learnPro NHS: Module Catalogue
Introduction

The learnPro catalogue comprises of a list of all courses are available within learnPro. These modules are SCORM modules but what learnPro offers are separate assessments that are detailed and in-depth compared to any simple SCORM assessments.

We can offer trial access if required and also offer you the ability to modify any of the master scripts for each course so you can have your own branding on each modules. LearnPro comes with the ability to upload any SCORM module, from third party sources, create your own SCORM courses, build separate and powerful assessments, add learning resources such as video, pdfs, SOPs etc., to the resource library and create programmes of learning pulling all resources and courses together within topics and sections.
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Induction/Statutory/Mandatory Modules

Adult Support and Protection

Aim:
The aim of this module is to help you to learn about how support and protection can be offered to people with disability and / or illness, where these affect the person's ability to protect themselves from harm.

Learning Outcomes:
By the end of this module, you will be able to:

- Define and identify who may be an adult at risk
- Identify types of harm
- Carry out your duty to report any concerns about actual or suspected harm
- Identify the procedures, guidelines and individual in your organisation that would support you in reporting concerns
- Demonstrate an understanding of the principles within adult support and protection legislation

Advanced Child Protection

Aim:
To raise awareness of the key child protection procedures, policies and legislative framework applicable to all staff, and ensure they are aware of their roles and responsibilities in protecting children.

Learning Outcomes:
By the end of this module you will:

- Have an understanding of the concept of child protection
- Be able to identify the key procedures, policies and legislation that can assist in the protection of children and young people
- Be able to explain what is meant by child abuse and what the different categories of abuse are
- Have an awareness of the possible alerting signs of child abuse
- Be able to demonstrate an understanding of responsibilities in relation to the protection of children and young people
- Be able to demonstrate a clear understanding of the child protection referral process
- Have a clear understanding of responsibilities in relation to sharing information with partner agencies, if concerned that a child is being abused, or is at risk of abuse
Induction/Statutory/Mandatory Modules

Child Protection: Foundation

Aim:
To raise awareness of the key child protection procedures, policies and the law applicable to all staff, and to ensure you are aware of your roles and responsibilities in protecting children.

Learning Outcomes:
By the end of this module you will:
- Have an understanding of what is meant by child protection
- Be able to identify the key procedures, policies and the law that can assist in the protection of children and young people
- Be able to explain what is meant by child abuse and what the different categories of abuse are
- Have an awareness of the possible alerting signs of child abuse
- Be able to show that you understand your responsibilities in relation to the protection of children and young people
- Be able to show you have a clear understanding of the child protection referral process
- Be able to show you have a clear understanding of your responsibilities to share information if you are concerned that a child is being abused, or is at risk of abuse

Child Protection: Annual Update

Aim:
To raise awareness of the key child protection procedures, policies and legislative framework applicable to all staff, and update previous knowledge and skills developed in completion of level 2 Child Protection Foundation training.

Learning Outcomes:
By the end of this module you will:
- Update your understanding of the concepts of child protection
- Be able to identify the key procedures, policies and legislation that can assist in the protection of children and young people
- Be able to explain what is meant by child abuse and what the different categories of abuse are
- Have an awareness of the possible alerting signs of child abuse
- Be able to demonstrate an understanding of responsibilities in relation to the protection of children and young people
- Be able to demonstrate a clear understanding of the child protection referral process
- Have a clear understanding of responsibilities in relation to sharing information with partner agencies, if concerned that a child is being abused, or is at risk of abuse
Induction/Statutory/Mandatory Modules

Child Protection: Record Keeping

Aims:
- To provide participants with an opportunity to reflect and gain an understanding of the factors which contribute to effective record keeping
- To raise awareness within participants of the need for effective record keeping, recognise its impact and importance in making assessments and on the lives of children and their families in general

Learning Outcomes:
- The participant will have a greater understanding of the differences between fact, opinion and professional judgment in the record keeping process
- Be able to identify the legal and professional regulations governing the record keeping process
- Have enhanced knowledge and understanding of the link between record keeping and the assessment of children's needs.

Equality and Diversity Foundation

Aim:
To raise awareness of equality and diversity. This module should help you to understand relevant legal and policy frameworks. It was developed to show the link between equality, diversity and good working practice, and is not an authoritative statement of law.

Learning Outcomes:
By the end of this module you will be able to:
- Demonstrate an understanding of the need to deliver a fair and equitable service to the diverse population within your workplace
- Define the terms equality and diversity
- Identify key legislation related to equality and diversity
- Explain what is meant by disability and who is a disabled person
- Recognise the definition of learning disabilities, autism spectrum disorder and / or Asperger’s syndrome
- Recognise the diversity of transgender identities and sexual orientations which exists within the Scottish population
- Appreciate the range of age groups that exist within the Scottish population
- Recognise the racial, national and ethnic diversity which exists within the Scottish population
**Induction/Statutory/Mandatory Modules**

**Equality and Diversity: Age**

**Aim:**
This module will equip you with the basic awareness, knowledge and skills to value and support people of all ages and to recognise the barriers and poor treatment some younger and older people experience because of their age.

The module should help you to understand relevant legal and policy frameworks. It was developed to show the link between equality, good employment practice and service delivery, and is not an authoritative statement of law.

Whilst this module concentrates on the age legislation as it specifically relates to employment, it should be noted that people of all ages (in particular those in the younger and older age groups) can face discrimination, bullying and harassment in the services they receive both within and out with the healthcare environment.

**Learning Outcomes:**
By the end of this module you will be able to:
- Appreciate the range of age groups that exist within the Scottish population
- Understand the content and implications of the relevant legislation
- Recognise personal actions, practices, policies and procedures which may disadvantage people from particular age groups i.e. younger and older people
- Recognise personal actions and procedures which may value, support and empower people from particular age groups

**Equality and Diversity: Disability Equality**

**Aim:**
To equip staff with the knowledge and skills to ensure disabled people receive equitable services and information throughout the NHS.

The NHS values the diversity of its workforce and is committed to ensuring equality and equity of access, use and outcome(s) in the services it provides. To do this, it is important that all staff are disability aware.

**Learning Outcomes:**
By the end of this module you will be able to:
- Explain what is meant by disability and who is a disabled person
- Recognise personal actions, practices, policies and procedures, which may disadvantage disabled people
- Recognise personal actions, practices, policies and procedures which can empower disabled people
- Be clear and confident about the right of disabled people to have equitable access to all healthcare services and information
Induction/Statutory/Mandatory Modules

Equality and Diversity: Learning Disabilities

**Aim:**
To equip staff with the knowledge and skills to value and support the empowerment of people with learning disability, autism spectrum disorder or Asperger’s syndrome.

**Learning Outcomes:**
By the end of this module you will be able to:
- Recognise the definition of learning disabilities, autism spectrum disorder or Asperger’s syndrome
- Recognise personal actions, practices, policies and procedures, which may disadvantage individuals with learning disabilities, autism spectrum disorder or Asperger’s syndrome
- Recognise personal actions, practices, policies and procedures, which can empower individuals with learning disabilities, autism spectrum disorder or Asperger’s syndrome

Equality and Diversity: LGBT

**Aim:**
To equip staff with knowledge and understanding of what is expected of them when relating to lesbian, gay, bisexual and transgender (LGBT) people – whether as service-users or as colleagues.

**Learning Outcomes:**
By the end of this module you will be able to:
- Recognise the diversity of transgender identities and sexual orientations which exists within the Scottish population
- Understand the implications of equalities and anti-discriminatory Legislation
- Recognise personal actions, practices, policies and procedures which may disadvantage LGBT people
- Recognise personal actions, practices, policies and procedures which are inclusive of LGBT people

Finance

Fire Safety: Fire Equipment

**Aim:**
To ensure staff understand the different types of firefighting equipment and their uses.

**Learning Outcomes:**
By the end of this module you will be able to:
- Identify the colour codes of fire extinguishers
- Identify 5 different types of fires
- Identify the most suitable firefighting equipment for different types of fires

Fire Safety: Fire Prevention

**Aim:**
To make staff aware of the correct procedures upon hearing the fire alarm, or raising the fire alarm.

**Learning Outcomes:**
By the end of this module you will be able to:
- State the actions to take in the event of discovering a fire
- Differentiate between two different types of fire alarm
- Identify the procedures relating to fire exits and escape routes
- Identify the main characteristics of fire doors
- Identify the main principles of horizontal evacuation
Induction/Statutory/Mandatory Modules

Fire Safety: What is Fire

Aim:
To provide an understanding of the legal requirements of fire safety training, to explain the fire triangle, and the methods by which fire spreads.

Learning Outcomes:
By the end of this module you will be able to:
- State the legal requirements with regard to fire safety training
- Identify the 3 elements that make up the fire triangle, and explain what happens when one of the elements are removed
- Identify the 3 ways that fire spreads

Food Hygiene: Food Contamination

Aim:
This module will provide an understanding of how food can become contaminated

Learning Outcomes:
By the end of this module you will be able to:
- Understand how food can become contaminated by food poisoning bacteria
- Explain how food can become contaminated by chemicals
- Describe how food can become physically contaminated

Food Hygiene: Legal Requirements, Food Poisoning and Bacteria

Aim:
This module will provide an understanding of the legal requirements of food hygiene training, the costs of poor hygiene as well as explaining what food poisoning is and what causes it.

