

NHS Cadets Virtual Foundation Programme

Full pathway scheme of work

Session name	Module	Key topics	Learning outcomes
Induction 1	General	<ul style="list-style-type: none"> St John Ambulance's values NHS Cadets and the Foundation Pathway Introduction to healthcare volunteering The programme: modules & key skills Group contract iDEA award 	<ul style="list-style-type: none"> I have reflected on my own personal values, and have considered the values of my peers. I am aware of the values of St John Ambulance, and what the acronym HEART represents. I understand what health volunteering is, and the different activities this could involve. I have collaborated with my peers to create a group contract. I am aware of the different modules and key skills courses I have ahead of me as an NHS Cadet.
Induction 2			
Safeguarding Awareness	Key Skills*	<ul style="list-style-type: none"> What is safeguarding? Different types of abuse Safeguarding and child protection Safeguarding scenarios: okay or not okay? Confidentiality in safeguarding Control in an online world 	<ul style="list-style-type: none"> I understand what safeguarding is and I know how to raise a safeguarding concern. I am aware of the SJA Safeguarding Pocket Card and I know how to use it. I am aware that abuse can take numerous forms, and can identify different types. I understand the limitations of confidentiality in safeguarding. I feel equipped to safeguard myself in the digital world.
Moving & Handling	Key Skills*	<ul style="list-style-type: none"> What is moving and handling? Effects on the spine Manual handling risk assessments Load moments 	<ul style="list-style-type: none"> I can support moving and handling amongst a team. I can correctly undertake a TILE assessment and understand the principles of moving and handling. I understand the procedures involved in moving and handling patients and objects safely. I know the correct technique for moving and handling.

Portfolio Development	Key Skills*	<ul style="list-style-type: none"> • Self-awareness • Skill development • Setting SMART goals • Preparing for future reflection • Calendar days • Optional: methods of reflection 	<ul style="list-style-type: none"> • I have developed my self-awareness and can recognise my existing skills. • I have identified skills I would like to develop further on the pathway. • I know how to track my progress in these areas, and I am confident about recording my achievements using a range of methods. • I have set SMART goals to help my personal development. • I have recorded expectations and notes for my future self in a virtual time capsule, to reflect on at the end of the pathway. • I am aware of calendar event days and have created a day about a topic that is important to me.
Data & Confidentiality	Key Skills*	<ul style="list-style-type: none"> • What is GDPR and why is it important? • What is confidentiality? • The limits of confidentiality • Handling personal data • Implications of data breaches • What is incident reporting? • What do I need to report? 	<ul style="list-style-type: none"> • I can identify what constitutes an incident or near miss that needs reporting. • I feel confident in identifying and writing a detailed, factual, and accurate incident report. • I understand the implications of a data breach in a clinical setting. • I understand my own responsibility for careful handling of confidential information and know how to do so. • I can recognise confidentiality concerns and know how to report them in a healthcare environment.
First Aid: Basic Life Support	First Aid*	<ul style="list-style-type: none"> • How to respond to a casualty • Primary survey • Recovery position • CPR (and AED) • Casualty care and communication 	<ul style="list-style-type: none"> • I understand what a primary survey is, and am aware how one is carried out. • I can recall the process for placing an unresponsive, breathing casualty into the recovery position. • I am aware of the process of CPR, and I can identify the steps for how it is delivered to an unresponsive casualty (not breathing normally). • I understand how to ensure the safety of myself and others.
First Aid: Bleeding & Shock	First Aid*	<ul style="list-style-type: none"> • How to deal with a first aid emergency • Major and minor wounds • What is shock? • Blood and the circulatory system • Infection control 	<ul style="list-style-type: none"> • I can tell the difference between a minor and severe bleed. • I can recall the process for providing first aid to a casualty who has an injury and is bleeding. • I understand what shock is and I am aware of the steps for helping someone in this state. • I understand how to ensure the safety of myself and others.

