisation should be assured that trainers have the appropriate qualifications, experience or background to deliver the above course to a satisfactory standard, which may include the following requirements:

- Relevant qualification, experience or background in Equality, Diversity and Human Rights to demonstrate ability to:
  - maintain effective learning environment
  - deliver effective learning
  - assess competency of effective learning
  - remain up to date with current Equality and Diversity issues
- Experience in working on organisational and culture change programmes.
Trainer Requirements

Learning Outcome

1. The employing organisation should be assured that trainers have the appropriate qualifications, experience or background to deliver the above course to a satisfactory standard, which may include the following requirements:

- Relevant fire safety qualification
- Membership of the Institute of Fire Engineering, National Association of Healthcare Fire Officers (NAHFO), etc.
- CPD/portfolio evidence which supports ability to:
  - maintain effective learning environment
  - deliver effective learning
  - assess competency of effective learning

2. State the main causes of a building fire and describe the potential for their active involvement in fire prevention in the workplace.

3. State the steps required when discovering a fire in the Trust’s buildings, including how to initiate the emergency response.

4. State the necessary steps to be taken when hearing the fire alarm sound.

5. State, in broad terms, how to successfully support the transfer of at fire-risk patients to a place of relative safety, where applicable.

6. Describe how to explain to other staff, patients and visitors to the healthcare environment of any basic Fire Safety issues and to be able to direct them to the local fire marshal or warden if any further clarification is necessary.

7. Demonstrate knowledge of the difference between relevant equipment and its usage, if appropriate. For example, by matching particular fire types and the most appropriate fire extinguisher.

8. Identify areas of arson risk and the associated importance of good housekeeping.

Site specific training should be provided for all staff working within a clinical environment.

All Staff

Statutory and Mandatory Training Framework

Fire Safety
Learning Outcome

1. Describe where additional information about health and safety, including relevant national legislation or guidance and local policies, may be found.

2. Identify workplace hazards and need for preventative and appropriate remedial action and understand and promote safe working practices.

3. Demonstrate the importance of acting in ways that are consistent with legislation, policies and procedures for maintaining own and others’ health, safety and security.

4. Demonstrate how to report any issues at work that may put health, safety and security at risk.

5. Identify and assess the potential risks involved in work activities and processes for self and others.

6. Identify individual responsibilities in reporting incidents and describe details of the policies and procedures in place for reporting such incidents.

7. Demonstrate an understanding of the need to co-operate with employer on health & safety matters and correctly use work items provided by their employer, including personal protective equipment, and moving & handling equipment in accordance with training or instructions.

8. Demonstrate an understanding that individuals must not misuse anything provided for their and others’ health.

All Staff

Trainer Requirements

The employing organisation should be assured that trainers have the appropriate qualifications, experience or background to deliver the above course to a satisfactory standard, which may include the following requirements:

- Relevant Health and Safety qualification e.g. NEBOSH Certificate
- Full membership of IOSH (preferable)
- Ability to undertake Risk Assessments and workplace inspections in the healthcare environment
- Relevant CPD/portfolio evidence which supports ability to:
  - maintain effective learning environment
  - deliver effective learning
  - assess competency of effective learning
All Staff

Trainer Requirements

The employing organisation should be assured that trainers have the appropriate qualifications, experience or background to deliver the above course to a satisfactory standard, which may include the following requirements:

- Relevant professional/healthcare qualification e.g. nurse
- Ability to demonstrate experience/knowledge of infection prevention and control
- Academic skills related to the specialty
- Relevant CPD/portfolios evidence which supports ability to:
  1. maintain effective learning environment
  2. deliver effective learning
  3. assess competency of effective learning