Learning Outcomes:
By the end of this module you will be able to:
- State the legal requirements with regard to food hygiene training
- Explain what would be the most serious outcome of poor food hygiene standards
- Define what food poisoning is and the commonest cause
- Explain what conditions bacteria need to multiply

Food Hygiene: Preventing Food Poisoning

Aim:
This module will provide an understanding of the practical steps which can be taken to reduce the risk of food becoming contaminated

Learning Outcomes:
By the end of this module you will be able to:
- Define the 3 main ways of breaking the food poisoning chain
- Describe 2 practical measures you can take in your work area to ensure that food is protected from contamination
- Explain how you can ensure that food poisoning bacteria do not grow and multiply on food
- Explain how bacteria can be destroyed in food
Induction/Statutory/Mandatory Modules

Health & Safety Awareness *

Aim:
By the end of this session, you will be able to:
- Examine the key health and safety related legal duties of employers and employees
- Have and understanding of the organisation's approach to managing Health and Safety

Learning Outcomes:
- To clarify the legal responsibilities for employers and their employees
- To promote a positive safety culture within the workplace

Health & Safety: COSHH *

Aim:
The aims of this module are:
- To ensure that you are aware of your responsibilities
- To help you to identify hazardous substances
- To ensure that you know how to find out about the appropriate control measures and how they affect you
- To promote an awareness of the Regulations

Learning Outcomes:
The learning outcomes of this module are:
- To enable you to recognise warning signs on packages
- To provide you with information about hazard data sheets
- To make you aware of local risk assessments
- To give you information on appropriate control measures and how they may affect you

Health & Safety: Hazards and Risks

Aim:
To provide an understanding of hazards and risks.

Learning Outcomes:
By the end of this module you will be able to:
- Define the terms hazard and risk
- Explain the process of risk assessment
- Identify at least 5 hazards which create serious risks in a healthcare environment
- Select appropriate safety measures relating to identified hazards

Health & Safety: Health & Safety Law

Aim:
To provide an understanding of the law relating to health and safety.

Learning Outcomes:
By the end of this module you will be able to:
- Demonstrate a knowledge of the key features of the Health and Safety at Work Act 1974 including terminology used, and responsibilities of employers and employees
- Demonstrate an awareness of health and safety regulations dealing with specific aspects of health and safety

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Health & Safety: Incidents

Aim:
To provide an understanding of incident reporting and the incident reporting procedure.

Learning Outcomes:
By the end of this module you will be able to:
• Identify what needs to be reported
• Explain why incidents need to be reported
• Describe how and to whom incidents should be reported
• Explain what action may be taken when an incident is reported

Health & Safety: Lone Working *

Aim:
To inform you of the legacy Lone Working Policies in operation

Learning Outcomes:
By the end of this module you will be able to:
• Describe what Lone Working means
• Identify some of the main categories that could include Lone Workers
• Identify some of the hazards associated with Lone Work
• Identify some of the resources available to support Lone Workers

Health & Safety: Risk Assessment *

Learning Outcomes:
• To understand why we must carry out risk assessments.
• To understand how to carry out a risk assessment.
• To recognise when a risk assessment needs to be reviewed.
• Increase awareness of hazards at work.
• Increase awareness of how to control work hazards

Health & Safety: Structure and Purpose

Aim:
To provide knowledge of the structure and raise awareness of the purpose of health and safety management.

Learning Outcomes:
By the end of this module you will be able to:
• Demonstrate knowledge of the health and safety management structure
• Identify the roles and responsibilities of those involved in resolving health and safety issues
• Identify who is responsible in local areas for assessing health and safety problems
• Identify who is responsible in local areas for ensuring the safety of staff
• Explain the purpose of health and safety management
**Induction/Statutory/Mandatory Modules**

**Healthcare Associated Infection: Decontamination**

**Aim:**
To introduce healthcare workers to decontamination systems and procedures that reduce healthcare associated infection and therefore provide a safe environment.

**Learning Outcomes:**
By the end of this module you will be able to:
- Explain the difference between and importance of cleaning, disinfection and sterilisation
- State what the different symbols on manufacturers’ packaging represent

**Healthcare Associated Infection: Hand Hygiene**

**Aim:**
To provide an understanding of when and how to wash your hands.

**Learning Outcomes:**
By the end of this module you will be able to:
- Explain the key moments of hand hygiene
- Understand how healthcare associated infections are acquired from hands
- Outline the steps that should be taken to decontaminate your hands correctly and efficiently
- Explain the importance of skin care in relation to hand hygiene

**Healthcare Associated Infection: Segregation of Waste and Linen**

**Aim:**
To provide knowledge and understanding of the safe segregation and handling of waste and used linen.

**Learning Outcomes:**
By the end of this module you will be able to:
- Explain how to dispose of, and handle safely, both waste and used linen
- Identify the correct colour coded bag / container for the safe disposal of waste and used linen
- Identify who is responsible for the management of blood and body fluid spillages
- Explain the management of an unprotected exposure to blood or body fluids, including a sharps injury

**Healthcare Associated Infection: Standard Precautions**

**Aim:**
This module will raise awareness of standard infection control precautions.

**Learning Outcomes:**
By the end of this module you will be able to:
- Explain what standard infection control precautions are
- Explain why standard infection control precautions are important
- Describe your own responsibility in terms of standard precautions
Induction/Statutory/Mandatory Modules

Healthcare Associated Infection: Structure and Background

Aim:
To understand the infrastructure for infection control within the local organisation, and the background of the prevention and control of healthcare associated infection (HAI).

Learning Outcomes:
By the end of this module you will be able to:
- Identify the roles and the responsibilities of the Infection Control Team, Microbiology services and the Cleanliness Champions programme
- Identify where to obtain appropriate infection control advice and guidance
- Describe the chain of infection and various means of breaking it

Introduction to learnPro modules

Aim:
The aim of this module is to explain the navigation and features of the modules, assessments and course status icons.

Learning Outcomes:
By the end of this module you should be able to:
- Understand how to work through a module
- Understand how the quizzes and assessments work
- Explain the colour-coding of course status icons
- Explain how to logout of learnPro

Information Governance: Data Protection and Confidentiality

Aim:
The purpose of this module is raise your awareness of the NHS Lothian policies surrounding confidentiality and information security to assist you in storing, transporting and transferring health records and in the secure and effective communication and handling of personal or sensitive data.

Learning Outcomes:
By the end of this module you should be able to:
- Understand the term Information Governance and how it applies to you
- Explain the principles of patients’ right to confidentiality within the current statutory framework
- Understand about sharing patient information with informed consent
- Understand about disclosure of information when required to do so by law

Information Governance: IT Security

Aim:
The purpose of this module is to raise your awareness of the NHS Lothian policies and good practice surrounding IT Security.

Learning Outcomes:
By the end of this module you should be able to:
- Understand the NHS Lothian eHealth IT Security policy and how it applies to you
- Explain the importance of creating secure passwords and not sharing them with anyone
- Describe the principles and guidelines for using email and Internet appropriately
- Explain why you should only use NHS Lothian approved IT equipment and removable media
**Induction/Statutory/Mandatory Modules**

**Information Governance: Records Management**

**Aim:**
The aim of this module is to provide all staff involved in storing, handling and maintaining health and corporate records, with a sound basic knowledge of NHS Lothian procedures and policies relating to good records management and, furthermore, to enable staff to manage records in such a way as to facilitate the highest standard of service provision.

**Learning Outcomes:**
By the end of this module you should be able to:
- Understand the differences between good and poor records management
- Understand why good records management is important to patients, staff and NHS Lothian
- Demonstrate a greater understanding the importance of physical security of records and staff responsibilities

**LEAN in Practice**

**Mental Health and Wellbeing**

**Aim:**
To provide an awareness and knowledge of the basic ideas and initiatives concerning mental health and wellbeing in Scotland.

**Learning Outcomes:**
By the end of this module you will:
- Have gained a general understanding of mental health and wellbeing
- Have an understanding of the effect of inequalities on mental health and wellbeing
- Be able to explore the impact of stigma and discrimination
- Have increased knowledge of suicide awareness
- Know how and where to access support for mental health problems
- Have an understanding that people can and do recover from mental health problems
- Be able to recognise Scottish Government initiatives for improving mental health and wellbeing

**Management of Aggression: Core Skills**

**Aim:**
The aim of this module is to provide you with a learning opportunity to develop your skills, knowledge, awareness and understanding of the key factors involved in the prevention and management of aggression at work.

**Learning Outcomes:**
By the end of this module you will:
- Be able to identify key legislation, policies and guidance applicable to all staff
- Have an awareness of the “NHS Lothian Risk Assessment, Risk Reduction and Training Needs System”
- Be able to demonstrate an understanding of the roles and responsibilities of the employer and the employee
- Have an understanding of the background to the assault cycle model
- Be able to identify the five interrelated phases of the assault cycle model
- Be able to identify potential trigger factors, non-verbal and verbal warning signs that indicate a move away from base line behaviour
Induction/Statutory/Mandatory Modules

Manual Handling: Anatomy

Aim:
To provide an understanding of the anatomy and functions of the spine.

Learning Outcomes:
By the end of this module you will be able to correctly identify the following:
- The curves of the spine
- The 4 main functions of the spine
- The tissues of the spine
- Disc problems

Manual Handling: Cause of Injury

Aim:
To raise awareness of how injury may occur during manual handling procedures.

Learning Outcomes:
By the end of this module you will be able to correctly identify the following:
- The positions and movements, which are most likely to cause strain or injury
- The main adverse effects of unbalanced movement
- The risk factors that may lead to injury

Manual Handling: Efficient Movement

Aim:
To provide an understanding of efficient movement.

Learning Outcomes:
By the end of this module you will be able to:
- Identify the definition of efficient movement
- Apply the key points of efficient movement
- Identify the benefits of moving efficiently

Manual Handling: Ergonomics

Aim:
To provide knowledge of ergonomic principles and their application.

