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**Statutory and Mandatory Training Framework**

**Version 2.3** January 2012

The Statutory and Mandatory Training Framework is a standardised assessment tool for use by North Yorkshire & Humber Commercial Support Unit and CCG clients. 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.

The Framework covers eight key areas of level 1 statutory and mandatory training.

**How to use the framework**

* Core learning outcomes are listed for each area including, where appropriate and relevant, specific learning outcomes for identified staff groups. **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 CSU and CCG organisations.**
* 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 should 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 assuring that trainers have the appropriate qualifications, experience or background to deliver statutory and mandatory training to a common standard.

It should be noted that the Training Framework is designed as an assessment tool – how each organisation ensures that their staff access relevant training is a local decision, although a delivery tool (CBLS) is available to CCGs from North Yorkshire & Humber Commissioning Support Unit.

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

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**Proposed Statutory and Mandatory Training Framework**

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| --- | --- | --- | --- | --- |
| **Core****Curriculum** | **Applicable** **Staff Groups** | **Page** | **Update Requirement** | **Related Legislation** |
| Equality, Diversity and Human Rights | All Staff | 4 | 3 years (or if policy changes) | Equality Act 2010; Public Sector Equality Duty (general duties April 2011, specific duties to follow) |
| Fire Safety | All Staff | 5 | Annually in line with HTM Firecode | Regulatory Reform (Fire Safety) Order, 2005; Firecode – Fire Safety in the NHS, 2006; Health Technical Memorandum (HTM Firecode) |
| Health andSafety | All Staff | 6 | 3 years (or if policy changes) | Health and Safety at Work etc Act 1974; Management of Health and Safety at Work Regulations, 1999; Reporting Injuries, Diseases and Dangerous Occurence Regulations (RIDDOR), 1995 |
| InfectionPrevention and Control | All staff  | 7 | 1 year staff providing direct patient care.Once only for non direct care providers | Health & Social Care Act 2008: Code of Practice on the prevention and control of infection and related guidance (Dec 2010) |
| Information Governance | All staff  | 8 | Annually | The Data Protection Act 1998 and The Freedom of Information Act 2000.HSCA Reg 20, NHSLA Standard 4; Clinical Care - Criterion 4: Health Record Keeping Standards |
| Manual Handling | All staff  | 9 | 3 years, or earlier if identified in risk assessment | Manual Handling Operations Regulations, 1992 as amended; Management of Health and Safety at Work Regulations, 1999; Lifting Operations and Lifting Equipment Regulation (LOLER) 1998; Provision and Use of Work Equipment regulations (PUWER) 1998; Reporting Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR) 1995 |
| SafeguardingChildren | All Staff  | 11 | Varies from 1 – 3 yrs,Dependent on role | Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, 2010 Safeguarding Children and Young people: roles and competences for health care staff. Intercollegiate Document, RCPCH 2010 |
| SafeguardingAdults | All Staff | 13 | Varies from 1 – 3 yrs,Dependent on role | No Secrets: Guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse, 2000. Mental Capacity Act 2005 Current legislation in relation to Mental Capacity and Consent. |

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**Equality, Diversity & Human Rights**

Statutory and Mandatory Training Framework

**All Staff**

(These learning outcomes represent the minimum standards expected of the target group, further local outcomes can be added to reflect individual policies and practices)

|  |
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| **Learning Outcomes** |
| 1. Explain equality diversity and human rights and their importance in both employment and service delivery.
 |
| 1. Identify the causes of inequalities in health and how they may be addressed.
 |
| 1. Explain how legislation, Trust policies and procedures can enable staff members to act appropriately and understand people’s rights.
 |
| 1. Describe individual role and responsibilities in order to uphold principles of equality and diversity in the workplace and service delivery.
 |
| 1. Explain how to challenge behaviours that undermine equality and diversity, including bullying, harassment and victimisation.
 |
| 1. Describe how to treat everyone with dignity, courtesy and respect and value people as individuals.
 |
| 1. Demonstrate how to take account of own behaviour and its effect on others.
 |

**Recommended Training Method**

Computer Based Learning System: <https://www.learning.nyypct.nhs.uk/Default.aspx>

**Advice for organisations wishing to use face-to-face training methods**

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

* Relevant qualification and experience in Equality, Diversity and Human Rights to demonstrate ability to:
	+ maintain effective learning environment
	+ deliver and evaluate effective learning
	+ remain up to date with current Equality and Diversity issues