Learning Outcome

1. Define Healthcare Associated Infections and develop an understanding of why this is important.
2. Define the term “Chain of Infection.”
3. Describe the routes of transmission of micro-organisms and provide relevant examples.
4. Describe the three levels of decontamination including being able to provide examples of equipment that needs to be decontaminated at those levels.
5. Describe who is responsible for cleaning items used in patient care and how and when this is done.
6. Identify single use items.
7. Describe local and national policy and statutory requirements relating to:
   b. Correct use of PPE.
   c. Safe use and disposal of sharps and management of accidental splash or sharps injuries.
   d. Management of blood and body fluid spillages.
   e. Safe disposal of waste and used linen (if applicable).
8. Describe the need for surveillance of alert conditions, for example diarrhoea and vomiting.
9. Describe how to safely manage patients with specific alert organisms, for example MRSA, C. diff.
10. Where applicable, identify the procedure for microbiological investigation such as specimen collection for powering and investigation and the role of antibiotic use.
11. If applicable, describe appropriate insertion and management of invasive devices.

Learning Outcome

1. Describe where additional information about infection prevention and control, including relevant national legislation or guidance and local policies, may be found.
2. Describe the basic infrastructure and your role in infection prevention and control. For example this can include relevant contact numbers, role of occupational health, out of office contacts and reporting infrastructure, it may also include:
   a. Safe use and disposal of sharps and management of accidental splash or sharps injuries.
   b. Management of blood and body fluid spillages.
   c. Maintenance of environmental cleanliness and impact on infection control.
3. Describe the role of hand hygiene in the prevention of transmission of infection.
4. Demonstrate an understanding of the general principles of standard precautions.
5. Give examples of how patients and visitors can contribute to infection prevention and control.
6. Define Healthcare Associated Infections and develop an understanding of why this is important (where appropriate).
7. Identify factors which may increase an individual’s susceptibility to infection (where appropriate).
8. Describe the basic infrastructure and your role in infection prevention and control. For example this can include relevant contact numbers, role of occupational health, out of office contacts and reporting infrastructure, it may also include:
   a. Safe use and disposal of sharps and management of accidental splash or sharps injuries.
   b. Management of blood and body fluid spillages.
   c. Maintenance of environmental cleanliness and impact on infection control.
9. Describe the need for surveillance of alert conditions, for example diarrhoea and vomiting.
10. Describe how to safely manage patients with specific alert organisms, for example MRSA, C. diff.
11. Where applicable, identify the procedure for microbiological investigation such as specimen collection for powering and investigation and the role of antibiotic use.
12. If applicable, describe appropriate insertion and management of invasive devices.
All Staff

Learning Outcome

1. Describe employers and employees responsibilities under relevant national Health & Safety legislation including most recent versions of the Manual Handling Regulations and the Display Screen Equipment Regulations.
2. Describe employers and employees responsibilities under local Trust Policies for Manual Handling, Display Screen Equipment (linked to postural) and Management of Health and Safety at Work.
3. Identify where additional advice and information can be sought relating to manual handling issues if necessary.
4. Demonstrate ability to conduct ‘on the spot’ risk assessments prior to moving and handling patients and non-patient loads.
5. Describe employers and employees responsibilities under relevant national Health & Safety legislation including most recent versions of the Manual Handling Regulations and the Display Screen Equipment Regulations.
6. Describe the importance of good team communication of all risk assessments conducted in safer handling.
7. Identify appropriate risk control strategies, resources and support channels available following a risk assessment.
8. Describe the processes involved in providing patients with the best quality care using appropriate, safe and dignified moving and handling procedures (where appropriate).

Patient Handling Staff

Learning Outcome

1. Describe employers and employees responsibilities under relevant national Health & Safety legislation including most recent versions of the Manual Handling Regulations and the Display Screen Equipment Regulations.
2. Describe employers and employees responsibilities under local Trust Policies for Manual Handling, Display Screen Equipment (linked to postural) and Management of Health and Safety at Work.
3. Identify where additional advice and information can be sought relating to manual handling issues if necessary.
4. Demonstrate ability to conduct ‘on the spot’ risk assessments prior to moving and handling patients and non-patient loads.
5. Describe employers and employees responsibilities under relevant national Health & Safety legislation including most recent versions of the Manual Handling Regulations and the Display Screen Equipment Regulations.
6. Describe the importance of good team communication of all risk assessments conducted in safer handling.
7. Identify appropriate risk control strategies, resources and support channels available following a risk assessment.
8. Describe how to provide patients with the best quality care using appropriate, safe and dignified moving and handling procedures.
9. Identify normal human movement patterns as a pre-requisite to moving and handling patients.
10. Practical work should take into account local, safe & assessed patient handling procedures and include relevant handling procedures for the clinical area e.g. Chair moves and transfers, Bed/trolley moves and transfers, Sliding systems.

