



Medical Education  
Leeds

The Leeds Teaching Hospitals  
NHS Trust



# THE LEEDS INSTITUTE FOR SKILLS TRAINING AND ASSESSMENT

# PROSPECTUS

2013 - 2014



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**Where you see these icons you can click on them and follow a web link to more information or open an email to contact us directly with an enquiry**



# Introduction to the Leeds Institute of Skills Training & Assessment

Improving patient safety, outcomes and experience is paramount within the NHS. This depends on addressing the learning needs of all clinical staff at undergraduate and postgraduate levels, and as part of continuing professional development.

The Leeds Institute of Skills, Training & Assessment (LISTA) has developed a team - clinicians, educationalists, IT and educational technologists, technicians, librarians and administrators - working together to support those delivering education and training - from booking a room for teaching, through to working with a Head of School to develop a course from scratch.

As described in 'A Framework for Technology Enhanced Learning' (DH 2011) innovative educational technologies such as simulation, e-learning and smart-phones provide unprecedented opportunities for health and social care students, trainees and staff to acquire, develop and maintain the essential knowledge, skills, values and behaviours needed for safe and effective patient care, as part of a managed learning process.

Significant investment was made by the SHA and the Yorkshire and the Humber Deanery in providing clinical skills and simulation facilities within Leeds Teaching Hospitals NHS Trust. The Medical Education Leeds team are working with other partners, including the University of Leeds School of Medicine and Health Education Yorkshire and the Humber, to develop new courses as part of our vision for developing a blended approach to learning.

This prospectus outlines the range of educational services provided by LISTA. If you would like further details, please do not hesitate to contact us.

LISTA will provide:

- *the best medical education*
- *delivered by the right people*
- *for the right people*
- *in the right place*
- *at the right time*

Margaret Ward  
***Medical Education Manager***

# Our Educational Framework

Blended Learning can be described as an approach to learning and teaching which combines and aligns learning undertaken in face-to-face sessions with digitally based or technologically enhanced learning opportunities which are accessible online.



Medical Education Leeds designs, develops and delivers education and training which takes into account available teaching methods both traditional and developing, the ever changing service requirements and demands and the fundamental principles of educational theory and practice.

## Our Facilities

The Leeds Institute for Skills Training and Assessment is a suite of facilities providing multi-professional clinical skills education and training to healthcare providers across Leeds

With a range of facilities across The Leeds Teaching Hospital sites LISTA can provide you with the space, equipment and expertise to deliver practical teaching, simulated scenarios or a blended learning course.

### Leeds Clinical Practice Centre at St James's University Hospital

The Clinical Practice Centre at SJUH is a multi-professional education centre providing clinical skills education and training to Health Care Providers throughout Leeds. The centre offers the opportunity to work with education staff to design, develop and deliver education and training encompassing cognitive, technical and non-technical skills.

### The Teaching Ward at St James's University Hospital

Our recently opened, 32 bedded, Clinical Teaching Ward is a designated space for the teaching and assessing clinical skills.

### Leeds Institute for Minimally Invasive Therapy (LIMIT)

Based in Chancellor Wing at St James's University Hospital LIMIT offers a varied portfolio of multidisciplinary courses, validated by a number of medical Royal Colleges, the British Obesity and Metabolic Surgery Society, and the Royal College of Nursing.

As one of the country's leading centres for the development of laparoscopic surgery, LIMIT works closely with industry in the design, development and testing of surgical equipment and instrumentation.

## *Coming Soon*

### Leeds Clinical Practice Centre at the General Infirmary

Refurbishment of the Postgraduate Centre at the General Infirmary is almost complete. Once open this will allow us to provide skills and simulation education and training to specialities based across the city.

- *8 work station wet lab*
- *Trauma simulation suite*
- *Communications simulation room*
- *2 x 80 seater lecture theatres*
- *Video conferencing facilities*
- *Seminar room*
- *Skills teaching room*

# Leeds Clinical Practice Centre at St James's University Hospital

## Facilities

- *9 dedicated Skills Training Rooms*
- *1 Seminar Room*
- *2 Observation rooms with viewing/control room*
- *4 bedded Simulated Ward*
- *1 skills/seminar room with treatment room including scrub sink*
- *A variety of clinical simulation is available*



All training rooms are equipped with wash hand basins, data projectors, white boards, flip charts and cameras.