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**Fire Safety**

**All Staff**

(These learning outcomes represent the minimum standards expected of the target group, further local outcomes can be added to reflect individual policies and practices)

|  |
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| **Learning Outcomes** |
| 1. Describe where sources of information about fire safety, including local policies, guidance and legislation can be found.
 |
| 1. State the main causes of a building fire and to recount the potential for their active involvement in fire prevention in the workplace.
 |
| 1. State the steps required when discovering a fire in your work environment, including how to initiate the emergency response.
 |
| 1. State the necessary steps to be taken when hearing the fire alarm sound.
 |
| 1. State, in broad terms, how to successfully support the transfer of at fire-risk patients to a place of relative safety, where applicable.
 |
| 1. Explain basic Fire Safety information to others and describe how to direct them to a source of further information.
 |
| 1. Demonstrate knowledge of the difference between relevant equipment and its usage. For example, by matching particular fire types and the most appropriate fire extinguisher.
 |
| 1. Identify the importance of good housekeeping, including electrical safety and arson risk within the work environment.
 |

**Recommended Training Method**

Computer Based Learning System: <https://www.learning.nyypct.nhs.uk/Default.aspx>

**Advice for organisations wishing to use face-to-face training methods**

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:

* Appropriate fire safety qualification (See HTM 05 01, page 19, for exemplar person specification for Fire Safety Adviser.)
* Training delivered by a Competent Person as defined by Regulatory Reform (Fire Safety) Order, 2005, and/or Health Technical Memorandum 05-01 and 05-03
* CPD/portfolio evidence which supports ability to:
* maintain effective learning environment
* deliver and evaluate effective learning

**Fire Safety**

**Health & Safety**

**All Staff**

(These learning outcomes represent the minimum standards expected of the target group, further local outcomes can be added to reflect individual policies and practices)

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| **Learning Outcomes** |
|  | Demonstrate an understanding of the importance of working in ways that ensure the Health and Safety of themselves and others. |
|  | Describe where sources of information about health and safety, including local policies, guidance and legislation can be found. |
|  | Identify a range of work place hazards and how to take preventative and appropriate control measures. |
|  | 1. Describe employers and employees responsibilities under relevant national Health & Safety legislation, including Display Screen Equipment Regulations.
2. Describe responsibilities under local Trust Policies for Display Screen Equipment and Management of Health and Safety at Work.
3. Demonstrate ability to conduct ‘on the spot’ DSE workstation risk assessments where appropriate.
 |
|  | Describe how to report any issues at work that may put health, safety and wellbeing at risk. |
|  | Explain how to reduce potential risks involved in work activities for self and others. |
|  | Explain the importance of reporting incidents and near misses. Describe the procedure for reporting such events. |
|  | Explain the risks involved in misusing equipment provided for their and others’ health, safety andwellbeing. |

**Recommended Training Method**

Computer Based Learning System: <https://www.learning.nyypct.nhs.uk/Default.aspx>

**Advice for organisations wishing to use face-to-face training methods**

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

* Relevant Health and Safety qualification e.g. NEBOSH certificate.
* Full membership of a relevant professional body.
* Relevant CPD/Portfolio evidence which demonstrates currency of professional knowledge and the ability to:
* maintain an effective learning environment.
* deliver and evaluate effective learning.

**Infection Prevention & Control**

**All Staff with Service User Contact**

(These learning outcomes represent the minimum standards expected of the target group, further local outcomes can be added to reflect individual policies and practices)

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| **Learning Outcomes** |
| 1. Describe where information about infection prevention and control, including relevant national and local policies, guidance and legislation can be found.
 |
| 1. Describe the basic infrastructure and your role in infection prevention and control.
 |
| 1. Describe the role of hand hygiene in the prevention of transmission of infection.
 |
| 1. Demonstrate an understanding of the general principles of standard precautions.
 |
| 1. Give examples of how patients and visitors can contribute to infection prevention and control.
 |
| 1. Define Healthcare Associated Infections and demonstrate an understanding of why this is important.
 |
| 1. Identify factors which may increase an individual’s susceptibility to infection (where appropriate).
 |

**Recommended Training Method**

Computer Based Learning System: <https://www.learning.nyypct.nhs.uk/Default.aspx>

**Advice for organisations wishing to use face-to-face training methods**

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 issues.
* Maintain knowledge of current legislation and national guidance.
* Relevant CPD/portfolio evidence which supports ability to:
* maintain effective learning environment
* deliver effective learning

**Information Governance**

**All Staff**

(These learning outcomes represent the minimum standards expected of the target group, further local outcomes can be added to reflect individual policies and practices)

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| --- |
| **Learning Outcomes** |
|  | Describe how to avoid breaching confidentiality law and guidelines. |
|  | Understand how to comply with data protection and freedom of information legislation. |
|  | Identify what support is available. |
|  | Explain the importance of good record keeping. |
|  | Demonstrate knowledge of effective information security. |

**Required Training Method**

National Information Governance Toolkit: <https://nww.igt.hscic.gov.uk/>

**Advice for organisations wishing to use face-to-face training methods**

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

* Relevant Data Protection qualification e.g. Certificate in Information Security Principles.
* Relevant CPD/Portfolio evidence which demonstrates currency of professional knowledge and the ability to:
* maintain an effective learning environment.
* deliver and evaluate effective learning.