Trainer Requirements

The employing organisation should be assured that trainers have the appropriate qualifications, experience or background to deliver the above course to a satisfactory standard, which may include the following requirements:

- Membership to the National Back Exchange
- Relevant professional/healthcare qualification e.g. Nurse, physiotherapist, occupational therapist, ergonomist, radiographer, ambulance paramedic or ability to demonstrate measurable experience of load handling or working within a health or social care setting
- Attendance on an approved back care advisor course based on the NBE Interprofessional Curriculum (or proof of similar course) leading to a qualification in Back Care Management
- Relevant CPD/portfolio evidence which supports ability to:
  - Assess competency of effective learning
  - Deliver effective learning
  - Assess competency of effective learning
Learning Outcome
1. Assess a seriously ill person using the ABCDE approach.
2. Use suction and airway adjuncts safely and appropriately.
3. Initiate the operation of an Automated External Defibrillator (AED), where appropriate, in a safe manner, in line with local policies and procedures.
4. Prepare emergency drugs safely and appropriately.
5. Participate as an effective member of the cardiac arrest /medical emergency response.
6. Describe the importance of post-resuscitation care.

All relevant registered Healthcare Professionals e.g. Doctors and Nurses (level 3)

Trainer Requirements
The employing organisation should be assured that trainers have the appropriate qualifications, experience or background to deliver the above course to a satisfactory standard, which may include the following requirements:

- Relevant CPD/Portfolio evidence which supports ability to:
  - maintain effective learning environment
  - deliver effective learning
  - assess competency of effective learning

Resuscitation Council UK or Advanced Life Support Group Certified
- Advanced Life Support (ALS) Instructor
- Advanced Paediatric Life Support (APLS) Instructor*
- Newborn Life Support (NLS) Instructor*
- Immediate Life Support (ILS) Instructor
- Advanced Life Support (ALS) Provider
- Advanced Paediatric Life Support (APLS) Provider
- Newborn Life Support (NLS) Provider

Other Authorising Bodies
- British Heart Foundation HeartStart Instructors
- Voluntary aid societies life support instructors
- Voluntary rescue life support organisations
- First Aid at Work Instructor (HSE)
- Newborn and Paediatric qualifications as specific to the training required
- Relevant CPD/Portfolio evidence which supports ability to:
  - maintain effective learning environment
  - deliver effective learning
  - assess competency of effective learning
### Level 1: all staff working in health care settings (clinical and non-clinical)