Learning Outcomes:
By the end of this module you will be able to:
- Apply the aims of ergonomics
- Identify the key components of an ergonomic risk assessment
- Identify how to undertake a risk assessment applying the components of ergonomic risk assessment
**Induction/Statutory/Mandatory Modules**

**Manual Handling: Legislation**

**Aim:**
To provide knowledge of legislation in relation to manual handling.

**Learning Outcomes:**
By the end of this module you will be able to correctly identify the following:

- The key points of manual handling policy
- The 3 main responsibilities of the employer under the Manual Handling Operations Regulations (MHOR)
- Your own responsibilities under the MHOR
- The HSE guideline weights
- The organisation’s incident reporting procedure

**Manual Handling: Workstation**

**Aim:**
To provide information on display screen equipment legislation and visual display unit workstation set up.

**Learning Outcomes:**
By the end of this module you will be able to correctly identify the following:

- The responsibilities of your employer under the Display Screen Equipment (DSE) Regulations
- The key points of good computer workstation design
- The recommended postures to adopt when sitting at a computer
- The procedure for carrying out a computer workstation assessment
- The recommended length of breaks to take when working at a computer

**NHS Knowledge and Skills Framework**

**Including:**
- KSF Overview
- KSF Development Review Process

**Occupational Health Service**

**Aim:**
The aim of this module is to inform you of the Occupational Health Service and what services they provide

**Learning Outcomes:**
By the end of this module you will;

- have an increased knowledge of the Occupational Health Service
- have an awareness of the services they provide
**Induction/Statutory/Mandatory Modules**

**Prevention and Management of Violence and Aggression (PaMOVA)** *

**Aim:**
The aim of this module is to provide you with a learning opportunity to develop your skills, knowledge, awareness and understanding of the key factors involved in the prevention and management of aggression at work.

**Learning Outcomes:**
By the end of this module you will:
- Be able to identify key legislation, policies and guidance applicable to all staff
- Have an awareness of the “NHS Lothian Risk Assessment, Risk Reduction and Training Needs System”
- Be able to demonstrate an understanding of the roles and responsibilities of the employer and the employee
- Have an understanding of the background to the assault cycle model
- Be able to identify the five interrelated phases of the assault cycle model
- Be able to identify potential trigger factors, non-verbal and verbal warning signs that indicate a move away from base line behaviour

**Risk Management**

**Aim:**
This module covers the elements of risk management and provides you with the opportunity to examine the culture of risk management in your workplace, and your own role and responsibilities.

**Learning Outcomes:**
By the end of this module you will be able to:
- State the aims of risk management
- Identify the stages of the risk management process
- Describe what is meant by culture in relation to risk management
- Recognise the component parts of risk management
- Explain your responsibility in relation to risk management

**Understanding and Supporting the Carer** **

**Aim:**
This module will raise awareness of all carers and provides information about the support and resources available which enables them to fulfil their caring role.

**Learning Outcomes:**
By the end of this module you will be able to:
- Define the term unpaid carer
- Be able to identify carers and young carers in the lives of patients whether they live with the patient or not
- Offer support and information to carers in an appropriate and timely manner
- Have knowledge of the prevalence of caring and an understanding of the diversity of caring roles
- Demonstrate an understanding of the impact of caring on carer physical and emotional health, finances and quality of life
- Demonstrate knowledge of carer support networks and agencies outside the NHS
- Demonstrate increased understanding and confidence to signpost and refer carers to relevant support agencies
Induction/Statutory/Mandatory Modules

Working in Partnership with Carers **

Aim:
This module is for NHS Lothian clinical staff who are undertaking mandatory update training. It builds on the learning from Module one: Understanding and Supporting the Carer, and will provide information about carers of people with specific medical or long term conditions and an understanding of the impact that caring has on specific carers in particular situations. It will focus on carer’s assessments as a means of supporting carers. For some staff, the e-learning module will be followed by face-to-face training.

Learning Outcomes:
By the end of this module you will be able to:

- Demonstrate an increased understanding of the impact specific medical or long term conditions have on the caring role
- Demonstrate an increased ability to offer support appropriate to carers in specific caring situations
- Demonstrate an understanding of the need to identify carers and the importance of the carer assessment process and know how and where to refer appropriately for a carer assessment
- Demonstrate an understanding of the need for person-centred and outcome focussed working
- Demonstrate an understanding of NHS Lothian Carer Information Strategy and your own professional role in the implementation plan
- Demonstrate an understanding of service redesign through knowledge of key policy documents and have an ability to shift professional practice
Blood Transfusion

Blood Transfusion: Level one

Aim:
The aim of this course is to ensure that all practitioners can participate in the transfusion process safely.

Learning Outcomes:
By the end of the Safe Transfusion Practice course (units 1 to 8) you should be able to:

- Understand basic ABO serology
- Take a blood sample for pre-transfusion testing correctly
- Store blood components correctly
- Collect blood components safely
- Administer a blood transfusion safely
- Take initial action to manage a transfusion adverse event
- Understand the role of the hospital transfusion laboratory in supporting safe and appropriate transfusion (optional unit).

Modules include:
- SHOT Reporting Scheme
- Blood Group Serology
- Requesting Procedure
- Sampling Procedures
- Collection Procedure
- Administration Procedure
- Management of Transfused Patient

Blood Transfusion: Level One (Lab)

Aim:
The aim of this course is to ensure that all practitioners can participate in the transfusion process safely.

Learning Outcomes:
By the end of the Safe Transfusion Practice course (units 1 to 8) you should be able to:

- Understand basic ABO serology
- Take a blood sample for pre-transfusion testing correctly
- Store blood components correctly
- Collect blood components safely
- Administer a blood transfusion safely
- Take initial action to manage a transfusion adverse event
- Understand the role of the hospital transfusion laboratory in supporting safe and appropriate transfusion (optional unit).
Blood Transfusion

Blood Transfusion: Level Two

Aim:
The aims of the programme are to:

- Ensure that all practitioners can participate in the transfusion process safely, adhering to professional standards
- Minimise risk to all patients and practitioners involved in the transfusion process
- Promote the effective and efficient use of the donors’ gift.

Learning Outcomes:
By the end of this course you should be able to:

- Understand the ABO blood group system
- Understand the pre-transfusion testing process and selection of compatible blood components
- Understand the nature of available blood components / derivatives and the indications for their use
- Recognise the common signs and symptoms of a transfusion reaction and take appropriate action
- Understand your professional accountability in relation to the transfusion process.

Modules include:

- Role of the Hospital Transfusion Committee
- Pre-transfusion Procedures
- Red Blood Cells
- Platelets
- Plasma Components
- Massive Transfusion
- Plasma Derivatives
- Adverse Effects of Transfusion

Blood Transfusion: Level Three

Learning Outcomes:
The unit has been specially designed for specialist registrars and doctors and nurses who are regularly involved in the management of patients requiring transfusion support. The unit will consist of the following four scenarios dealing with the transfusion management of a patient:

- With acute myeloid leukaemia
- Experiencing a massive haemorrhage
- Requiring a total hip revision arthroplasty
- Requiring cardiac surgery

Anti-D Clinical Module

Including:

- Understanding Maternal Sensitisation
- Anti-D Prophylaxis
- Management of Pregnancies at Increased Risk
- Anti-D - Routine Use
- Anti-D - Informed Decision Making
- Anti-D - Safe Storage and Administration
Blood Transfusion

Anti-D Laboratory Module

Including:
- Understanding Maternal Sensitisation
- Anti-D Prophylaxis
- Routine Laboratory Testing in Pregnancy
- Role of the Lab in Anti-D Prophylaxis
- Role of Lab: Anti-D Sensitised Pregnancies

GMP for Hospital Blood Banks

Including:
- Good Manufacturing Practice Module for Lab Staff
- Unit 1 Assessment - Quality Management
- Unit 2 Assessment - Personnel
- Unit 3 Assessment - Documentation
- Unit 4 Assessment - Premises and Equipment
- Unit 5 Assessment - Quality Control
- Unit 6 Assessment - Service Provision
- Unit 7 Assessment - Contracts and Analysis
- Unit 8 Assessment - Complaints & Product Recall
- Unit 9 Assessment - Audit
Specialist NHS Subjects

Alcohol Brief Interventions

Aim:
The aim of this module is to help practitioners to identify individuals whose drinking might be impacting on health or other aspects of their lives.

Anti-natal and Newborn Screening (Midwives): Blood Spot Screening

Aim:
This web based educational package is an annual update to refresh knowledge and skills.

Learning Outcomes:
By the end of this module you will be able to:
- Understand the condition Phenylketonuria (PKU) and its treatment
- Understand the condition Congenital Hypothyroidism (CHT) and its treatment
- Understand the condition Cystic Fibrosis (CF) and its treatment

Anti-natal and Newborn Screening (Midwives): Routine Serology

Aim:
This web based educational package is an annual update to refresh knowledge and skills.

Learning Outcomes:
By the end of this module you will:
- Understand what routine screening is and the risk factors if not performed
- Understand the benefits of early diagnosis of the following diseases:
  - HIV testing
  - Syphilis
  - Rubella
  - Hep B
- Understand the care process in place

Anti-natal and Newborn Screening (Midwives): Hearing Screening

Aim:
This web based educational package is an annual update to refresh knowledge and skills.

Learning Outcomes:
By the end of this module you will be able to:
- Understand the requirement for Newborn Hearing Screening
- Understand the different types of hearing screening
- Identify the risk factors associated with hearing impairment
- Familiarise yourself with the NHS Ayrshire and Arran procedure for collecting and recording relevant information

Anti-natal and Newborn Screening (Midwives): NTD’s and Chromosome Abnormalities

Aim:
This web based educational package is an annual update to refresh knowledge and skills.

Learning Outcomes:
By the end of this module you will be able to:
- Understand Neural Tube Defects (NTD) in pregnancy and the screening process.
- Learn about the causes of Chromosome Abnormalities and the screening process.
Blood Borne Virus Infections

Aim:
The aim of this module is to raise awareness of blood borne viruses (HIV, hepatitis B and hepatitis C) and to promote the benefits of testing, treatment and care.

