

**WE
WANT
YOU**

NHS

CARE

KS4

Virtual learning experience

Considering a career in health and care but finding it difficult to access work experience?

Virtual learning experiences can provide a great deal of insight and development. This virtual learning pack is the equivalent of 25 hours work experience.

By completing the tasks and returning it to glicb.careers@nhs.net you will receive a certificate for 25 hours. This resource can strengthen your application forms, provide practical examples for interviews, and deepen your understanding of how the health and care sector operates.



One
Gloucestershire

Transforming Care, Transforming Communities

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Guide to completing the virtual experience

A few hints and tips as you work through: Each different task has a word count on them – this is a guide to help you make sure that you don't write too little – or too much! It doesn't need to be precise. If you struggle accessing this, or completing the tasks we are more than happy to support with any other way you would like to engage with this – if it is easier to do a video, or even a voice note, we want this experience to work for you. Please reach out if there is anything you need.

We also understand that it can be tempting to use AI-based systems, and whilst we understand that these can often prove a useful tool for analysis, we strongly discourage overreliance on AI.

When all your work is completed, please email it to glicb.careers@nhs.net, saved as **your name** and '**virtual work experience**'.

Module 1 – Core foundations of care		Completed tasks?
1	The 6 Cs of healthcare	
2	Values and principles in health and care	
3	Structure and function of the NHS	
4	What do we mean by holistic care?	

Module 2 – Working in practice		Completed tasks?
1	What does it mean to work as a team?	
2	Communication skills in health and care	
3	Leadership in health and care	

Module 3 – Ethics, safety, and law		Completed tasks?
1	Patient confidentiality and data protection	
2	Safeguarding and vulnerable groups	
3	Ethical dilemmas in health and care	

Module 4 – First aid essentials		Completed tasks?
1	Infection control and hygiene	
2	Unresponsive and not breathing	
3	Choking, seizures and heavy bleeding	

Module 5 – Personal interest: Choose ONE of the below:		Completed tasks?
1	How COVID-19 changed healthcare	
2	How developing technology is influencing the care system	
3	Mental health awareness in healthcare settings	
4	Public Health issues and prevention	

If you have any queries about this, please contact glicb.careers@nhs.net.

Care Module 1



Core foundations of care

Section title	Tasks	Completed?
Section 1: The 6 Cs of healthcare	Task 1: Scenario analysis	
	Task 2: Create an example	
	Task 3: Reflection	
Section 2: Values and Principles in health and care	Task 1: Case study analysis	
	Task 2: Reflection	
Section 3: Structure and function of the NHS	Task 1: Patient journey mapping	
	Task 2: Service identification	
	Task 3: Reflection	
Section 4: what do we mean by holistic care?	Task 1: Case study (Amelia)	
	Task 2: Reflection	

Section 1

The 6 Cs of healthcare

The 6 Cs are fundamental values that underpin high-quality care across both the NHS and social care settings. They are:

1. **Care** – Providing care that is right for the patient and contributes to their health and well-being.
2. **Compassion** – Delivering care with empathy, respect, and dignity.
3. **Competence** – Possessing the knowledge and skills to deliver effective care.
4. **Communication** – Listening and sharing information effectively to ensure patient understanding.
5. **Courage** – Doing the right thing for patients and speaking up when concerns arise.
6. **Commitment** – Dedication to continuously improving care and patient experiences.

These values are essential from front-line carers to support staff, including non-clinical careers.

For more information view: www.youtube.com/watch?v=_c7yxwgrURg



Learn and reflect!

Task 1: Scenario analysis

Consider the following scenario:

A healthcare assistant notices that an elderly patient is reluctant to eat. They take the time to sit with the patient, understand their concerns, and adjust the meal plan accordingly.

