|  | **Module Title** | **Learning Objectives** | **Duration** |
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|  | **Equality and Diversity and Human Rights- Level 1** | •Explain what we mean by equality, diversity and human rights and why they are important  •Explain how policies and the law can help us create a more inclusive workplace  •Explain what we mean by ‘health inequalities’ and how they can be reduced  •Explain why we need to know about people’s different backgrounds and why it is important not to make assumptions about individuals  •Describe what you can do to challenge prejudice and discrimination | •20 minutes (knowledge chapters)  •10 minutes (eAssessment) |
|  | **Moving and Handling – Level 1** | •List resources including legislation, local/national policies and guidelines  •Identify an organisation’s responsibilities for promoting a safe working environment including best moving and handling practices  •State your responsibilities for ensuring and promoting best moving and handling practices  •Identify risk factors that may cause injury  •State the correct posture for safe moving and handling practices  •Describe the importance of good back care  •List how to carry out a risk assessment and how to control risk  •Explain the importance of good communication and a team approach | •25 minutes (knowledge chapters)  •15 minutes (eAssessment) |
|  | **Preventing Radicalisation- Basic Prevent Awareness** | •List the objectives of the Prevent strategy  •Identify how healthcare staff can contribute to the Prevent agenda  •List your own responsibilities in relation to Prevent  •Identify factors that can make individuals more likely to be radicalised or be a risk to others  •State what action to take if there are concerns an individual is being groomed into a terrorist related activity, including channel panels  •Identify potential signs that an individual might be vulnerable to radicalisation or at risk of involvement in acts of terrorism  •List how individuals may be influenced directly or indirectly  •Explain the importance of sharing information and the consequences of failing to do so | •25 minutes (knowledge chapters)  •10 minutes (eAssessment) |
|  | **Resuscitation- Level 1** | •Recognise when someone’s heart has stopped (cardiac arrest)  •Explain the best way of getting immediate help  •Describe how to do chest compressions (cardiopulmonary resuscitation (CPR)  •Explain what to do if an adult is choking | •20 minutes (knowledge chapters)  •5 minutes (eAssessment) |
|  | **Safeguarding Adults- Level 1** | •Describe the process whereby someone is first alerted to a concern or incident that suggests an adult with care and support needs:  ◦Is experiencing or is at risk of abuse or neglect, and  ◦As a result of their care and support needs, is unable to protect themselves against abuse or neglect, or the risk of it  •Describe how to respond to, and report, a concern  •Define the term ‘adult safeguarding' and underlying statutory principles that underpin adult safeguarding work  •Define abuse and neglect, patterns, types and list possible indicators  •Identify why some adults are more at risk from abusive behaviour  •Explain the role you must play in recognising and reporting and whom you need to speak to if you have a safeguarding concern | •25 minutes (knowledge chapters)  •15 minutes (eAssessment) |
|  | **Safeguarding Children – Level 1** | •Describe the different forms of child maltreatment (physical, emotional, sexual abuse and neglect)  •Describe how common child maltreatment is and the impact it can have on a child or young person  •Indicate what you should do if you do have concerns about child maltreatment; including local policies and procedures, who to contact and where to obtain further advice and support  •Identify the importance of sharing information and the consequences of failing to do so  •Identify what to do if you feel that your concerns are not being taken seriously or you experience any other barriers when referring a child/family  •Describe the risks associated with the internet and online social networking  •Identify what the term 'looked-after child' means  •Recognise possible signs of child maltreatment that you might come across in your work  •Identify how to seek appropriate advice, report concerns and feel confident that you have been listened to  •Indicate a willingness to listen to children and young people and to act on their issues and concerns  •Show an awareness of the impact of female genital mutilation (FGM), domestic violence and a carer's mental/physical health on a child  •Show an awareness that vulnerable children and young people may be susceptible to radicalisation (PREVENT programme) | •20 minutes (knowledge chapters)  •10 minutes (eAssessment) |
|  | **Infection Prevention and Control – Level 1** | •List ways that you can contribute to infection prevention and control  •Identify local policies and procedures for infection prevention and control  •List your responsibilities for infection prevention and control and standard precautions (including hand hygiene, personal protective equipment (PPE), management of blood and body fluid spillage, management of occupational exposure including sharps, management of the environment and management of care equipment)  •Identify when your personal health and fitness may pose a risk of infection to others at work | •25 minutes (knowledge chapters)  •5 minutes (eAssessment) |

**Total training time - 3 hours and 50 minutes**