First Aid: Choking	First Aid*	<ul style="list-style-type: none"> • Airway anatomy • Obstruction or restriction? • Passage of food and air • Choking causes: children and adults • Signs and symptoms • Responding to choking 	<ul style="list-style-type: none"> • I can recognise when someone is choking. • I know when and how to get help for a casualty who is choking. • I understand the anatomy of the airway and how food and air passes through passages. • I know what causes choking, and how to reduce the risk. • I understand what causes the airway to restrict, and how this is different from obstruction.
First Aid: Chest Pain & Project	First Aid*	<ul style="list-style-type: none"> • Casualty care • The circulatory system • The heart • Heart attack or chest pain? • Identifying heart attacks • First aid consolidation – team project 	<ul style="list-style-type: none"> • I can recognise when somebody has chest pain, and I am aware of the procedure to assist a casualty. • I can explain the differences between chest pain and a heart attack. • I understand how a heart attack may be diagnosed by medical professionals. • I can get help for a casualty with chest pain. • I have collaborated with my peers to create a first aid project which delivers information to young people.
First Aid: Bone, Muscle & Joint Injuries	First Aid*	<ul style="list-style-type: none"> • Musculoskeletal system • Types of joints • Sprains and strains • Treating bone, muscle, and joint injuries • Open and closed fractures 	<ul style="list-style-type: none"> • I can identify a range of different bones and muscles in the human body. • I know the difference between a bone, muscle, and joint injury. • I am aware of the first aid procedure for a casualty who has a musculoskeletal injury. • I know when it is necessary to call for help and be able to do so effectively. • I understand the difference between an open and a closed fracture. • I know the difference between a sprain and strain.
Drug & Alcohol Awareness 1: Addiction Overview	Health Awareness	<ul style="list-style-type: none"> • What is addiction? • Risk factors for addiction • Five stages of addiction • Science of addiction 	<ul style="list-style-type: none"> • I can explain what addiction is and describe its impact. • I understand the five stages of addiction and how an addiction can develop. • I am aware of various risk factors for addiction. • I know the neurological factors that cause addiction and its impact on the brain.

Drug & Alcohol Awareness 2: Impact & Recovery	Health Awareness	<ul style="list-style-type: none"> • Effects of drugs and alcohol • Withdrawal and detoxification • Stages of behaviour change • Interventions and treatments • Recovery plans and seeking help 	<ul style="list-style-type: none"> • I can describe the short- and long-term effects that drugs and alcohol can have on people, and how they vary. • I understand withdrawal and how it can have dangerous or fatal consequences. • I am aware of the stages of behaviour change. • I know about various interventions and treatments available to those with an addiction. • I know where to seek addiction support for myself or others.
Infection Prevention & Control [IPC] 1	Health Awareness	<ul style="list-style-type: none"> • Infectious agents – what are we worried about? • Hand hygiene – the WHO’s “My Five Moments for Hand Hygiene” • Personal Protective Equipment - PPE 	<ul style="list-style-type: none"> • I can identify different types of infectious agents. • I understand the importance of following IPC measures when working and volunteering in healthcare. • I am able to demonstrate “My 5 Moments for Hand Hygiene” in practice. • I am aware of the different types of PPE. • I understand the importance of using PPE correctly and safely.
Infection Prevention & Control [IPC] 2	Health Awareness	<ul style="list-style-type: none"> • Vaccinations – how they work • Infectious agents • Pandemics and epidemics • Global response and impact 	<ul style="list-style-type: none"> • I understand how vaccinations work within the human body. • I understand “herd immunity” and how it provides indirect protection to others. • I am aware of the differences between the five main pathogen types and the different ways in which they can spread. • I am aware of the impact of pandemics throughout history. • I understand the difference between an epidemic and a pandemic.
Healthcare Environments	Health Awareness	<ul style="list-style-type: none"> • The importance of situational awareness • What are healthcare environments? • Specialised areas in healthcare • Technology and virtual environments 	<ul style="list-style-type: none"> • I understand what a healthcare environment is, and that it does not just refer to hospital setting. • I am conscious of situational awareness and understand its importance within a healthcare environment. • I can identify and describe different types of workplace setting within healthcare. • I am aware of changes being made in healthcare using technology to accommodate patients.