Identify which of the 6 Cs are being demonstrated and discuss their importance in this context (Approx 30 words)



One C which is being demonstrated is:

This is important because:

Task 2: Create an example

Give an example (approx. 1 sentence each) of where you might see each of the 6 Cs in a real-world healthcare scenario. One example has been done for you:

Care:	
Compassion:	A nurse comforting a patient who is anxious about surgery.
Competence:	
Communication:	
Courage:	
Commitment:	

Task 3: Reflection (approx. 20 words)

Reflect on a personal experience where you assisted someone in need. Which of the 6 Cs did you show, and how could this value be used in a healthcare setting?



Section 2

Values and principles in health and care

The health and care sector is guided by core values and principles that ensure equitable and high-quality care for all individuals. Key principles include:

- **Respect and dignity** – Valuing each person as an individual and respecting their aspirations and commitments. [NHS Health Careers](#)
- **Commitment to quality of care** – Striving for excellence in care delivery.
- **Compassion** – Providing care with empathy and kindness.
- **Improving lives** – Enhancing health, well-being, and experiences of care.
- **Working together for patients** – Collaborating across boundaries to prioritize patients' needs.
- **Everyone counts** – Ensuring no one is excluded or discriminated against.
[NHS Values Week – how we're living the values](#)

In Gloucestershire, the **One Gloucestershire Integrated Care System (ICS)** embodies these values by bringing together NHS, social care, public health, and other sectors to provide cohesive and patient-centred care.

[Introducing One Gloucestershire Health and Wellbeing Partnership](#)



Learn and reflect!

Task 1: Case study analysis

Research a local Gloucestershire healthcare initiative that reflects NHS values. Summarise the initiative and discuss how it embodies the chosen value.

Examples you could use could be:

- On your Mind Gloucestershire
- Stay Well this Winter
- No Place Like Home

For more ideas visit: www.onegloucestershire.net/about-us

This should be approx. 100 words.



One initiative is:

This involves:

This upholds values of:

It does this by:

If this value was not upheld, then:

Task 2: Reflection

Consider your personal values. How do they match NHS values, and how would you demonstrate them in a healthcare role? Can you give an example of a time you have demonstrated this? (Approx 30 words)

Section 3

Structure and function of the NHS

The NHS in England is not one single organisation. It is made up of hundreds of different organisations of differing sizes, at central, national, regional, and local levels with different roles and responsibilities. The role, responsibility, and funding of each part of the NHS is complicated. The King's Fund has published a summary of NHS funding in '[The NHS in a nutshell](#)' ([Structure of the NHS](#)). The table below might give you some information on this:

Body	Function
Government	Decides how much money it gives to the NHS. The Government also decides on top-level priority setting.
Care Quality Commission (CQC)	Independent regulatory body for all health and social care service providers reporting – they check the service quality of organisations.
NHS England Regional Teams	Responsible for the quality, financial, and operational performance of all NHS organisations in their region, working with integrated care systems (ICSs) to oversee performance and support their development. For example, In Gloucestershire we have our own ICS.
Integrated care systems (ICSs)	Integrated care systems (ICSs) are partnerships of organisations that come together to plan and deliver joined up health and care services, and to improve the lives of people who live and work in their area. Information about Gloucestershire ICS is available here: www.onegloucestershire.net
Primary Care Networks (PCNs)	Groups of GP practices working together with community, mental health, social care, pharmacy, hospital, and voluntary services to provide care closer to home and to deliver economies of scale.
Local authorities	Responsible for improving the health of their local population and for public health services including most sexual health services and services aimed at reducing drug and alcohol misuse.

In Gloucestershire, the **One Gloucestershire ICS** integrates these services, ensuring seamless care across different sectors. The below video gives an example of how one person may progress through the healthcare service:

[Danny's journey](#)



Gloucestershire Hospitals NHS Foundation Trust (GHFT): Provides a wide range of acute and specialist healthcare services and offers various career opportunities in clinical and non-clinical roles.

General Managed Services (GMS): Provides and manages the buildings, assets and facilities of Gloucestershire Hospitals NHS Foundation Trust (GHFT).

Gloucestershire Health and Care NHS Foundation Trust (GHC): Specialises in mental health, learning disabilities, and community health services, and offers various career opportunities in clinical and non-clinical roles.