**Manual Handling**

**Manual Handling**

**All staff**

(These learning outcomes represent the minimum standards expected of the target group, further local outcomes can be added to reflect individual policies and practices)

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| **Learning Outcomes** |
|  | 1. Identify employers and employees responsibilities under Manual Handling Operations Regulations and other relevant Health & Safety legislation as defined in Trust policies.
2. Identify own responsibility under Trust policy for Manual Handling, and Manual Handling Operations Regulations.
3. Identify where additional advice and information can be sought relating to manual handling, including line management.
 |
|  | Identify the factors associated with manual handling risk assessments. |
|  | 1. Describe an ergonomic approach to manual handling leading to improved working posture.
2. Describe in general, how to maintain musculo-skeletal health, including good back care.
 |
|  | Identify risk management processes and safe systems of work within your organisation. |
|  | Identify what action should be taken following a manual handling adverse incident or near miss. |

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**Recommended Training Method**

Computer Based Learning System: <https://www.learning.nyypct.nhs.uk/Default.aspx>

**Advice for organisations wishing to use face-to-face training methods**

The employing organisation should be assured that trainers have the appropriate qualifications, experience or background to deliver the above course to a satisfactory standard, (Reference may be made to National Back Exchange Interprofessional Curriculum Trainer requirements). This **may include** the following requirements:

* Membership of a relevant professional body e.g. the National Back Exchange
* Relevant professional qualification e.g. nurse, physiotherapist, occupational therapist, ergonomist, radiographer, ambulance paramedic.
* 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 the ability to:
* maintain effective learning environment
* deliver effective learning
* assess competency of effective learning

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**Safeguarding Children**

**All Staff**

(These learning outcomes represent the minimum standards expected of the target group, further local outcomes can be added to reflect individual policies and practices). Higher level training may be required for staff working directly with children and their families.

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| **Learning Outcomes** |
| 1. Demonstrate an awareness of the range of child abuse.
 |
| 1. Demonstrate an awareness of local policies/procedures.
 |
| 1. Identify what to do if they have concerns.
 |
| 1. Describe the importance of sharing information, how it can help and the dangers of not sharing information.
 |
| 1. Demonstrate awareness of what to do if they experience barriers to referring a child/family.
 |
| 1. Demonstrate an ability to maintain child and young person focus.
 |

**Level 1: Knowledge, skills, attitudes and values**

All staff at Level 1 should be able to demonstrate the following:

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| **Knowledge** | * Know about child maltreatment in its different forms (physical, emotional and sexual abuse, and neglect) including prevalence and impact.
 |
|  | * Know what to do if there are concerns about child maltreatment, including local policies and procedures around who to contact and where to obtain further advice and support.
 |
|  | * Know about the importance of sharing information (including the consequences of failing to do so).
 |
|  | * Know what to do if they feel that their concerns are not being taken seriously or they experience any other barriers to referring a child/family.
 |
|  | * Know the risks associated with the internet and online social networking.
 |
|  | * Know what the term ‘Looked after child’ means.
 |
| **Skills** | * Able to recognise possible signs of child maltreatment as this relates to their role.
 |
|  | * Able to seek appropriate advice and report concerns, and feel confident that they have been listened to.
 |
| **Attitudes and values** | * Willingness to listen to children and young people and to act on issues and concerns.
 |
| *Taken from ‘Safeguarding Children and Young people: roles and competences for health care staff’(September 2010)* |

**Recommended Training Method**

Computer Based Learning System: <https://www.learning.nyypct.nhs.uk/Default.aspx>

**Advice for organisations wishing to use face-to-face training methods**

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

**Legislation and Guidance**

Children Act, 1989

Children Act, 2004

HM Government (2010) *Working Together to Safeguard Children: A guide to interagency working to safeguard and promote the welfare of children* London: DSCF.

RCPCH (2010) *Safeguarding Children and Young people: roles and competences for health care staff: Intercollegiate Document*

**Safeguarding Adults**

**All Staff**

(These learning outcomes represent the minimum standards expected of the target group, further local outcomes can be added to reflect individual policies and practices)

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| **Learning Outcomes** |
| 1. Demonstrate an awareness of and be able to define “adults who could be at risk of abuse”.
 |
| 1. Describe the range of adult abuse and be able to recognise indicators of the range of adult abuse and neglect.
 |
| 1. Identify where local policies and procedures may be obtained.
 |
| 1. Recognise potential dangers, and identify who to contact if they have concerns about an adult, whilst respecting confidentiality.
 |
| 1. Demonstrate awareness of what to do if they are concerned about the response received.
 |

**Recommended Training Method**

Computer Based Learning System: <https://www.learning.nyypct.nhs.uk/Default.aspx>

**Advice for organisations wishing to use face-to-face training methods**

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:

* A relevant qualification plus experience in Safeguarding Adults (for example Key Trainer).
* Awareness of 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

**Appendix**

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