<table>
<thead>
<tr>
<th>Safeguarding children and young people</th>
<th>Level 1: all staff working in health care settings</th>
<th>National Workforce Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcome</strong></td>
<td></td>
<td>CJ E202 Contribute to the protection of children from abuse</td>
</tr>
<tr>
<td>1. Demonstrate an awareness of the range of child abuse.</td>
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<tr>
<td>2. Demonstrate an awareness of local policies/procedures.</td>
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<tr>
<td>3. Identify what to do if they have concerns.</td>
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<tr>
<td>4. Describe the importance of sharing information, how it can help and the dangers of not sharing information.</td>
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<tr>
<td>5. Demonstrate awareness of what to do if they experience barriers to referring a child/family.</td>
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<tr>
<td><strong>Knowledge</strong></td>
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<tr>
<td>Be able to recognise signs of child abuse as this relates to their role.</td>
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<td>Be able to seek advice and report concerns ensuring they are listened to.</td>
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<tr>
<td>Understand what constitutes child abuse.</td>
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<td>Know the range of physical abuse, emotional abuse, neglect and sexual abuse.</td>
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<tr>
<td>Know about local policies/procedures.</td>
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<td>Know what to do when they are concerned that a child is being abused.</td>
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<tr>
<td>Understand the importance of sharing information, how it can help and the dangers of not sharing information.</td>
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<tr>
<td>Know what to do if they experience barriers to referring a child/family.</td>
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<td><strong>Skills</strong></td>
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<td><strong>Criteria for assessment</strong></td>
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<td>Demonstrates awareness of child abuse and appropriate referral mechanisms.</td>
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<td>Demonstrates appropriate information sharing.</td>
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<td><strong>Method</strong></td>
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<td>Mandatory induction programme.</td>
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<td>Update/refresher training at regular intervals (minimum 3 yearly) with written briefing of any changes in legislation and practice from Named/Designated professionals minimum of annually.</td>
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</table>

Higher level training may be required for staff working directly with children and their families.

### Trainer Requirements

The employing organisation should be assured that trainers have the appropriate qualifications, experience or background to deliver the above course to a satisfactory standard, which may include the following requirements:

- Preferable to have a relevant qualification in Safeguarding Children and/or Safeguarding Vulnerable Adults.
- Familiarity /awareness of relevant diversity and cultural issues.
- Relevant CPD/portfolio evidence which supports ability to:
  - maintain effective learning environment
  - deliver effective learning
  - assess competency of effective learning

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### Statutory and Mandatory Training Framework

- **Safeguarding Children**
- **Conflict Resolution**
- **Equality, Diversity, and Human Rights**
- **Fire Safety**
- **Health and Safety**
- **Infection and Prevention Control**
- **Moving and Handling**
- **Resuscitation**
- **Safeguarding Vulnerable Children**
- **Safeguarding Vulnerable Adults**
Learning Outcome

1. Demonstrate awareness of and be able to define ‘vulnerable adult’ as a term.
2. Describe the range of adult abuse and be able to recognise indicators of the range of adult abuse and neglect.
3. Identify local arrangements for the implementation of multi-agency safeguarding adults policies and procedures.
4. Identify what to do if they have concerns.
5. Describe the importance of sharing information, how it can help and the dangers of not sharing information.
6. Demonstrate awareness of what to do if they experience barriers in alerting or referring to relevant agencies.

Trainer Requirements

The employing organization should be assured that trainers have the appropriate qualifications, experience or background to deliver the above course to a satisfactory standard, which may include the following requirements:

- Preferable to have a relevant qualification in Safeguarding Children and/or Safeguarding Vulnerable Adults
- Familiarity /awareness of relevant diversity and cultural issues
- Relevant CPD/portfolio evidence which supports ability to:
  - maintain effective learning environment
  - deliver effective learning
  - assess competency of effective learning
eLearning Mapping to Learning Outcomes

A range of learning delivery options may be considered in relation to the provision of statutory and mandatory training, including face-to-face training and e-learning. For those wishing to explore the suitability of e-learning, the following page maps national e-learning programmes to learning outcomes, against the nine areas of statutory and mandatory training covered within this framework. The tables highlight where some or all of the learning outcomes could be met via e-learning, if desired.

All national e-learning mapped in this framework (unless method otherwise is available on the National Learning Management System, linked with the Oracle Learning Management System). Thus, a record of compliance for those completed modules will follow the employee should they transfer to another NHS organisation within NHS South Central.