NHS Gloucestershire (ICB): Manages local healthcare services and offers roles in commissioning and healthcare management.

South Western Ambulance Service NHS Foundation Trust (SWASFT): Provides accident and emergency services throughout the South West region, including Gloucestershire.

Local Authorities: Gloucestershire County Council and district councils offer careers in social care, including roles in social work, community support, care management and public health.

Private Healthcare Providers: Various private hospitals, clinics, and care homes in the region offer careers in healthcare and social care.

Voluntary and Community Organisations: Charities and non-profit organisations, such as Age UK Gloucestershire and Sue Ryder Leckhampton Court Hospice, provide career opportunities in support services and community care.

Education and Training Providers: Higher Education providers and Further Education Colleges in Gloucestershire offer career pathways through training programmes, apprenticeships and degrees in health and social care fields.

Learn and reflect!

Task 1: Patient journey mapping

What do you think a patient's journey through the NHS system in Gloucestershire might look like, from the first GP appointment, through to specialist treatment and ongoing follow-up care? Watch this video to get an idea: [youtube.com/watch?v=OKsJQ93dxCw](https://www.youtube.com/watch?v=OKsJQ93dxCw). As you watch, make a list of all the different healthcare professionals Danny interacts with. You should be able to identify at least 15 different roles.



Task 2: Service identification

Can you name:	A local GP practice	
	A local Dentist	
	Your nearest community hospital	

Task 3: Reflection

Reflect on the importance of integrated care systems like One Gloucestershire. How do they aim to improve patient experiences and outcomes? (Approx 40 words)

Section 4

What do we mean by holistic care?

Holistic care involves addressing all aspects of a patient's well-being:

- **Physical health** – Medical treatments and physical well-being.
- **Mental health** – Emotional and psychological support.
- **Social factors** – Consideration of social determinants like housing and employment.
- **Spiritual needs** – Respecting cultural and spiritual beliefs.

The **One Gloucestershire Health and Wellbeing Partnership** emphasises holistic approaches by working together. It means that across all organisations that work in Health and Care across Gloucestershire aim to build a healthier Gloucestershire; supporting people to live well and providing high-quality joined-up care.

One Gloucestershire Health and Wellbeing Partnership aims:

“Our vision is to make Gloucestershire the healthiest place to live and work – championing equity in life chances and the best health and care outcomes for all.” We will do this by:



1. Building on the strengths of individuals, carers and local communities to improve resilience.
2. Engaging people and communities so they are active participants in their health and wellbeing by listening, collaborating and strengthening our community engagement.
3. Increasing our focus on prevention, the wider determinants of health, promoting independence and person-centred care.
4. Providing high quality joined up care as close to people's homes and their communities as possible.
5. Valuing and supporting our workforce so they can develop, work flexibly and thrive at work.
6. Working together, recognising the contribution of all our One Gloucestershire partners, including a thriving voluntary and community sector.
7. Reducing disparities in outcomes, experience and access.
8. Working together to use our resources wisely, obtaining the greatest value for our population.



Our strategic priorities

- 1. Making Gloucestershire a better place for the future** – improving the health, wellbeing and care of our citizens – focus on early prevention and the wider impacts on health.
- 2. Transforming what we do** – locality integrated working that supports the needs of the local population, achieving equity – reducing unfair and avoidable differences in health, developing our workforce, improving quality and outcomes across the whole person journey and making the most of digital technology to support care.
- 3. Improving health and care services today** – improving access to care, reducing waiting times, supporting improvements in urgent and emergency care and improving mental health support.



Learn and reflect!

Read the case study below and answer the questions that follow:

Task 1: Case study (Amelia)

Amelia is a 17-year-old student who has been feeling persistently tired, anxious, and is frequently missing school. She visits her GP with her mum and explains she's been struggling to sleep and feeling overwhelmed with family responsibilities – her dad is unwell, and she helps care for her younger siblings. Although her blood tests are clear, her GP suspects her symptoms are linked to emotional stress. Amelia is referred to:

- A school nurse for support managing her studies and stress.
- A local Young Carers support group.
- A mental health practitioner to help her cope with anxiety.