Learning Outcomes:
By the end of this module you should be able to:
- Describe the ways blood borne viruses can be passed from one person to another
- State the ways that blood borne viruses might affect a person's health and wellbeing
- Explain the need to promote testing, treatment and care
- Explain how to reduce the risk of blood borne virus infections
- Describe the barriers to blood borne virus testing, treatment and care, and possible ways to overcome these
- Explain how to signpost people to services which offer testing, treatment and care for blood borne viruses

Body Image and Cancer

Learning Outcomes:
On completion of this programme you should be able to:
- Demonstrate an understanding of body image
- Demonstrate awareness of the impact of cancer and its treatment on body image
- Demonstrate an understanding of interventions which can be used in clinical practice
- Reflect on your own body image and how this can affect you at work
- Reflect on the implications of your increased awareness and understanding for your clinical practice

This course maps to KSF dimensions C1, C2, HWB4 and maybe used as evidence during your Personal Development Review

Breastfeeding: General Practitioners

Including:
- Orientation to Breastfeeding (GPs)
- Common Problems (GPs)

Breastfeeding: Health Visitors

Including:
- Setting the Scene
- Breastfeeding and Health
- Anatomy and Physiology of the Breast
- Skin to Skin
- Preterm Breastfeeding

Chemotherapy

Including:
- Chemotherapy Community Nurses
- Chemotherapy HCA
- Chemotherapy Intrathecal
- Chemotherapy Intravesical
- Chemotherapy Nurses
- Paediatric Chemotherapy Nurses
- Safe Use of Chemotherapy
### Clinical Governance

**Complaints Procedures**

**Aims:**
Raise awareness of how complaints are dealt with in NHSGG&C and of your role in helping complainants.

**Learning Outcomes:**
By the end of this module you will be able to:
- Identify common experiences and expectations in relation to making a complaint
- Recognise the importance of attempting to deal with complaints locally
- Recognise that you have a role in helping a complainant
- Identify the key elements in supporting a complainant
- Identify the resources available to you and the complainant
- Be aware of the formal process

### Hepatitis C Awareness

**Aim:**
To raise Hepatitis C awareness among staff within NHS Ayrshire & Arran

**Learning Outcomes:**
By the end of this course you will be able to:
- Demonstrate basic knowledge of Hepatitis C and transmission routes of the virus.
- Demonstrate basic knowledge of Hepatitis C testing process including knowledge of local resources & services that offer testing and support for Hepatitis C patients and their families.
- Demonstrate basic knowledge needed to deliver basic information on Hepatitis C Treatment & the accompanying referral pathways in Ayrshire & Arran NHS

### Incident Reporting

**Including:**
- Incident Reporting Form 1 (Datix) (DIF 1)
- Incident Reporting (Datix) DIF1
- Incident Reporting (Datix) DIF2

### Infections in the Older Person

**Learning Outcomes:**
At the end of this module you should be able to:
- Briefly describe what is meant by the prevalence of infection and be able to identify the most common types of infection in Scotland in the older person.
- Describe the different types of infective micro-organisms which can cause infection
- List the common clinical presentations of infection in the adult and older person
- Describe simple treatments to combat infections in older adults
- Briefly describe a range of precautions that can be taken to prevent infection in the older population including immunisation of individuals
- Understand the Quality Improvement methodology "SBAR-tool" to communicate urgent patient/ service user information.
Specialist NHS Subjects

IRMER (Radiology Regulations)

Aim:
The aim of this module is to ensure that radiology staff understand their roles and responsibilities under IRMER and are able to work within NHS Lothian’s IRMER policy and procedures.

Learning Outcomes:
By the end of this module you should be able to:
- Identify legislation and local policy associated with implementing IRMER
- Explain the NHS Lothian IRMER implementation policy and structure
- Define and describe the roles and responsibilities of IRMER duty holders
- Describe the process of entitlement of duty holders
- Explain the principles behind the justification and authorisation of medical exposures
- Identify the location of NHS Lothian IRMER procedures
- Identify those IRMER procedures and protocols that apply to your work

Management of Diabetes for Pharmacists

Aim:
This course is divided into 8 modules aims to provide information of diabetes including epidemiology, diagnosis and classification of diabetes and organising diabetes services.

Modules include:
- Setting the Scene
- Predicting and Preventing Diabetes
- Monitoring Diabetic Control
- Managing Blood Glucose – Type 1
- Managing Blood Glucose – Type 2
- Managing Diabetic Emergencies
- Long-term Complications
- Managing Diabetes in Pregnancy

Learning Outcomes:
By the end of this module you should be able to:
- Identify risk factors associated with developing diabetes
- Distinguish between type 1 and type 2 diabetes
- Describe best practice in managing patients with type 1 and type 2 diabetes
- Explain how to monitor the various parameters which are used to judge metabolic control
- State recommendations to prevent the complications of diabetes or manage them should they occur
- Provide guidance on monitoring diabetes in special cases, such as pregnancy
- Enhance the contribution you make to the care of people with diabetes
Specialist NHS Subjects

Microbiology

Aim:
The aim of this programme is to assist healthcare workers to understand basic microbiology.

Learning Outcomes:
At the end of this module you should be able to:

- Understand the importance of the normal human flora and organism behaviours
- Demonstrate knowledge of the cell structure and identification of micro-organisms including susceptibility testing and typing.
- Identifies the principles of epidemiology
- Describe the chain of infection and infection prevent and control

Multi-resistant Gram-negative Bacilli (MRGNB)

Learning Outcomes:
Following completion of this course, it is expected that you will:

- be aware of multi-resistant Gram-negative bacilli and mechanisms of resistance
- know which kind of infections may be caused by these bacteria
- be aware of current advice on the clinical management of infection with multi-resistant Gram-negative bacilli
- understand the importance of infection control in reducing transmission of these bacteria
- have an understanding of the role of antibiotic stewardship in limiting bacterial resistance.

Numeracy and Calculations

Aim:
The aim of this module is to help you understand the process, methods and formularies for calculating medication doses and infusion device rates.

Learning Outcomes:
By the end of this module you should be able to:

- Explain accountability in relation to medicines management
- Describe the five principles of good medicines management
- List the approved abbreviations used by NHS Lothian in medicines management
- Demonstrate an understanding of the different methods and formularies used to calculate medication doses and infusion device rates
- Demonstrate accurately medication dose and infusion device rate calculations
- Demonstrate an understanding of metric units and conversions

One Stop Dispensing Admission

Aim:
To allow the relevant personnel to accurately assess the medicines that patients’ bring in from home (Patients’ Own Medicines) allowing their use in the hospital environment. To do this you must use the set criteria detailed in this module.

Learning Outcomes:
By the end of this module and following a practical competency assessment, you will be able to:

- Give the relevant personnel the knowledge and skills required to safely use Patients’ Own Medicines

This module is designed for registered nursing staff but would be suitable for other professionals involved in medicines management.
Specialist NHS Subjects

Parkinson's Disease – Caring for the Patient In hospital

Aim:
Patients with Parkinson's disease are commonly admitted to hospital. The main aim of this module is to improve the patient's experience.

Learning Outcomes:
By the end of this module you should be able to:
- Explain how Parkinson's disease affects the patient
- State the common medications used in the treatment of Parkinson's disease
- Describe possible solutions to help patients overcome difficulties
- Identify resources which may be of assistance

Pre-operative Assessment

Aim:
The aim of this module is to develop your knowledge and skills in relation to the practice of pre-operative assessment, particularly if you are new to the speciality. It can also be used as an additional resource for ongoing reference if required.

Learning Outcomes:
By the end of this module you should be able to:
- Explain the systematic approach that aids the identification of medical problems in the pre-assessment setting
- Identify additional lines of enquiry to assist with the decision making process within the pre-operative assessment interview
- Demonstrate an awareness of when further referral might be required and what additional patient management may be instigated

Recording of Patient Group Directives (PGDs): Electronic Prescribing

Learning Outcomes:
- By the end of this module, you should be able to:
- be aware of the Patient Group Directives (PGDs) available for use by nursing staff within NHS Ayrshire & Arran.
- be able to find details of the PGDs available within NHS Ayrshire & Arran via the Athena web pages
- accurately select the desired PGD for your patient within Electronic Prescribing
- record the administration/non-administration of the PGD medicine(s) to your patient
- successfully complete the assessment at the end of this training program and submit user details to be granted authorisation to carry out PGDs on Electronic Prescribing - note this is separate from authorisation for PGDs that is required from your clinical nurse manager (if unclear on this, speak to your ward manager).
**Specialist NHS Subjects**

**Standardised Early Warning Score (SEWS) and Situation, Background, Assessment, Recommendation (SBAR)**

**Trak Community**

**Aim:**
To improve early recognition and management of the acutely ill in hospital using Standardised Early Warning Score (SEWS) and Situation, Background, Assessment, Recommendation (SBAR).

**Learning Outcomes:**
By the end of this module you should be able to:
- Feel more confident in caring for the acute patient
- Explain the underpinning knowledge to fundamental principles of care
- Encourage and promote a patient safety culture
- Provide evidence of competence for professional development plans (PDP)

**Urinary Catheterisation**

**Aim:**
To provide information on urinary catheterization. The course is broken down into the following modules:
- Legislation, Policy and Good Practice
- Anatomy and Physiology of the Urinary Tract System
- Indications for Urinary Catheterisation
- Urinary Catheterisation
- Catheter Care and Maintenance
- Collecting a Sample & Anti-microbial Prescribing
- Surveillance of CA-UTI
- Discharge and Transfer

**Waste Management**

**Aim:**
To raise awareness of waste management practices within NHS Lothian and ensure that all staff understand the waste handling, segregation, storage, and disposal procedures for all types of waste.

**Learning Outcomes:**
By the end of this module you should be able to:
- Understand the importance of disposing of waste in the correct manner
- Explain why good waste management practices are vital to our organisation
- Demonstrate an understanding of the organisations waste disposal process
- Demonstrate an understanding of good waste minimisation techniques
- Demonstrate an understanding of the relevant legislation
- Identify the key personnel in the waste management structure
- Deal with different types of spillage in the correct manner

**Verification of an expected Death**

**Aim**
To explain what is meant by expected death, and to explain your responsibilities as a Registered Nurse in the process of verifying an expected death.