Who do I need to contact if I have any queries?
Alison Wright, E-Learning Programme Manager
Email: Alison.wright@nec.nhs.uk
Telephone: 01962 718564
eLearning – All Staff Groups

The following table lists national eLearning programmes that meet some/all of the learning outcomes for Equality, Diversity and Human Rights.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>e-Learning for Healthcare stage 1*</th>
<th>e-Learning for Healthcare stage 2*</th>
<th>NHS Core Learning Unit Equality and Diversity Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain how legislation, Trust policies and processes can enable staff members to act appropriately and understand people’s rights.</td>
<td>✔</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>2. Describe individual role and responsibilities in supporting equality and diversity.</td>
<td>☑</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>3. Explain how to challenge behaviours that undermine equality and diversity, including bullying and harassment.</td>
<td>☑</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>4. Describe how to treat everyone with dignity, courtesy and respect and value people as individuals.</td>
<td>☑</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>5. Demonstrate how to take account of own behaviour and its effect on others.</td>
<td>☑</td>
<td>❌</td>
<td>❌</td>
</tr>
</tbody>
</table>
Health and Safety

Learning Outcome
1. Describe where additional information about health and safety, including relevant national legislation or guidance and local policies, may be found.
2. Identify workplace hazards and need for preventative and appropriate remedial action and understand and promote safe working practices.
3. Demonstrate the importance of acting in ways that are consistent with legislation, policies and procedures for maintaining own and others’ health, safety and security.
4. Demonstrate how to report any issues at work that may put health, safety and security at risk.
5. Identify and assess the potential risks involved in work activities and processes for self and others.
6. Identify individual responsibilities in reporting incidents and describe details of the policies and processes in place for reporting such incidents.
7. Demonstrate knowledge of the difference between relevant equipment and its usage, for example, by matching particular fire types and the most appropriate fire extinguisher.
8. Identify areas of arson risk and the associated importance of good housekeeping.

Fire Safety

Learning Outcome
1. State the main causes of a building fire and describe the potential for their active involvement in fire prevention in the workplace.
2. State the steps required when discovering a fire in the Trust’s buildings, including how to initiate the emergency response.
3. State the necessary steps to be taken when hearing the fire alarm sound.
4. State, in broad terms, how to successfully support the transfer of at-risk patients to a place of relative safety, where applicable.
5. Describe how to explain to other staff, patients and visitors to the healthcare environment of any basic Fire Safety issues and be able to direct them to the local fire marshal or warden if any further clarification is necessary.
6. Demonstrate knowledge of the difference between relevant equipment and its usage, for example, by matching particular fire types and the most appropriate fire extinguisher.
7. Identify areas of arson risk and the associated importance of good housekeeping.

eLearning – All Staff Groups

The following table lists national eLearning programmes that meet some/all of the learning outcomes for Health and Safety.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>NHS Core Learning Unit – Health and Safety</th>
<th>e-Learning for Healthcare – Health and Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 State the main causes of a building fire and describe the potential for their active involvement in fire prevention in the workplace.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2 State the steps required when discovering a fire in the Trust’s buildings, including how to initiate the emergency response.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3 State the necessary steps to be taken when hearing the fire alarm sound.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4 State, in broad terms, how to successfully support the transfer of at-risk patients to a place of relative safety, where applicable.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5 Describe how to explain to other staff, patients and visitors to the healthcare environment of any basic Fire Safety issues and be able to direct them to the local fire marshal or warden if any further clarification is necessary.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6 Demonstrate knowledge of the difference between relevant equipment and its usage, for example, by matching particular fire types and the most appropriate fire extinguisher.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7 Identify areas of arson risk and the associated importance of good housekeeping.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

eLearning – All Staff Groups

The following table lists national eLearning programmes that meet some/all of the learning outcomes for Fire Safety.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>NHS Core Learning Unit – Health and Safety</th>
<th>e-Learning for Healthcare – Health and Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the main causes of a building fire and describe the potential for their active involvement in fire prevention in the workplace.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>State the steps required when discovering a fire in the Trust’s buildings, including how to initiate the emergency response.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>State the necessary steps to be taken when hearing the fire alarm sound.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>State, in broad terms, how to successfully support the transfer of at-risk patients to a place of relative safety, where applicable.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Describe how to explain to other staff, patients and visitors to the healthcare environment of any basic Fire Safety issues and be able to direct them to the local fire marshal or warden if any further clarification is necessary.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Demonstrate knowledge of the difference between relevant equipment and its usage, for example, by matching particular fire types and the most appropriate fire extinguisher.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Identify areas of arson risk and the associated importance of good housekeeping.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
The following table lists national eLearning programmes that meet some/all of the learning outcomes for Infection Prevention and Control.