Q1: How does this example show a holistic approach to care? (Approx 30 words)

Q2: Why is it important to understand someone's life outside of their symptoms?
(Approx 30 words)



Task 2: Reflection

- Have you ever felt overwhelmed by things outside your physical health – such as stress, pressure, or home life?
- Why is it important that health professionals understand the whole person, not just the illness?
- This should be approx. 50 words

You have now concluded module 1 of your virtual work experience.

Please save this as 'your name, module 1'.
It should be submitted at the same time as all other modules.



Practice Module 2



Working in practice

Section title	Tasks	Completed?
Section 1: What does it mean to work as part of a team?	Task 1: Scenario analysis	
	Task 2: Reflection	
Section 2: Communication skills in healthcare	Task 1: Making recommendations	
	Task 2: Reflection	
Section 3: Structure and function of the NHS	Task 1: Leadership vs management	
	Task 2: Reflection	

Section 1

What does it mean to work as part of a team?

Teamwork in healthcare means that everyone, whether they're doctors, nurses, or support staff, works together to provide the best care for patients. It's all about understanding each other's jobs, helping each other out, and being responsible for what you do.

When healthcare teams cooperate, patients get better care, and the workplace becomes more efficient and less stressful for the staff. You can learn more about the importance of teamwork by watching this video on [youtube.com/watch?v=FYwnDXth-so](https://www.youtube.com/watch?v=FYwnDXth-so)



You can also visit the [Working Together Plan](#), which explains the vision for how Gloucestershire NHS and Care trust work together in order to better serve the local communities.



Learn and reflect!

Task 1: Scenario analysis

You're a healthcare support worker on your first shift.
A patient needs help, but the nurse is busy (approx 30 words).



What might you do first?

Who could you ask for help?

Task 2: Reflection

Reflect on a time when you were in a team. What worked well? What would you do differently next time? How could this apply to healthcare? (Approx 30 words)

Section 2

Communication skills in healthcare

Effective communication in healthcare includes active listening, empathy, clear verbal and non-verbal communication, and staying calm under pressure. Argyle's communication cycle is often used in healthcare. This follows 6 stages:

1. Idea occurs

- This is when the person has a reason or needs to communicate something.

Example: A nurse realizes a patient looks pale and needs to ask how they're feeling.

2. Message coded

- The communicator chooses how to express the idea – using words, body language, tone, etc.

Example: The nurse decides to ask, "Are you feeling dizzy or unwell?" with a calm tone and concerned expression

3. Message sent

- The message is delivered through speaking, writing, or gestures.

Example: The nurse asks the question to the patient in a quiet, private setting.

4. Message received

- The other person hears or sees the message.

Example: The patient hears the question and pays attention.

5. Message decoded

- The receiver interprets the message based on language, context, and non-verbal cues.

Example: The patient understands that the nurse is worried and is asking about their health condition.

6. Message understood (feedback)

- The receiver responds, showing whether the message was understood.

Example: The patient replies, "Yes, I feel a bit light-headed," which gives the nurse useful feedback.

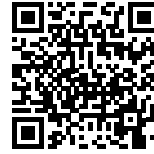
Now the nurse can respond to the patient's feedback, continuing the cycle.

Learn and reflect!



Task 1: Making recommendations

This video [youtube.com/watch?v=W0ZbfsBOBUA](https://www.youtube.com/watch?v=W0ZbfsBOBUA) discusses the use of communication in maternity care. Use this to write down 3 tips you might give people in order to help ensure effective communication.



1)

2)

3)

Task 2: Reflection

Think about a time when communication broke down. What went wrong? What would you do differently? How could this help you in a care setting? (Approx 50 words)

Section 3

Leadership in healthcare

Leadership is about taking responsibility and acting in the best interests of patients. It means guiding and supporting a team of people (like doctors, nurses, and other staff) to help patients feel better and stay healthy.