**Learning Outcomes**
- Define what is meant by an expected death
- Identify when and where you can verify an expected death
- Identify the process to verify an expected death
- Identify your responsibilities in the process
Desktop and Information Technology

Enlight KS ECDL – Essentials

Including:
- IT User Fundamentals
- Using Email and The Internet
- Security for IT Users

Enlight KS ECDL – Extra

Including:
- Word Processing
- Spreadsheet Software
- Presentation Software
- Improving Productivity Using IT

An Introduction to Information Technology Applications

Including:
- Getting Started
- Using a Computer
- Using Microsoft Word
- Using Microsoft Excel
- Using Microsoft Access
- The Internet and Communication

NHS Elite

Including:
- NHS Elite (Audio)
- NHS Elite (Non-audio)
VQ Process & SVQ Core Skills

A1 Assessor Unit (VQ)

Aim:
This module aims to support you through the process of gaining your A1 unit qualification.

Learning Outcomes:
You will cover all the areas of the A1 unit including:

- Developing plans for assessing competence with candidates
- Judging evidence against agreed standards to make assessment decisions
- Giving candidates feedback and support on your assessment decisions
- Contributing to the internal quality assurance process

Using friendly language and simple terms, this online module will explain your role as an assessor, the techniques of assessment practice and the evidence you need to generate to gain your A1 unit award.

NB - As this is a flash module it will require to be converted to SCORM before being launched.

V1 Verifier Unit (VQ)

Aim:
This module aims to support you through the process of gaining your V1 unit qualification.

Learning Outcomes:
You will cover all the areas of the V1 unit including:

- Carrying out and evaluating internal assessment and quality assurance systems
- Supporting assessors
- Monitoring the quality of assessors’ performance
- Meeting external quality assurance requirements

Using friendly language and simple terms, this online module will explain your role as an internal verifier, the techniques of verification practice and the evidence you need to generate to gain your V1 unit award.

NB - As this is a flash module it will require to be converted to SCORM before being launched.

Communication (SVQ)

Learning Outcomes:
This area of the site is dedicated to Communication. Communication skills are important in every area of life. Some examples are:

- Taking part in discussions
- Explaining laboratory techniques to others
- Writing letters and keeping written records
- Understanding instruction manuals
- Telephoning
- Reading books, magazines and newspapers

Communication is a core skill that is important in the work place. It’s a transferable skill.

NB - As this is a flash module it will require to be converted to SCORM before being launched.
**VQ Process & SVQ Core Skills**

**Numeracy (SVQ)**

**Aim:**
Welcome to the Healthcare Numeracy online unit! This interactive resource provides you with practical examples and approved assessments to enable you to demonstrate your abilities.

**Learning Outcomes:**
You will be able to prove your
There are 2 main areas to consider:
- Tables and Charts
- Using Number Skills

NB - As this is a flash module it will require to be converted to SCORM before being launched.

**Literacy (SVQ)**

NB - As this is a flash module it will require to be converted to SCORM before being launched.
Analytical Chemistry for Biosciences

Aim:
This unit provides an overview of some of the most common analytical techniques used in chemical and bioscientific laboratories.

Learning Outcomes:
In the course of the unit you will learn about common chemical tests, as well as the techniques of chromatography, electrophoresis, titration and spectroscopy. We will consider the theory behind these techniques, the instruments involved, and their applications in the chemical and bioscience industries.

Animal and Plant Cell Culture

Learning Outcomes:
- To be able to describe the principles and applications of animal cell culture
- To be able to describe the techniques of animal cell culture
- To be able to describe the principles and applications of plant cell culture
- To be able to apply the techniques of plant cell culture

Applied Biochemical Techniques

Aim:
This unit provides an overview of some of the common techniques used in biochemical laboratories.

Learning Outcomes:
In the course of the unit you will learn about the techniques of chromatography and electrophoresis, as well as the use of radioisotopes in various forms of analysis. We'll also consider the underlying theory behind enzyme assays.

Aseptic Handling Techniques

Learning Outcomes:
By the end of the unit you will have:
- Knowledge of the means by which microbes grow and survive
- Understanding of the need for good microbiological practices for laboratories
- Awareness of aseptic handling techniques as a means of preventing contamination of living tissue or sterile materials
- Knowledge of the four hazard levels defined for microbes, and the corresponding BioSafety laboratory levels appropriate to these hazards

Biochemistry: Theory and Practice

Aim:
This unit provides an overview of the main biochemical building blocks, namely carbohydrates, lipids, proteins and nucleic acids. It also looks at how these building blocks are used by cells, not only in the production of energy, but also in the creation of chemicals they require in order to function correctly. The action and importance of enzymes is also discussed.

Learning Outcomes:
By the end of the unit you should:
- Explain the relationship between structure and function in major groups of biological molecules
- Discuss the production of ATP
- Explain the role of enzymes in biological processes
Science and Technology/ Biomedical

Biotechnology: An Introduction

Aim:
This unit provides an introduction to the world of Biotechnology. In the course of the unit you will look at the fundamental processes common to all cells and how these processes are exploited in genetic engineering. We'll also consider the wide range of products produced using biotechnological processes and some of the issues that these processes raise.

Learning Outcomes:
By the end of the unit you should:
- Be able to describe the fundamental processes common to all cells
- Have an understanding of the process of genetic engineering
- Be able to describe the production of useful proteins, cells and metabolites
- Be able to describe and demonstrate biotechnological processes in industry
- Have an awareness of bioethics and consumer concerns regarding biotechnology issues

Carrying Out Simple Testing Operations

Aim:
This unit is all about carrying out simple testing operations.

Learning Outcomes:
On completion of this course you will:
- Be aware of the need for effective and reproducible testing procedures
- Understand the quality and legal standards that you need to meet in preparing for testing
- Know how to prepare samples for testing
- Understand how to record test results in accordance with all quality and legal standards, and report any abnormalities

Cell Biology: Theory and Practice

Aim:
This unit looks at the main structures present in different cell types, and how cells both transport material in and out and communicate with one another. You can work through the whole unit, or use it as a study aid by selecting the section you want to look at.

Learning Outcomes:
By the end of the unit you should:
- Be able to describe the differences between eukaryotic and prokaryotic cells, and plant and animal cells
- Be able to recognise the main components of eukaryotic cells
- Be able to explain how small and large molecules are transported into and out of the cell
- Understand how to prepare, fix and stain microscope slides correctly
- Be able to describe how cell recognition and communication is achieved
Cell Culture: Fundamentals

Aim:
The Cell Culture: Fundamentals unit is targeted at those with some knowledge of biology, but with no knowledge, or with basic knowledge, of the principals involved in cell culture.

Learning Outcomes:
The online part of this unit represents the theory that you should know, and be able to put into practice in the laboratory. You will be given a chance to do this in the practical session accompanying this unit.

In this unit you will learn about cells in vivo and in vitro, different types of culture, how cells behave and how different cell types must be treated. You will also become familiar with the types of equipment used in cell culture and the conditions required for it to occur successfully.

Chemical Engineering & Heat and Mass Transfer

Aim:
Welcome to the Chemical Engineering – Heat and Mass Transfer unit! This unit provides an overview of heat and mass transfer in chemical engineering operations.

Learning Outcomes:
By the end of the unit you will:
- Be able to use heat transfer terminology correctly
- Be able to apply heat transfer principles in solving given problems
- Understand the principles of mass transfer
- Be able to use Fick’s Law of Diffusion
- Be able to use overall and film coefficients of mass transfer correctly

Chemical Principles: Organic

Aim:
This unit will look at a number of general principles in organic chemistry, including how to name common compounds and how reactions occur. You can work through the whole unit, or use it as a study aid by selecting the section you want to look at.

Learning Outcomes:
By the end of the unit you will be able to:
- Apply the principles of bonding, structure and nomenclature to organic compounds
- Describe the physical and chemical properties of organic compounds
- Classify the nature of organic reagents and reactions
- Apply the concepts of reaction mechanisms to the chemistry of organic compounds
Aim:
This unit looks at some of the fundamental principles in chemistry relating to gases, equilibria and thermodynamics. You can work through the whole unit, or use it as a study aid by selecting the section you want to look at.

Learning Outcomes:
This unit covers a basic overview of the principles of chemical equilibria and thermodynamics. By the end of the unit you will:

- Understand the nature of the fundamental gas laws and use them to calculate properties of any given gas or gas mixture
- Be able to recognise common types of reaction
- Have an awareness of the nature of redox reactions and the concept of oxidation and reduction coupled to oxidation state
- Be aware of how chemical equilibria are affected by the amounts of products and reactants present
- Understand what equilibrium constants represent and how to calculate them from any given chemical reaction

Cleanroom Activities

Learning Outcomes:
By the end of this unit you will know:

- What a cleanroom is and why they are used in industry
- How a cleanroom is designed and its air supply filtered
- What the main contamination risks to products are
- How to comply with entrance procedures, including wearing appropriate clothing
- How to work effectively in a cleanroom to minimise risk of product contamination and comply with health and safety requirements
- How to comply with exit procedures
- How testing and monitoring of cleanrooms is carried out
- What to do when moving materials in and out of cleanrooms
- How to ensure maintenance work doesn't compromise the effectiveness of the cleanroom

Controlling Stocks of Laboratory Materials and Equipment

Learning Outcomes:
By the end of this unit you will have:

- An awareness of the need to follow company order systems and what this involves.
- Knowledge of the procedures to follow in accepting deliveries of materials
- Understanding of the need for accurate stock records
- Awareness of the need to store different materials under different conditions
- Understanding of the need to keep storage areas clean, tidy and well maintained
Science and Technology/ Biomedical

Customer Care and Service

Learning Outcomes:
By the end of this unit you will:
• Be aware of the importance of high quality customer care and service
• Understand the need for clarity of speech when making/answering telephone calls
• Know how to provide appropriate information when making/answering telephone calls
• Be aware of the need to provide precise, legible information when sending letters, faxes or emails
• Understand the importance of interacting with customers in a professional and pleasant manner
• Know the importance of determining customer requirements when arranging for dispatch of products

Developing an Environmental Perspective

Learning Outcomes:
By the end of this module you will:
• Be aware of facts and figures on a range of environmental topics
• How to select a topic for developing a paper-based research project
• How to gather relevant information on a research topic
• How to write a report on an environmental subject

Developing Environmental Awareness

Learning Outcomes:
The main aim of this module is to raise your environmental awareness. At the end of this module you will:
• Be more aware of the importance of the environment both in and to your organisation
• Gain an understanding of where environmental decisions originated from and the reasons behind them
• Be more critical of your organisation and its effect on the environment
• Gain an understanding of environmental management
• Learn about some of the environmental tools employed to improve environmental standards and prevent extensive environmental damage

Disinfection and Sterilisation

Learning Outcomes:
By the end of this course you will have:
• Awareness of the importance of laboratory cleaning in relation to the rate of microbial death
• Understanding of the means of physical microbial control
• Knowledge of general operating procedures for an autoclave
• Awareness of filter sterilisation and the types of filter available to the operator
• Knowledge of the chemical means to control microbial contamination
• Awareness of the factors influencing the effectiveness of disinfectants
Aim:
This unit outlines some of the principles of molecular DNA technology. As well as looking at the basis of genetic engineering, the techniques of gel electrophoresis and PCR are considered along with a number of applications of these techniques.