### eLearning – All Staff Groups

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>NHS Core Learning Unit Principles of Infection Prevention</th>
<th>NHS Core Learning Unit Infection Prevention and You (Non-clinical)</th>
<th>NHS Core Learning Unit Infection Prevention and Control (Clinical)</th>
<th>e-Learning for Healthcare Infection Control*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a, c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<td>4</td>
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<td>5</td>
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<td>6</td>
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</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### eLearning – All Clinical Staff providing hands-on patient care

The following table lists national eLearning programmes that meet some/all of the learning outcomes for Infection Prevention and Control.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>NHS Core Learning Unit Principles of Infection Prevention</th>
<th>NHS Core Learning Unit Infection Prevention and You (Non-clinical)</th>
<th>NHS Core Learning Unit Infection Prevention and Control (Clinical)</th>
<th>NHS Core Learning Unit Vascular Access Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a, b, c, d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>a, b, c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**eLearning - All Staff Groups**

The following table lists national eLearning programmes that meet some/all of the learning outcomes for Moving and Handling.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>NHS Core Learning Unit Principles of Infection Prevention</th>
<th>NHS Core Learning Unit Infection Prevention and You (Non-Clinical)</th>
<th>NHS Core Learning Unit Infection Prevention and Control (Clinical)</th>
<th>NHS Core Learning Unit Vascular Access Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a.</td>
<td>Describe employers and employees responsibilities under relevant national Health &amp; Safety legislation including most recent versions of the Manual Handling Regulations and the Display Screen Equipment Regulations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrate ability to conduct ‘on the spot’ risk assessments prior to moving and handling patients and non-patient loads.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate ability to conduct ‘on the spot’ DSE workstation risk assessments where appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a.</td>
<td>Describe an ergonomic approach to manual handling and other work tasks leading to improved working posture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Identify risk management processes and safe systems of work within your organisation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Describe the importance of good team communication of all risk assessments conducted in safer handling.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Infection Prevention and Control**

The following table lists national eLearning programmes that meet some/all of the learning outcomes for Infection Prevention and Control.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Describe the need for surveillance of alert conditions for example diarrhoea and vomiting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Describe how to safely manage patients with specific alert organisms, for example MRSA, C. diff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Where applicable, identify the procedure for microbiological investigation such as specimen collection for screening and investigation and the role of antibiotic use.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>If applicable, describe appropriate insertion and management of invasive devices.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Outcome NHS Core Learning Unit – Health and Safety

1. Describe employers and employees' responsibilities under relevant national Health & Safety legislation including most recent versions of the Manual Handling Regulations and the Display Screen Equipment Regulations.

2. Describe responsibilities under local Trust Policies for Manual Handling, Display Screen Equipment (linked to posture) and Management of Health and Safety at Work.

3. Identify where additional advice and information can be sought relating to manual handling issues if necessary.

Moving and Handling Moving and Handling

e-Learning Patient Handling Staff

The following table lists national e-learning programmes that meet some/all of the learning outcomes for Moving and Handling.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Describe employees and employers' responsibilities under relevant national Health &amp; Safety legislation including most recent versions of the Manual Handling Regulations and the Display Screen Equipment Regulations.</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b. Describe responsibilities under local Trust Policies for Manual Handling, Display Screen Equipment (linked to posture) and Management of Health and Safety at Work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c. Identify where additional advice and information can be sought relating to manual handling issues if necessary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Demonstrate an ability to conduct 'on the spot' risk assessments prior to moving and handling patients and non-patient loads.
It is extremely useful to have these nine areas highlighted as areas that we will be looking at as a whole economy in terms of a minimum standard and transferability.