A good healthcare leader:

- **Makes smart decisions** – especially when things are stressful or confusing.
- **Communicates clearly** – so everyone knows what to do.
- **Keeps the team calm and focused** – especially in emergencies.
- **Listens to others** – because everyone’s ideas can help.
- **Cares about both staff and patients** – making sure everyone feels safe and respected.

In healthcare (and many jobs), people often talk about leaders and managers. They are both important, but they do different things:

- Leaders inspire people, guide them, and help them work well together. They focus on people and big goals.
- Managers organise tasks, plan schedules, and make sure everything runs smoothly. They focus on systems and details.

Think of it like this:

A leader says,
“Let’s help our patients feel safe and cared for.”

A manager says,
“Let’s make sure every patient has a bed and a nurse.”

In healthcare, anyone can show leadership – nurses, therapists, or even a young person raising awareness about mental health. Leadership is more about actions than titles. Without good leadership, a healthcare team might get confused or stressed, and that can affect how patients are treated. Good leaders help the team stay organised, positive, and focused on what really matters: helping people.

For more information on how Leadership is approached in Gloucestershire you can read about this on: www.nhsglos.nhs.uk/about-us/clinical-and-care-professional-leadership



Learn and reflect!



Task 1: Leadership vs management

Below are some healthcare actions. Decide if each one shows Leadership (L) or Management (M). Write L or M next to each sentence.

- 1. Organising staff work shifts for the week.
- 2. Encouraging a team to stay motivated during a tough day.
- 3. Making sure the right equipment is available.
- 4. Inspiring staff to try new ideas for patient care.
- 5. Creating a checklist to follow during an emergency.
- 6. Building trust and good relationships with the team.

Task 2: Reflection

Think about a time you worked in a group (at school, sports, home, etc.), then answer these questions: (Approx 50 words)

- What was your role in the group?
- Did anyone show leadership? What did they do well?
- Did you show any leadership? Give one example.

You have now concluded module 2 of your virtual work experience.

Please save this as 'your name, module 2'. It should be submitted at the same time as all other modules.



Law
Module
3



Ethics, safety and law

Section title	Tasks	Completed?
Section 1: Patient confidentiality and data protection	Task 1: Scenario analysis	
	Task 2: Reflection	
Section 2: Safeguarding and vulnerable groups	Task 1: Scenario analysis	
	Task 2: Reflection	
Section 3: Ethical dilemmas in health and care	Task 1: Research	
	Task 2: Reflection	

Section 1

Patient Confidentiality and data protection

In the NHS, patient information is private. This means healthcare staff must protect personal details (like names, diagnoses, or test results) and only share them when absolutely necessary – for example, with other medical staff involved in the patient's care.

UK GDPR guides how information is stored, shared, and used. Breaking these rules can lead to harm, legal trouble, and loss of trust. Every organisation should have specific policies on how people's private information is looked after. For information on this then you could visit www.nhsglos.nhs.uk/about-us/how-we-meet-our-duties/using-your-information



Key terms:

- **Confidentiality:** keeping patient info private
- **Consent:** permission to share info
- **Data Protection:** laws on how info is stored and used.

Learn and reflect!

Task 1: Scenario

You're on virtual placement and hear a staff member discussing a patient's health in a public area.



Why is this a problem and what could you do? (Approx 40 words)

Task 2: Reflection

How could you ensure that you maintain confidentiality in your own life experiences? (Approx 30 words)

Section 2

Safeguarding and vulnerable groups

Safeguarding means protecting people's health, wellbeing and human rights; enabling them to live free from harm, abuse and neglect. It is an essential part of providing high-quality health care.

All staff, whether they work in a hospital, a care home, in general practice, or in providing community care, and whether they are employed by a public sector, private, or not-for-profit organisation, have a responsibility to safeguard children and adults at risk of abuse or neglect.

If you think you or someone you know is being abused or neglected, you should tell someone you trust. This could be a teacher, a family member, a social worker, a healthcare professional, a police officer or someone else that you trust. Ask them to help you report it.