Healthcare Roles	Health Awareness	<ul style="list-style-type: none"> • Understanding roles and responsibilities • How to start a career as an Allied Health Professional • Associated treatments and practices • The role of the Allied Health Professions in integrated care • Virtual reality experience 	<ul style="list-style-type: none"> • I am aware of the Allied Health Professions and their role within integrated care. • I understand the entry requirements for the Allied Health Professions and know where to seek for further information related to training and qualifications. • I understand different elements of the day-to-day life, roles and responsibilities of my chosen researched profession. • I have developed my research, and portfolio development skills.
Volunteering: Overview	Volunteering	<ul style="list-style-type: none"> • Benefits of volunteering • Flexible volunteering • Researching opportunities • Types of volunteering • Planning a fundraiser • Guest speaker [optional] 	<ul style="list-style-type: none"> • I understand how volunteering benefits me and my community. • I recognise that there are multiple types of volunteer, and even donating a small amount of time is valuable. • I understand the need for volunteers for community development. • I feel confident when researching volunteer opportunities. • I have considered which kinds of volunteer roles interest me. • I can name multiple types of volunteering. • I have planned a fundraising event to support my local community or a chosen charity.
Volunteering: Values & Ethics	Volunteering	<ul style="list-style-type: none"> • Cultural differences and shared values • Respect, diversity, and EDI • Time management • Maintaining boundaries • Saying “no” • Labour exploitation and volunteer rights • Barriers and privilege 	<ul style="list-style-type: none"> • I can recognise and celebrate cultural differences and shared values. • I know the importance of respect, diversity, and EDI, and how to demonstrate this in my behaviour. • I am confident in managing my time and maintaining my boundaries. • I am confident in respectfully saying “no” when necessary. • I understand what constitutes labour exploitation and what a volunteer agreement is. • I have identified a number of barriers to volunteering, and how they could be overcome.
Alternative Volunteering: Citizen Science	Volunteering	<ul style="list-style-type: none"> • What is citizen science and how did it start? • Where to find citizen science projects – common platforms • Different types of citizen science project, e.g. healthcare • Choosing projects which suit your interests and skills • Understanding the benefits of citizen science 	<ul style="list-style-type: none"> • I understand that there are diverse ways to volunteer and not all are face-to-face. • I understand what citizen science is and how it works. • I have explored and tested different citizen science projects. • I am aware of the mutual benefits of citizen science – how it helps research projects and my own personal development. • I am aware of digital volunteering opportunities which relate to medicine and healthcare.

Alternative Volunteering: People & Community	Volunteering	<ul style="list-style-type: none"> • What other types of virtual volunteering exist? • Who can I help, and how? • Volunteering as a group / planning for real-time volunteering • Choosing projects which suit your interests and skills 	<ul style="list-style-type: none"> • I understand that there are diverse ways to volunteer and not all are face-to-face. • I am aware of digital volunteering opportunities which relate to medicine and healthcare. • I am aware of how remote volunteering can support individuals or improve communities. • I have planned a group virtual volunteering event with my group.
Alternative Volunteering: Group Volunteering	Volunteering	<ul style="list-style-type: none"> • Group volunteering – putting plans for volunteering into action • Personal and group reflection – what has been gained? • Planning personal next steps for volunteering • Understanding accreditation opportunities for volunteering 	<ul style="list-style-type: none"> • I understand that there are diverse ways to volunteer and not all are face-to-face. • I have contributed to a collaborative volunteering activity with my group. • I have reflected on the skills and experience I have developed. • I understand the benefits of my contributions, and how one small volunteering gesture can add up to change on a global level. • I have considered how I can progress my virtual volunteering in the future, and use it towards accreditation opportunities.
Mental Health: Overview	Mental Health	<ul style="list-style-type: none"> • What is mental health and why is it important? • The signs of stress and how to be aware of them • Simple activities to boost well-being • The role of a mental health nurse • How and where to seek support 	<ul style="list-style-type: none"> • I have considered what mental health is and why it is important. • I have reflected on my own initial conceptions about mental health. • I have considered the physical and mental signs of stress, and have tried out healthy coping activities. • I have considered the skills and qualities needed to be a mental health nurse. • I am aware of how and where I could seek support for myself and those around me.
Mental Health: Online	Mental Health	<ul style="list-style-type: none"> • Self-reflection and self-expression • The effects of social media • The impact of mainstream media on mental health • Online mental health 	<ul style="list-style-type: none"> • I can ‘check-in’ on myself and use self-compassion to increase my well-being. • I can describe the effects of social media on my mental health and know how to look after my own mental well-being. • I can explain the effects of unreliable news sources and images and know how it can impact someone’s well-being. • I can recognise the risks presented by social media platforms on my mental health and know how to support myself. • I am aware of some technological developments to improve mental health and well-being.