Learning Outcomes:
By the end of this unit you will be able to:
- Describe the general principles of cloning DNA
- Describe techniques involving RNA and cDNA
- Describe the basic principles of PCR and gel electrophoresis
- Describe some of the applications of molecular DNA technology

DNA: Structure and Function

Aim:
This unit provides an overview of the nature and function of DNA. In the course of the unit you will learn more about the structure and chemical make-up of DNA, and how the information contained within it is used to make proteins in living cells. We'll also consider how DNA can be manipulated, both in making drugs and in identifying particular gene sequences.

Learning Outcomes:
By the end of the unit you should:
- Be able to describe the structure of DNA and its replication mechanism
- Have an understanding of the stages of the cell cycle
- Have an appreciation of the stages involved in protein synthesis
- Understand how genes are expressed
- Be aware of the applications of DNA technology

Environmental Law and Your Business

Learning Outcomes:
At the end of this module you will be able to:
- Understand the basic principles of law making and the legal framework
- Use basic legal terminology
- Understand the roles and responsibilities of various organisations
- Identify the influence of regulators
- Understand the reasons for having an action plan to update legislation
- Understand the benefits and business challenges in preparing an action plan to update legislation
- Develop an action plan for updating legislation
- Prepare a register of legislation
**Science and Technology/ Biomedical**

**Enzyme Technology**

**Aim:**
It considers not only the theory behind enzyme technology (what are enzymes, their source, properties, and commercial significance). Also, the practical applications of enzyme technology, e.g. how enzymes are used in bioreactors to create commercially useful enzyme products.

**Learning Outcomes:**
By the end of the unit you will be able:
- To define enzyme technology
- To describe the main properties of enzymes
- To understand that enzymes can be used in a range of commercial applications
- To describe the basic elements of an enzyme bioreactor
- To describe both therapeutic and analytical uses of enzymes

**Fundamental Chemistry: Theory and Practice**

**Aim:**
This unit provides a broad introduction to some of the foundation principles in general chemistry. In exploring the virtual laboratory you will be able to learn more about the structure of atoms, the properties of elements and how chemical substances react with each other. You'll also learn how to calculate the quantities of chemicals needed to give required product yields or concentrations of solutions.

The chemistry of carbon is introduced by looking at hydrocarbons used in fuel generation and the main classes of compounds important in biochemistry.

**Learning Outcomes:**
By the end of the unit you should:
- Be able to describe and use the basic chemical principles associated with chemical equations, organic chemistry and chemical equilibria

**Gas Liquid Chromatography**

**Learning Outcomes:**
By the end of this unit you will have:
- Knowledge of the major components of a gas chromatography (GC) instrument
- Understanding of the means of carrier gas flow control and sample injection
- Awareness of the nature and properties of GC columns
- Understanding of the main GC detectors available
- Awareness of the means of separation control via the use of temperature or carrier gas flow
- Awareness of recent advances in column, injector and detector technology
Good Laboratory Practice

Aim:
Good Laboratory Practice (GLP) provides a set of regulations within which industrial laboratory studies are planned, performed, monitored, recorded and archived. These studies generate data by which the hazards to consumers and the environment are assessed for pharmaceuticals, agrochemicals, cosmetics, food and feed additives and contaminants and biocides. GLP assures regulatory authorities that the data submitted are a true reflection of the results obtained during the study and can be relied upon when making risk/safety assessments. Good Laboratory Practice was introduced initially in the USA for pharmaceutical research in response to a number of public health incidents and now covers most safety testing in the developed world.

Learning Outcomes:
The purpose of the principles of Good Laboratory Practice is to:
- promote the development of quality test data
- avoid fraudulent presentation of data

Such fraudulent data can be falsification of reports on animal tests of drug products to show them as harmless when no tests had been carried out, or exclusion of test results unfavourable to top company officials, for example.

Good Manufacturing Practice (GMP)

Aim:
Training in Good Manufacturing Practice helps employees understand the part they play in maintaining their company’s reputation in the market place and ensure product integrity.

Learning Outcomes:
The course gives a brief outline of what GMP is and why we have it. You will go on to look at who the regulators are and what the GMP rules cover in both Europe and the USA. You will also learn about what the rules are and what ICH Q7a is. Most importantly, you will find out how GMP affects you and learn about your role in keeping good manufacturing practice and where the rules apply to the job that you are doing. By the end of the session you should:
- Be able to state why we have to follow GMP
- Be trained in GMP practices relevant to their work
- Successfully complete the assessment and pass!

High Performance Liquid Chromatography

Learning Outcomes:
By the end of this unit you will have:
- Knowledge of the major components of an HPLC instrument
- Understanding of sample introduction
- Understanding of both normal and reverse phase separation methods
- Awareness of the nature of columns, and factors affecting their degradation
- Knowledge of the various detectors available to the analyst, with particular attention on UV/Visible detectors
- Understanding of both isocratic and gradient elution techniques
**Science and Technology/ Biomedical**

**Human Body Structure and Function**

**Aim:**
This unit provides an overview of the major structures of the human body. In the course of the unit you will learn more about the structures in the body that allow you to, among other things, breathe, circulate blood and oxygen, filter nutrients from waste products and react to changes in temperature.

**Learning Outcomes:**
By the end of the unit you should:
- Be able to describe the major organs of the body and their location relative to each other
- Have an awareness of the terms used to describe the major systems of the body
- Understand how blood is circulated around the body, and the role that arteries and veins have in achieving this
- Be able to describe how temperature regulation occurs in the body
- Be able to describe how digestion of carbohydrates, lipids and proteins is carried out
- Be able to discuss the function of the kidneys and liver
- Be able to discuss the function of the lungs

**Industrial Chemical Processes**

**Learning Outcomes:**
By the end of the unit you should be able to:
- Describe the major oil refinery processes which produce petrochemical feedstocks and fuels from crude oil
- Describe the synthesis of a selection of petrochemical products

**Introduction to Chemistry**

**Aim:**
This unit will introduce you to some of the basic principles in Chemistry. You can either work your way through the whole unit or use it as a resource and jump to the section that you are interested in.

**Learning Outcomes:**
By the end of this unit you will:
- Be able to describe the main components of the atom
- Understand how electron shells of atoms are filled
- Be able to write out chemical formulae and balance chemical equations
- Understand the four main types of chemical bonding
- Be able to recognise acids, alkalis, neutral substances and salts and describe their main properties
- Understand what we mean by the pH scale and how to measure pH accurately
- Understand how to carry out an acid-base titration

**Introduction to Chromatography**

**Learning Outcomes:**
By the end of this unit you will know:
- What is chromatography?
- Why use chromatography?
- Chromatography techniques
- Chromatography jargon
Science and Technology/ Biomedical

Introduction to Quality Systems

Learning Outcomes:
By the end of this unit you will have:
- Understanding of the importance of quality standards in business
- Awareness of the nature of Quality Control and Quality Assurance
- Understanding of the terminology surrounding quality standards
- Awareness of ISO quality standards and how they relate to business
- Understanding of the principles of GMP and GLP
- Knowledge of HACCP and its importance to a business

Labeling and Packaging

Learning Outcomes:
By the end of this unit you will:
- Understand the purposes of biotechnology packaging
- Be aware of the terms primary, secondary and tertiary packaging
- Understand the importance of labelling
- Understand how various products are packaged
- Have an awareness of the conditions for product transport
- Appreciate the need for quality standards in packaging

Laboratory Operations

Aim:
You are going learn about all aspects of performing routine laboratory operations. This includes laboratory measurements and the preparation of solutions.

Learning Outcomes:
The areas of measurement you will be looking at are:
- Mass
- Volume
- Temperature
- pH

Maintenance of Hygiene and Good Housekeeping Practices

Aim:
This course will give you the necessary information to allow you to carry out your day to day job with consideration to hygiene and good housekeeping. Good hygiene practice is not only important to your job and the company you work for but it also allows you to protect yourself.

Learning Outcomes:
You will learn to:
- Maintain hygiene standards
- Maintain good housekeeping practices
**Maths for Engineers**

**Aim:**
This unit will introduce you to Calculus - the study of infinitesimal quantities - that is, quantities smaller than any finite quantity but not zero. We will focus on two techniques known as differentiation and integration.

**Learning Outcomes:**
By the end of the unit you will be able to:
- Differentiate simple functions containing powers of x or trigonometric formulae
- Integrate simple functions containing powers of x or trigonometric formulae
- Understand how to apply differentiation and integration to solve some simple problems

**Microbiology: Theory and Practice**

**Aim:**
This unit looks at the major microbial groups and their role in biological processes. It shows what each group looks like, how they develop and reproduce and their distribution and significance in natural habitats.