Supporting people when concerns are raised about abuse or neglect can be very difficult and distressing for everyone involved. Deciding what's the right thing to do can be stressful, particularly if the person you are concerned about is reluctant to accept support. If you are not sure what to do always seek advice. ([NHS England safeguarding](#))

Those most in need of protection include:

- Children and young people
- Adults at risk, such as those receiving care in their own home, people with physical, sensory and mental impairments, and those with learning disabilities.



Learn and reflect!

Task 1: Scenario

You notice a patient seems scared of their carer and has unexplained bruises.



What might you do next? (Approx 30 words)

Task 2: Reflection

How would you make sure someone vulnerable feels safe and listened to? Do you have an example of a time you have ever done this? (Approx 30 words)

Section 3

Ethical dilemmas in health and care

Healthcare workers often face ethical dilemmas – situations where there’s no clear “right” answer. For example, choosing between:

- Respecting a patient’s wishes vs. doing what’s safest.
- Treating one very sick patient vs. helping many with minor issues.

The NHS uses principles like **respect**, **fairness**, and **honesty** to guide decisions.

Different roles might refer to different ethical principles, for example those interested in careers in medicine would benefit from reading medical ethics [bma.org.uk/advice-and-support/ethics/medical-students/ethics-toolkit-for-medical-students/key-principles-of-ethics-for-medical-students](https://www.bma.org.uk/advice-and-support/ethics/medical-students/ethics-toolkit-for-medical-students/key-principles-of-ethics-for-medical-students) whereas Psychology would refer to [bps.org.uk/guideline/code-ethics-and-conduct](https://www.bps.org.uk/guideline/code-ethics-and-conduct). If you are looking at a specific job role, think about what their ethical guidelines might be.



Learn and reflect!

Task 1: Research

Consider a career in Health and Care you might be interested in. Can you find out what ethical principles underpin this role.



A website to visit is:

3 of the ethical principles are:

Task 2: Reflection

One time I have upheld these principles was when: (Approx 30 words)

**You have now concluded module 3
of your virtual work experience.**

Please saved this as 'your name, module 3'.
It should be submitted at the same time as all other modules.



Essentials Module 4



First aid essentials

Section title	Tasks	Completed?
Section 1: Infection control and hygiene	Task 1: Scenario	
	Task 2: Reflection	
Section 2: Unresponsive and not breathing, and choking	Task 1: Research: Unresponsive and not breathing	
	Task 2: Research: Choking	
Section 3: What else?	Task 1: Research	

First aid is a key part of working in health and care. Whether you're supporting others in a care setting, volunteering, or preparing for a future career, these essential skills will give you confidence. This module intends to give you an introduction to some of the techniques used to assist with first aid emergencies. Completing this does not mean that you are 'first aid trained qualified', but rather than you have been introduced to some of the key principles involved.

Section 1

Infection control and hygiene

Preventing the spread of infection is essential in health and care because it protects people who are most vulnerable, like the elderly, young children, or those with weaker immune systems. Even a mild illness for a healthy person can be serious – or even life-threatening – for someone in a care home or hospital. By practising good hygiene, using PPE properly, and staying home when unwell, we help stop infections from spreading and keep everyone safer.

It's also important because infection outbreaks can cause big problems – closing hospital wards, cancelling appointments, and leaving care settings short-staffed. As someone exploring a career in health or care, showing that you take infection control seriously proves you're responsible, professional, and ready to protect others. Small actions, like washing hands or cleaning equipment, can save lives and help keep health services running smoothly. [NHS Hand Washing Technique](#) helps to highlight the importance and technique of handwashing.

Learn and reflect!

Task 1: Scenario

You notice that a co-worker has not washed their hands when starting their shift.



What should you do, and why is this a problem? (Approx 30 words)

Task 2: Reflection

What else do you do on a regular basis to prevent the spread of infection? (Approx 30 words)

Section 2

Unresponsive and not breathing, and choking

When someone stops breathing, acting quickly is critical. You first need to assess the situation. To do this all-medical professional will use a process known as **DRABC**.