The ground floor communal area has drinks vending machines and provides a refreshment area space for students and visitors. A small meeting space is also available

Visiting training instructors will also have the use of:

- *Two "hot desk" rooms with internet access (subject to availability and by prior arrangement with LCPC administration staff)*



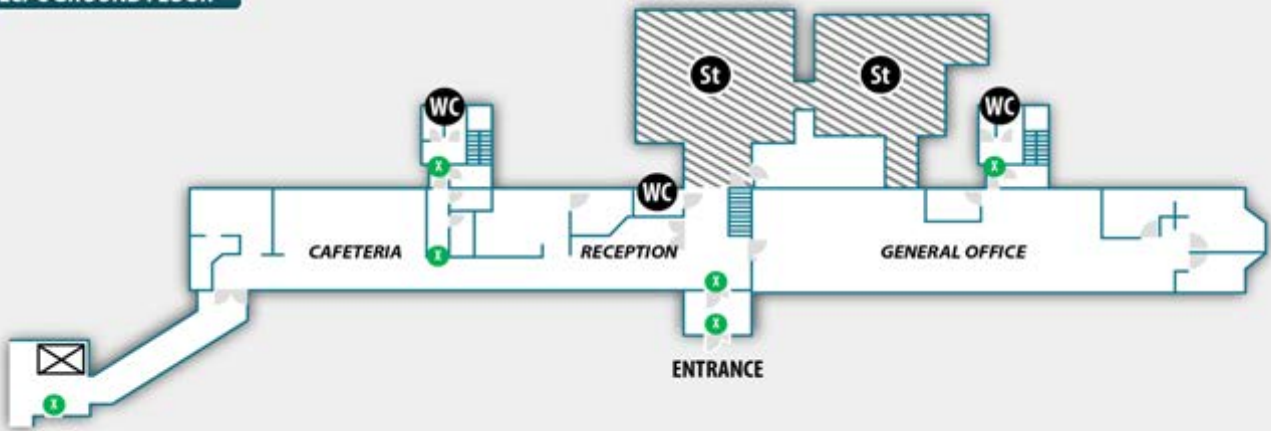
*Students gather around for a skills demo in the Clinical Practice Centre (SJUH)*