Mental Health: Roles & Vocations	Mental Health	<ul style="list-style-type: none"> • The 6 Cs in healthcare • Working in mental health • Humanising healthcare • Volunteering in mental health • Guest speaker (optional) 	<ul style="list-style-type: none"> • I understand the importance of the 6 Cs in healthcare and how they apply to mental health roles. • I am aware of roles in mental health, including responsibilities and associated working environments. • I understand the theory behind humanising healthcare. • I am aware of the eight dimensions of humanisation and dehumanisation. • I am aware of different ways of volunteering within mental health.
Mental Health: Conditions & Problems	Mental Health	<ul style="list-style-type: none"> • Unmasking mental health • The mental health continuum • What are mental health problems? • Understanding mental health conditions 	<ul style="list-style-type: none"> • I understand the difference between mental health problems and conditions. • I am aware that anyone can be affected by mental health problems. • I can identify signs and symptoms of a variety of mental health conditions. • I am aware of the concept of the mental health continuum and the different effects mental health has on different people.
Mental Health: Care & Support	Mental Health	<ul style="list-style-type: none"> • Building a support network Supporting friends and family • Appropriate language for mental health • Methods of support • Mental health advocacy • Mental health services within the NHS 	<ul style="list-style-type: none"> • I am aware of a wide range of care and support methods and how to access them. • I am confident using appropriate language when talking about mental health. • I can identify a support network for myself and can help others to build their own. • I understand the purpose of mental health advocacy. • I am aware of roles and departments within the NHS that support mental health.
Communication: Overview	Communication	<ul style="list-style-type: none"> • Body language • Communication skills and how to improve them • Public speaking skills • Listening perceptions • Communication barriers 	<ul style="list-style-type: none"> • I am able to describe and demonstrate effective communication qualities. • I know my own communication strengths and growth areas. • I understand the differences between verbal and non-verbal communication and the best circumstances are for using each. • I understand that there can be communication barriers in healthcare and know how to adapt my communication style.

Discussions & Debates	Communication	<ul style="list-style-type: none"> • Speaking in public • What makes a good public speaker? • What makes a healthy debate? • Confidence to speak up • Constructive conversations • Experiential learning - having a real debate 	<ul style="list-style-type: none"> • I know the qualities and characteristics I need to develop and improve my public speaking skills. • I understand why public speaking is important in healthcare. • I understand the importance of healthy debates and how to have a constructive conversation. • I am more confident in speaking up and using my voice.
Active Listening & Communication Barriers	Communication	<ul style="list-style-type: none"> • Building common ground • Active listening and building rapport • The 4 Es of patient communication • Communication barriers 	<ul style="list-style-type: none"> • I am able to describe and demonstrate effective communication qualities. • I understand how finding common ground with someone can build rapport. • I can describe what active listening is, and can demonstrate how to be a good listener. • I can identify the 4 Es of patient communication and am aware how they help understanding. • I can recognise communication barriers, and understand why they need to be identified for effective patient care.
Dementia Friends	Communication	<ul style="list-style-type: none"> • Communicating well • What is dementia? • Everyday communication aids for dementia • Assistive technology 	<ul style="list-style-type: none"> • I will feel more confident and prepared to communicate with people who live with dementia or who have additional needs. • I have considered the different barriers people face when they communicate, and I understand how creative media and flexible communication styles can aid understanding. • I have learnt more about what dementia is, and have considered how it affects people. • I am aware of different forms of assistive technology, and how they may support a person living with dementia.
Managers, Leaders & Compassion	Leadership & Career Skills	<ul style="list-style-type: none"> • Defining a good leader • Leader versus manager • Leadership qualities • Compassion • Leaders in healthcare 	<ul style="list-style-type: none"> • I am able to explain the difference between leadership and management. • I have reflected on my own leadership qualities and areas I can develop in the future. • I can demonstrate compassionate leadership skills. • I have a better understanding of why effective leadership is crucial in healthcare.