Danger

Make sure the area is safe for you, the casualty, and anyone nearby. Look out for things like traffic, electricity, sharp objects, fire, or aggressive people. **You can't help anyone if you get hurt too. Shout for help.**



Response

Check if the person responds. Gently shake their shoulders and ask loudly: **"Are you okay?"** or **"Can you hear me?"** If they respond, stay with them and get help. Make sure you, or someone around you, has called 999. If they do not respond, move to the next step.



Airway

Open the airway. Tilt their head back and lift their chin to open the airway. This helps them breathe more easily if they are unconscious.



Breathing

Check for breathing. **Look, listen, and feel:**

- **Look** for chest movement.
- **Listen** for breathing.
- **Feel** for breath on your cheek.

Do this for no more than 10 seconds. If they are breathing normally, put them in the recovery position and call 999. If they are not breathing, go to the next step.



Circulation (start CPR)

Start CPR if the person is not breathing. This means using chest compressions.

For an ADULT:

Push hard and fast in the centre of the chest – 30 compressions, followed by 2 rescue breaths (if trained), or hands-only CPR if not. This should be at the pace of two pushes per second (or to the beat of 'Nelly the Elephant')

[How to do CPR on an Adult – First Aid Training – St John Ambulance](#)

Use an AED (Automated External Defibrillator) as soon as possible:

[How to use a Defibrillator \(AED\) – First Aid Training – St John Ambulance](#)



Choking

Mild choking

If the airway is only partly blocked, the person will usually be able to speak, cry, cough or breathe. In situations like this, a person will usually be able to clear the blockage themselves. You should:

- Encourage the person to cough to try to clear the blockage.
- Ask them to try to spit out the object if it's in their mouth.
- Do not put your fingers in their mouth if you can't see the object, as you risk pushing it further down their mouth.
- If coughing doesn't work, start back blows.

Severe choking

If choking is severe, the person won't be able to speak, cry, cough or breathe, and without help they'll eventually become unconscious. If coughing doesn't work start back blows.

To help an adult or child over 1 year old:

- Stand behind the person and slightly to one side. Support their chest with 1 hand. Lean the person forward so the object blocking their airway will come out of their mouth, rather than moving further down.
- Give up to 5 sharp blows between the person's shoulder blades with the heel of your hand (the heel is between the palm of your hand and your wrist).
- Check if the blockage has cleared.
- If not, give up to 5 abdominal thrusts.

Do not give abdominal thrusts to babies under 1 year old or to pregnant women.

- Stand behind the person who is choking.
- Place your arms around their waist and bend them well forward.
- Clench 1 fist and place it just above the person's belly button.
- Place your other hand on top of your fist and pull sharply inwards and upwards.
- Repeat this up to 5 times.
- The aim is to get the obstruction out with each chest thrust, rather than doing all 5.

If the person's airway is still blocked after trying back blows and abdominal thrusts call 999 and ask for an ambulance. Continue with the cycles of 5 back blows and 5 abdominal thrusts until help arrives. The person choking should always be seen by a healthcare professional afterwards to check for any injuries or small pieces of the obstruction that remain.

Learn and reflect!



Task 1: Research: Unresponsive and not breathing

Children and babies can't have the same sort of CPR as adults.

Use the NHS website www.nhs.uk/conditions/first-aid/cpr to read up on the difference for these groups.

Summarise below what you should do for:

Children over 1 year:

Infants under 1 year:

Task 2: Research: Choking

Watch the video www.youtube.com/watch?v=oswDpwzbAV8 to find out how you might need to treat a baby who is choking.

What were the main differences? (Approx 30 words)

Section 3

What else?

There can be lots of different reasons why first aid might be needed. If you visit www.nhs.uk/conditions/first-aid then it will give you an overview of these problems and guidance on how to support people in these situations.

Learn and reflect!

Task 1: Research

Visit www.nhs.uk/conditions/first-aid and choose one common first aid incident. Complete the below (approx. 60 words)



What is the incident?

What could you do?

You have now concluded module 4 of your virtual work experience.

Please save this as 'your name, module 4'. It should be submitted at the same time as all other modules.