# Leeds Clinical Practice Centre at St James's University Hospital

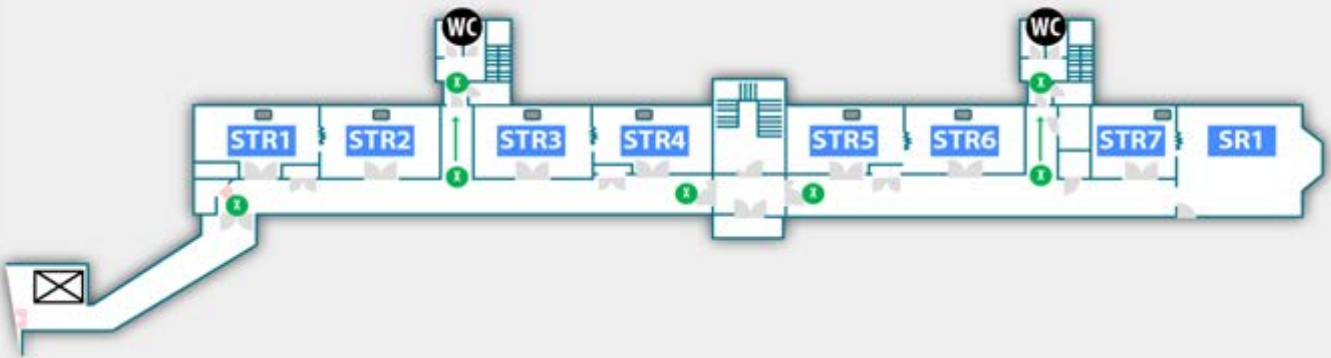
## Floor Plans

**KEY:** WC Water Closet | St Storage | X Fire Exit | Sink | Doors

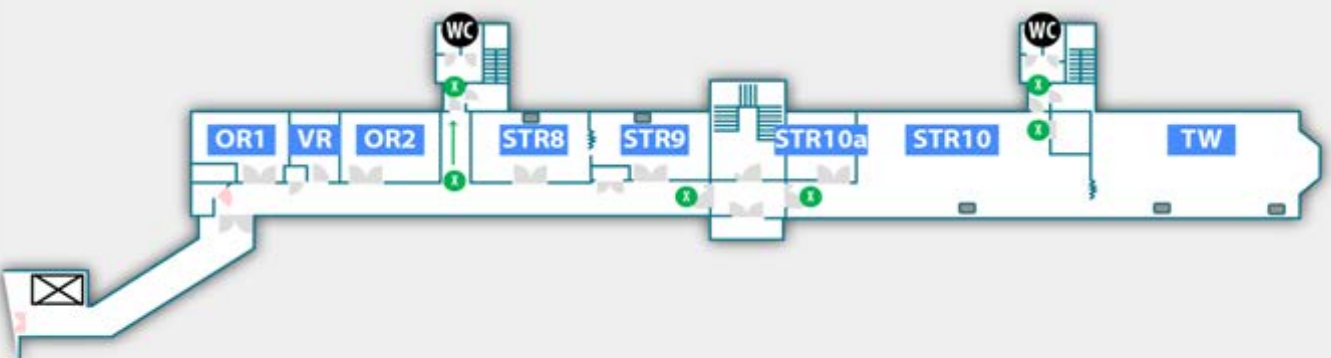
### LCPC GROUND FLOOR



### LCPC 1<sup>st</sup> FLOOR



### LCPC 2<sup>nd</sup> FLOOR



# The Teaching Ward at St James's University Hospital

## Facilities

This 32 bedded ward at St James's University Hospital is now designated a training area and is available for teaching a variety of skills and simulation. Mobile video and audio recording can be provided and any of the LISTA equipment and faculty can be made available.

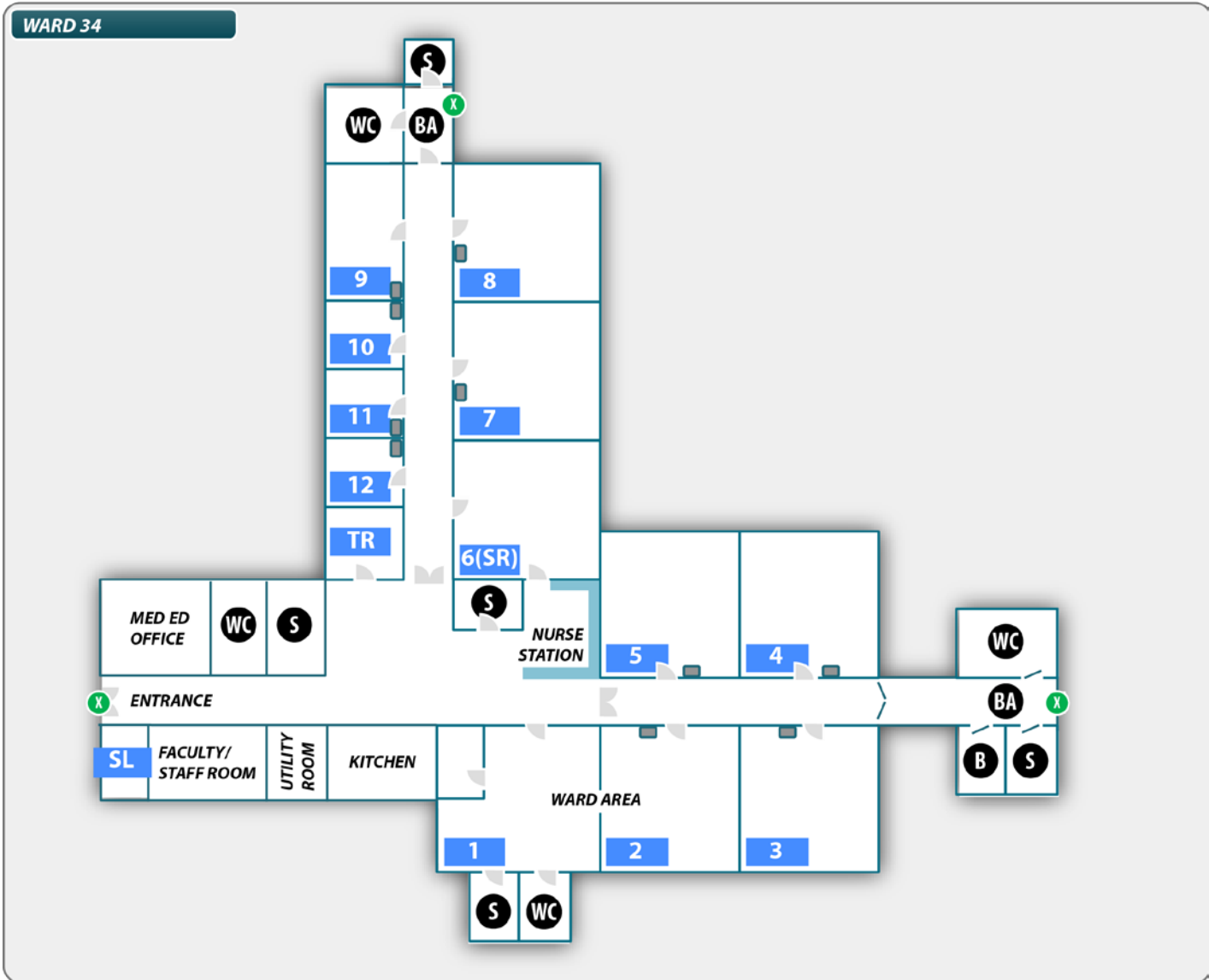
- *Simulated ward*
- *1 Seminar room*
- *2 Bedded bays [4 beds]*
- *1 Treatment room*
- *9 Skills teaching*
- *Nurses Station*
- *Utility Rooms*