**Learning Outcomes:**
By the end of the unit you should:
- Be able to describe the major microbial groups and their roles in biotechnology processes
- Understand how microbial growth occurs and what factors influence it
- Be able to outline the distribution and significance of microorganisms in natural habitats

**Presentation Skills in Science**

**Aim:**
This unit provides an overview of how to present scientific information in both written and oral form. In the course of the unit you will learn more about how to produce well written reports and scientific posters as well as oral presentations. You'll see some of the common pitfalls and mistakes in giving presentations and ways in which you can avoid them.

**Learning Outcomes:**
By the end of the unit you should:
- Be able to produce a scientific laboratory report
- Be able to edit scientific text
- Be able to produce a scientific poster
- Be able to deliver an oral presentation on a scientific topic

**Process Measurement Technology**

**Learning Outcomes:**
This unit provides an introduction to the principles and techniques of process measurement technology. By the end of the unit you should be able to:
- Explain the properties of ultrasonic methods of measurement
- Explain the properties of optoelectronic methods of measurement
- Explain the properties of electromagnetic methods of measurement
- Explain the properties of mass metering methods of measurement
Science and Technology/ Biomedical

Quality and H&S Systems in the Biotech Industry

Aim:
This unit looks at the regulations and common systems present in Biological Industries to ensure the health and safety of both employees and patients.

Learning Outcomes:
By the end of the unit you should:
- Understand the importance of Health and Safety in the workplace
- Be aware of legal requirements related to health and safety in the workplace
- Have a knowledge of simple risk assessment and common hazard warning signs and symbols
- Understand the need for quality standards
- Be aware of common quality standards used in the Biological Industries
- Appreciate the goals of any quality standard system

Statistics: Introduction to Statistics

Aims:
This module aims to expand on the basic principles of statistics, allowing you to fully appreciate the nature and application of these in biotechnology.

Learning Outcomes:
By the end of this module, we hope you be able to:
- Define what statistics are
- Understand the use of statistics
- Apply several types of graphical data presentations
- Understand descriptive statistics

Statistics: Session 2

Aims:
This module aims to expand on the basic principles of statistics, allowing you to fully appreciate the nature and application of these in biotechnology.

Learning Outcomes:
By the end of this module, we would have covered:
Correlation and Regression:
- Correlation
- Regression
- Equation of a straight line
- Exercise

Sampling:
- Distribution of sample means
- Standard error
- Sampling methods

Probability Distributions:
- Normal Distribution
- Standard normal distribution
- Z scores
- Binomial Distribution
- Binomial Approximation
- Poisson Distribution
Science and Technology/ Biomedical

Statistics: Session 3

Aim:
This module aims to expand on the basic principles of statistics, allowing you to fully appreciate the nature and application of these in biotechnology.

Learning Outcomes:
By the end of this unit you will:
- Understand the terms confidence interval and confidence limit with regard to sampling a population
- Have an awareness of how hypothesis testing is used in assessing properties of populations
- Understand the nature of null hypotheses and alternative hypotheses
- Be capable of following the procedure involved in performing hypothesis testing
- Understand the definition of the F-Test
- Be capable of performing an F-Test
- Have an awareness of the definition of the t-Test and its usefulness in determining acceptable differences between samples
- Understand how to carry out and apply the t-Test
- Have an awareness of the differences between unmatched and paired samples in the context of the T-Test

Team Working and Communicating Information

Learning Outcomes:
By the end of this unit you will have:
- Awareness of both your and others’ responsibilities in the workplace
- Understanding of the need to complete activities in time so as to enable others to complete theirs, and to keep your team members informed of progress and any difficulties
- Awareness of the need to provide support and help to others within the limits of your authority
- Understanding of team objectives and the importance of output efficiencies and maintenance of quality standards
- Awareness of each person’s responsibilities and level of authority and the organisation’s reporting structure
- Knowledge of time scales for completion of activities and the expected rate of output and quality standards
- Awareness of team objectives and information needed to perform tasks such as standard operating procedures (SOPs)
- Ability to communicate clearly and concisely and negotiate with team members
Knowledge for Business Management and Supervisory Skills

Best Support – Visual Impairment

Learning Outcomes:
By the end of this topic, we hope you will have achieved the following learning outcomes:

- Know and understand the accepted etiquette when meeting and greeting a blind or partially sighted person
- Know that sight loss can affect anyone, and people's experience is individual to themselves
- Know and understand the importance of providing accessible information and adapting the environment to enhance learning
- Know of some of the barriers to learning that blind and partially sighted learners encounter and where to obtain appropriate advice and support

Benefits Management

Business Continuity Management

Aim:
This module covers the elements of Business Continuity and provides you with the opportunity to examine the culture of Business Continuity in your workplace, and your own role and responsibilities.

Learning Outcomes:
By the end of this module you will be able to:

- Understand what is meant by Business Continuity
- State the principles of Business Continuity Management
- Identify stages of Business Continuity Management
- Explain your role or responsibilities in relation to Business Continuity
- Understand why Business Continuity is required

Business Report writing

Aim:
This module aims to give you an understanding of the report writing process.

Learning Outcomes:
By the end of this module you should be able to:

- Describe the different business report types and their purpose
- Identify the appropriate report depending upon the situation it is required for
- Identify the stages of report writing
- Identify the appropriate format for presenting data
- Recognise how to structure a report for effective communication

Change management

Aim:
As a manager within the change process you need the skills necessary to convince others of its benefits and therefore you need to understand what change is and how it affects people and organisations.

Outcomes:
By the end of this module you should be able to:

- Explain the drivers of change
- Recognise the different types of change management
- Appreciate why change is necessary and how to plan for change
- Recognise barriers to change and how to overcome them
- Identify how to support people involved in change
- Explain your role in the change management process
Knowledge for Business Management and Supervisory Skills

Coaching and Mentoring

Aim:
Coaching and mentoring play a central role in the development of a successful working relationship between a manager or supervisor and their team. As such it is an important part of any managers or supervisors skill set. In this module you will learn how to coach and mentor others to get maximum results. You will explore theoretical aspects as well as practical sides of coaching such as questioning techniques, motivation, human needs and how to overcome resistance.

Learning Outcomes:
By the end of this module you should be able to:
- Recognise ways to apply coaching and mentoring skills within your team
- Explain the differences between coaching and mentoring
- Consider the use of models to coach and question
- Recognise that there are different ways of how you can influence others by understanding how they are motivated
- Identify the stages of learning
- Recognise the skills required to be a good coach or mentor

Concepts of Risk Assessment

Aim:
This module covers the elements of risk management and provides you with the opportunity to examine the culture of risk management in your workplace, and your own role and responsibilities.

Learning Outcomes:
By the end of this module you will be able to:
- State the aims of risk management
- Identify the stages of the risk management process
- Describe what is meant by culture in relation to risk management
- Recognise the component parts of risk management
- Explain your responsibility in relation to risk management

Continuous Improvement and Design

Aim:
Organisations are continuously looking to improve their services and efficiencies. This requires Supervisory Managers to understand this process and how they are a part of it. Supervisory managers need to concentrate on encouraging staff to come up with suggestions for improvements and ensure that they are responded to. This module will help you to understand what is meant by continuous improvement and how members of an organisation should work together to continually improve and meet objectives.

Learning Outcomes:
By the end of this module you should be able to:
- Describe what continuous improvement means
- Appreciate how people work together in this context
- Explain the benefits of continuous improvement
- Identify your role in this process
Knowledge for Business Management and Supervisory Skills

Engaging with Offenders with a View to Employment

Aim:
This module aims to help staff engage with Clients who find difficulty engaging with authority figures.

Learning Outcomes:
By the end of this module, we hope you will have achieved the following learning outcomes:
• To develop awareness of the insecurities of the client group
• To increase efficacy of staff input
• To increase non-judgemental attitudes of staff
• To initially engage with a client without raising barriers
• To become conscious of clients comfort/confidence zone and identifying ways of manipulating within comfort zones
• To enhance the appropriate confidence to leave own culture zone

Environmental Law

Aim:
This module aims to help staff engage with Clients who find difficulty engaging with authority figures.

Learning Outcomes:
At the end of this module you will be able to:
• Understand the basic principles of law making and the legal framework
• Use basic legal terminology
• Understand the roles and responsibilities of various organisations
• Identify the influence of regulators
• Understand the reasons for having an action plan to update legislation
• Understand the benefits and business challenges in preparing an action plan to update legislation
• Develop an action plan for updating legislation
• Prepare a register of legislation

Finance

Healthy Promoting Schools

Aim:
This module aims to look at promoting health in schools. The Scottish Executive has set the target that all schools in Scotland must become Health Promoting Schools (HPS) by 2007.

Learning Outcomes:
At the end of this module you will be able to:
• Differentiate between “Health” & “Being Healthy”
• Understand various influences which surround health
• Improve people’s health addressing factors that affect their health
• Understand health promotion
• Address health in an educational environment
• Gain understanding of the model and process of becoming a Health Promoting School
Managing Effective Meetings

Aim:
An increasingly important communication skill for anyone involved in supervisory management is that of managing effective meetings. Whether the meetings are low key or of great significance, the principles and issues are the same when it comes to chairing them successfully and this module will guide you through the skills and tasks you will need to master.

Learning Outcomes:
By the end of this module you should be able to:
- Recognise the importance of different types of meetings
- Explain how you would prepare for a meeting depending upon your role
- Create an agenda for a meeting
- Describe how to conduct a meeting
- Identify a process for taking minutes and follow up

Presentation skills

Aim:
It is important for supervisory management to be able to prepare and deliver good quality presentations. Developing these skills is essential to improve both your confidence and your effectiveness as a presenter. This module will examine these skills and enable you to prepare for and understand how to deliver presentations effectively.