Task Module 5

**WE
WANT
YOU**

Independent task

In this task, you can choose to explore one of four major areas of modern health and care in the UK: how COVID-19 changed the NHS, how technology is reshaping patient care, the growing importance of mental health in medical settings, and public health issues and how we can prevent them. For each one you will also consider how inclusion is promoted – making sure healthcare is fair and accessible for everyone, regardless of background, ethnicity, disability, or income.

Choose **ONE** of these tasks.

Section title	Completed?
Option 1: How has COVID-19 changed health and care in the UK?	
Option 2: How is developing technology influencing UK health and care?	
Option 3: How is mental health awareness changing in UK health and care settings?	
Option 4: What are Public Health Issues in the UK and what is being done to prevent these?	

Option 1

How has COVID-19 changed health and care in the UK?

Key points to cover:

- How the NHS adapted: remote appointments, rapid testing, Nightingale hospitals.
- Impact on staff (mental health, workloads) and patients (delayed treatments).
- Long-term changes: greater use of digital services, public trust in vaccines.
- Inclusion point: How the NHS worked to reach ethnic minority communities with accurate COVID info and vaccines.

The below resources might be useful:

- [NHS: COVID-19 and Innovation](#)
- www.health.org.uk/reports-and-analysis/briefings/the-continuing-impact-of-covid-19-on-health-and-inequalities

Option 2

How is developing technology influencing UK health and care?

Key points to cover:

- NHS technology tools: NHS app, e-referrals, virtual consultations.
- Use of AI and data for early diagnoses (e.g. cancer detection).
- Wearables for managing diabetes, heart conditions, etc.
- Inclusion point: How digital tools are being made more accessible to older people, non-English speakers, and those with disabilities.

The below resources might be useful:

- [NHS Digital: Transforming Healthcare](#)
- [Our Patient Portal is now accessible via the NHS App](#)

Option 3

How is mental health awareness changing in UK health and care settings?

Key points to cover:

- NHS efforts to integrate mental health into general care (GPs, A&E).
- Impact of the pandemic on staff and public mental health.
- Services like CAMHS (Children and Adolescent Mental Health Services) and IAPT (Talking Therapies).
- Inclusion point: How services are adapting to meet the needs of LGBTQ+, ethnic minorities, and neurodiverse people.

The below resources might be useful:

- [NHS: Mental Health Services](#)
- www.onyourmindglos.nhs.uk

Option 4

What are Public Health issues in the UK and what is being done to prevent these?

Key points to cover:

- Major UK public health concerns: smoking, obesity, alcohol use, vaccine uptake.
- The role of the NHS, schools, and local councils in prevention.
- National campaigns: "Stoptober", "5 A Day", free flu jabs.
- Inclusion point: How public health campaigns target vulnerable groups (low-income families, rural areas, ethnic minorities).

The below resources might be useful:

- [NHS: Public Health Campaigns](#)
- www.gloucestershire.gov.uk/health-and-social-care/public-health

Hints and tips



Remember, you only choose one of these, and the aim is to answer the main question, using any evidence you can find. If you need help in structuring it, think about it like this.

- 'The question I want to investigate is:
- The first point I want to cover is:
- In my research I have found (summarise information – include screen shots if you want!)
- The second point I want to cover is:
- In my research I have found (summarise information – include screen shots if you want!)
- The third point I want to cover is:
- In my research I have found (summarise information – include screen shots if you want!)
- This could impact on diversity and inclusion because:
- Directly answer the question and summarise what you have found.



Learnings

Use the space below to help write up your answer – Remember you only need to write about ONE of these! This information could be used to refer in personal statements and specific applications. (approx. 500 words)



A large, empty white rectangular area intended for writing the answer.

You have now concluded module 5 of your virtual work experience.



Now all your work is completed, please email it to **glicb.careers@nhs.net**.

Remember it needs to have been saved as **your name** and '**virtual work experience**'.

Once received, we will verify that the work has been completed and return it to you signed and authorised.

Office use only:

Signed

Name and position
of signatory

Date

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