Leadership Qualities	Leadership & Career Skills	<ul style="list-style-type: none"> • Leadership qualities and good leadership • Effective leadership • Leadership styles and how to apply them • Leadership in healthcare • Who is a leader? 	<ul style="list-style-type: none"> • I am able to recognise what good leadership looks like and the qualities needed to be a good leader. • I am able to give examples of people who are leaders. • I am able to recognise my own leadership qualities and identify areas I need to develop. • I have completed a personal leadership style quiz. • I know my leadership style and understand how to effectively use it to my advantage in healthcare volunteering.
Conflict, Dilemmas & Challenges	Leadership & Career Skills	<ul style="list-style-type: none"> • Leadership dilemmas • Situational awareness • Providing feedback • Emotional intelligence • Assertiveness 	<ul style="list-style-type: none"> • I am more confident in resolving leadership dilemmas. • I understand that we may come across ethical dilemmas in healthcare. • I am more confident in giving and receiving feedback. • I understand situational awareness and its importance in patient safety.
Taking the Lead	Leadership & Career Skills	<ul style="list-style-type: none"> • Applying different leadership qualities • Applying leadership skills: experiential session • Giving feedback and reviewing • How to lead a team • Leadership online 	<ul style="list-style-type: none"> • I understand the skills needed for good leadership. • I am aware of the leadership skills I am good at, and those I want to improve. • I have practised being a leader or leading an activity. • I have designed my own online leadership activity • I understand the importance of being a good leader in healthcare.
CVs & Skills	Leadership & Career Skills	<ul style="list-style-type: none"> • The range of roles offered by a healthcare career • Identifying transferable skills • Creating CVs, section-by-section • Planning personal profiles 	<ul style="list-style-type: none"> • I am aware that there are more than 350 different healthcare careers, and I have explored the roles available using the NHS tool. • I know where to obtain further information about different healthcare careers in the future. • I have prepared a draft of my CV and planned my personal profile. • I understand why transferable skills are important, and have reflected on my own.
Career Mapping	Leadership & Career Skills	<ul style="list-style-type: none"> • Future career goals • Exploring personal motivation and purpose • Navigating different options in healthcare • NHS career quiz • Inspirational case studies 	<ul style="list-style-type: none"> • I have considered my future goals whilst reflecting on my strengths and motivation. • I have compared a range of professions and identified those which interest me. • I understand that there are many routes into healthcare and can identify where to find further information about this.

Team Challenges & Learning Styles	Teamwork	<ul style="list-style-type: none"> • Team challenges • Effective collaboration • Understanding how teams work • Creative problem solving 	<ul style="list-style-type: none"> • I have collaborated on 4 mini tasks representing each learning style. • I have applied creative problem-solving skills to visual, aural, reading/writing and kinaesthetic challenges. • I understand how working as a team helped us achieve more than we would have done individually. • I am aware of the different learning styles and can identify them using the acronym VARK. • I have reflected on which learning style (or combination of styles) suit me personally.
Team models & Roles	Teamwork	<ul style="list-style-type: none"> • Benefits of teamwork • Teams versus groups • Team roles • Challenges of teamwork • Collaboration • Multidisciplinary teams 	<ul style="list-style-type: none"> • I understand the benefits and challenges of teamwork, and will have considered how to overcome such challenges. • I know the difference between a team and a group. • I have taken part in some team games to practise effective teamworking. • I know what role I take on when working in a team. • I understand what makes effective collaboration. • I know what a multidisciplinary team is and its purpose in healthcare. • I am able to communicate effectively in a team.
Trust & Boundaries	Teamwork	<ul style="list-style-type: none"> • Group contracts: revisiting contracts from Induction 2 and creating a group contract for a care environment • Working as a team: non-verbal communication skills • Resolving conflict as a team • Having difficult conversations • Setting and implementing personal boundaries 	<ul style="list-style-type: none"> • I recognise the importance of creating 'group contracts' and have the opportunity to create my own within a given health care setting. • I am able to work effectively within a team to manage differing priorities and conflict. • I feel more confident to approach difficult conversations within the work environment. • I understand the importance of setting personal boundaries by creating my own 'Boundary Boss' plan. • I will feel empowered to say 'no' when something or someone compromises my personal boundaries.
Achievements & Celebrations	Teamwork	<ul style="list-style-type: none"> • Reflection • Party games • Next steps 	<ul style="list-style-type: none"> • [Optional] I have reflected on my time as an NHS Cadet on the Foundation pathway and recognised my personal development. • [Optional] I have considered what my next steps will be. • [Optional] I have worked in a team to plan our personalised celebration event. • I have planned and taken part in a fun celebration event with my peers to end the Foundation Pathway.

*** Please note that Key Skills sessions are not a substitute for training courses, especially in relation to first aid. They instead aim to promote awareness, and a working understanding of important subject areas.**