Learning Outcomes:
By the end of this module you should be able to:
- Recognise the importance of being fully prepared
- Explain the importance of identifying and understanding your audience
- Identify how to prepare your material
- Describe the tools and techniques to help you to deliver a presentation effectively
- Explain how you would overcome any issues that arise

Problem Solving and Decision Making

Aim:
Some of the most important things that a manager must do are to solve problems and make decisions. Whilst many problems are easily dealt with, many other problems faced by you and other managers, team leaders and supervisors are far from clear cut. This module will enable you to describe and identify problems, and understand practical techniques in order to solve them.

Learning Outcomes:
By the end of this module you should be able to:
- Describe a problem, its nature, scope and impact
- Describe the decision making process
- Gather and interpret information to solve a problem
- Explain how to solve a problem
- Explain and communicate a decision to others
Knowledge for Business Management and Supervisory Skills

Project Management

Aim:
To successfully manage a project you will need an understanding of project management methodology. This module will show you how to use a combination of processes to manage time, cost, quality, change, risks and issues in order to manage a project effectively.

Learning Outcomes:
By the end of this module you should be able to:
- Explain what a project is
- Explain what project management is and methodologies you can employ
- Develop a business case and initiate a project
- Decide on the best techniques for planning your project
- Identify methods for executing a project
- Describe how to close off a project and review the project completion

Questioning and Listening Skills

Aim:
To successfully manage a project you will need an understanding of project management methodology. This module will show you how to use a combination of processes to manage time, cost, quality, change, risks and issues in order to manage a project effectively.

Learning Outcomes:
By the end of this module you should be able to:
- Explain what a project is
- Explain what project management is and methodologies you can employ
- Develop a business case and initiate a project
- Decide on the best techniques for planning your project
- Identify methods for executing a project
- Describe how to close off a project and review the project completion

Stress Management

Aim:
Stress is a term used to refer to a broad and diverse range of emotions, thoughts and behaviours. Stress: The adverse reaction people have to excessive pressures or other types of demand placed on them. (Health and Safety Executive)

Below is a list of the topics covered in this module:
- Causes of Stress
- Impacts of Stress
- Gauging your Stress Levels
- Identifying the Problems and Solutions

Learning Outcomes:
By the end of this module you will:
- Be able to identify what stress is
- Be aware of the potential positive and negative impacts of stress
- Have seen some of the causes of stress
- Understand how causes of stress can be identified and managed effectively
- See how anxiety management is a means of reducing stress
- Be familiar with a range of relaxation techniques
- Be aware of a number of means of ensuring that you sleep well at night
Supporting Learners: Asylum seekers and refugees

Aim:
This module aims to raise your awareness of the complex needs of asylum seekers and refugees.

Learning Objectives:
By the end of this module, we hope you will have achieved the following learning outcomes:

- An understanding of the definition of an asylum seeker
- An understanding of the definition of a refugee
- A recognition of the wide variety of backgrounds asylum seekers and refugees in the UK come from
- A basic understanding of the entitlements of asylum seekers in the UK
- A basic understanding of the entitlements of refugees in the UK

Supporting Learners: Literacy

Aim:
This module aims to show how important literacy is for everyday living.

Learning Outcomes:
By the end of this module, we hope you will have achieved the following learning outcomes:

- Developed your understanding of the areas of life where literacy events take place
- Developed your understanding of literacy awareness

Supporting Learners: Effective Learning, Effective Teaching

Aim:
This module is about reflecting on what we do already and looking towards areas where we can improve. All of us aim to raise achievement and attainment and inspiring learners is a positive, and fun, way of doing this!

Learning Outcomes:
By the end of this module you will be able to:

- Define the different states of learning
- Describe various styles of learning
- Understand the structure for learning
- Apply a range of strategies to enhance learning experience

Supporting Learners: Learners with Homelessness

Aim:
This module aims to raise your awareness of homelessness issues and how they can affect peoples' lives.

Learning Outcomes:
By the end of this module, we hope you will have achieved the following learning outcomes:

- Understanding of the extent of homelessness within Scotland
- What it means to be homeless
- Who can become homeless
- How to respond to someone in a learning environment who is, or has been, affected by homelessness
- How to respond to someone in a working environment who is affected by homelessness
- How the stigma of homelessness can affect people
**Knowledge for Business Management and Supervisory Skills**

**Supporting Learners: Learners with Mental Health Issues**

**Aim:**
This module aims to raise your awareness of mental health issues and how they can affect peoples’ lives.

**Learning Outcomes:**
By the end of this topic, we hope you will have achieved the following learning outcomes:
- What mental health problems mean
- Who can suffer from mental health problems
- How to respond to someone in a learning environment with mental health problems
- How to respond to someone in a working environment with mental health problems
- How to promote good mental health
- How the stigma of mental ill health can affect people

**Supporting Learners: Learners with Physical Disabilities**

**Aim:**
This module aims to show some of the barriers to learning that physically disabled learners face.

**Learning Outcomes:**
By the end of this module, we hope you will have achieved the following learning outcomes:
- Know the barriers to learning that physically disabled learners face
- Know how you can help learners overcome these barriers
- Know what kinds of people are defined as physically disabled learners
- Know the main points of the DDA and how it affects your work

**Supporting Learners: NEET Learners**

**Aim:**
This module describes what a NEET learner is and looks at some of their typical characteristics. It will also address some of the barriers to learning that learners face and show you how you can help overcome some of these barriers.

**Learning Outcomes:**
By the end of this module, we hope you will have achieved the following learning outcomes:
- Know what a NEET learner is
- Know some of the typical characteristics of NEET learners
- Know of some of the barriers to learning that NEET learners encounter
- Know how you can help overcome some of these barriers to learning

**Supporting Learners: Older Learners**

**Aim:**
This module aims to explore some of the issues that arise when working with older learners and also look at some of the main barriers to learning and how you can help overcome them.

**Learning Outcomes:**
By the end of this module, we hope you will have achieved the following learning outcomes:
- Know some of the issues that arise when working with older learners
- Know of some of the main barriers to learning that older learners encounter
- Know how you can help overcome these barriers to learning
Knowledge for Business Management and Supervisory Skills

Supporting Learners: Young Learners

**Aim:**
This module aims to show some of the issues surrounding young learners. You will also look at some of the barriers to learning that young learners face and how you can help them overcome these barriers.

**Learning Outcomes:**
By the end of this module, we hope you will have achieved the following learning outcomes:
- Know some of the main issues surrounding young learners
- Know some of the main barriers to learning that young learners face
- Know how you can help learners overcome some of the main barriers to learning

Supporting Learners: Working with learners from Black and Ethnic Minority Groups

**Learning Outcomes:**
By the end of this section, we hope you will have achieved the following learning outcomes:
- Know the importance of respecting cultural diversity
- Know some of the barriers to learning that learners may face
- Know how you can help overcome these barriers to learning
- Know how ethnicity is defined
- Understand current legislation and how it affects both you and the learner

Team Work: Stages; Team Roles; Johari Window; Communication

**Learning Outcomes:**
By the end of this module you will:
- Be aware of the main attributes of a cohesive and effective team
- Have seen the main stages of team development
- Be aware of the nature of team roles that individuals can play within a team
- Have seen that an effective team consists of individuals who can fulfil all these team roles
- Understand that a well performing team will regularly give and receive feedback
- Know how to give effective feedback
- Be aware of the three ego states that underpin communication between people
- Have seen how to develop your use of these ego states to improve team communication

Time Management

**Aim**
In this module you will examine some useful tools and methods that can help you understand the skills needed for good time management.

**Learning Outcomes**
By the end of this module you should be able to:
- Organise and plan your time
- Apply priorities to your tasks to manage your time effectively
- Recognise ways of scheduling time, managing distractions and managing e mail
- Use planning tools to maximise efficiency and productivity
Coming soon to learnPro NHS

360 Degree Performance Management
Accountability
Advance/Anticipatory Care Planning
Advanced Development Programme for Clinicians
Alcohol Brief Intervention
Alcohol Policy Guidance
Anaphylaxis module
Assertiveness
Basic Laser Safety
Basic Life Support
Bereavement
Clinical Documentation Standards
Clinical Supervision for Healthcare Professionals
Continence Care
Customer Care Standards
Dementia Awareness
Disciplinary Process
e-KSF
Environmental Management
Further One Stop Dispensing
Haemorrhagic Shock

Including:
- Adult Haemorrhagic Shock for Registered staff
- Adult Haemorrhagic Shock for Non-registered staff
- Paediatric Haemorrhagic Shock

Health and Safety for Managers-RIDDOR

Information Sharing *

Including:
- Basic Principles
- Client Rights
- Data Protection ISP Capacity and Consent
- Information Sharing Protocol (available)
• Security and Retention

**Coming soon to learnPro NHS**

**Keyboard Shortcuts**

**Learning Disabilities**

**Including:**
- Health Needs Evidence
- Communication and Behavioural Challenges
- The Care Environment and Reasonable Adjustments
- Legislation and Consent Issues

**Library Induction**

**Management of Aggression – Lone Working**

**Managing Attendance**

**Mattress Care**

**Medicines Management**

**Including:**
- Admission
- Hospital Stay
- Discharge
- Symptomatic Relief

**Memorandum of Procedures**

**Microsoft Office Modules**

**Including:**
- Beginners Excel 2007
- Beginners PowerPoint 2007
- Beginners Word 2007
- Intermediate Excel 2007

**Moving & Handling Refresher (non-patient)**

**NES: Care of the Acutely Ill/Injured Child/Young Person**

**Including:**
- Recognition of the Sick CYP
- Onward Care and Safe Transfer
- Communication with children and young people
- Legal and Ethical Issues in Childcare

**NES: Patient Safety**

**Including:**
- Patient Safety Fundamentals
- Managing Human Error
- Help to Improve Patient Safety

**Non Medical Prescribing**
Coming soon to learnPro NHS

Performance Appraisal

Podiatry

Including:
- Basic Foot Care
- Diabetic Foot Care

Recruitment and Selection

Recruitment and Appraisal

Succession Planning

Spirometry

Tackling NHS Fraud

The Heart Manual Facilitators Training

Trak – Child Health

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Contact

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