# The Teaching Ward at St James's University Hospital

## Floor Plans

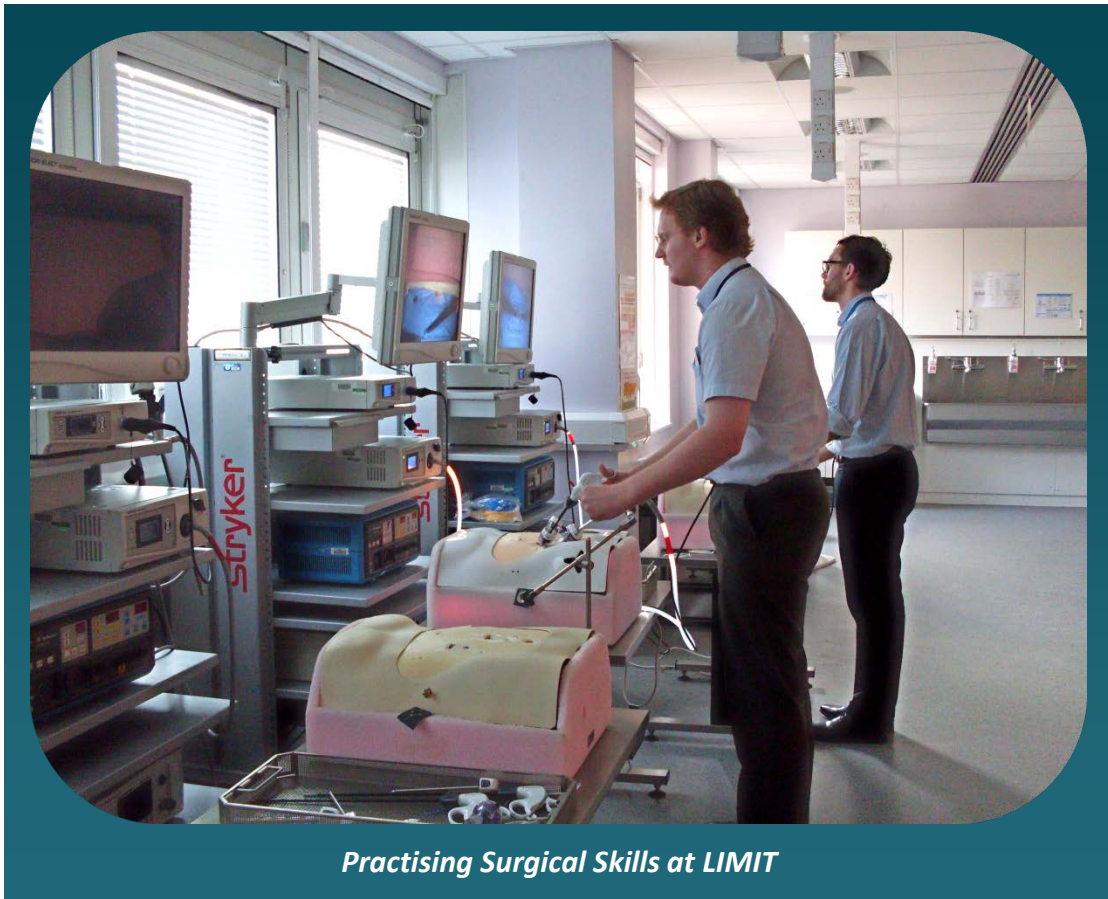
**KEY:** WC Water Closet | S Shower | BA Bathroom Area | B Bath | X Fire Exit | Sink | Doors



# Leeds Institute for Minimally Invasive Therapy

## Facilities

- *50 seat conference room*
- *Simulated operating theatre*
- *Laparoscopic Skills lab*
- *Wet/Dry Lab*
- *Video conferencing facilities*



LIMIT has a wide range of facilities in a self-contained centre, which can be used for short practical sessions or full-day specialist conferences that require practical, lecture and breakout areas.

Our 6 station laparoscopic skills lab also doubles up as a 24 station wet/dry lab and is perfect for larger groups:

## Simulation Equipment

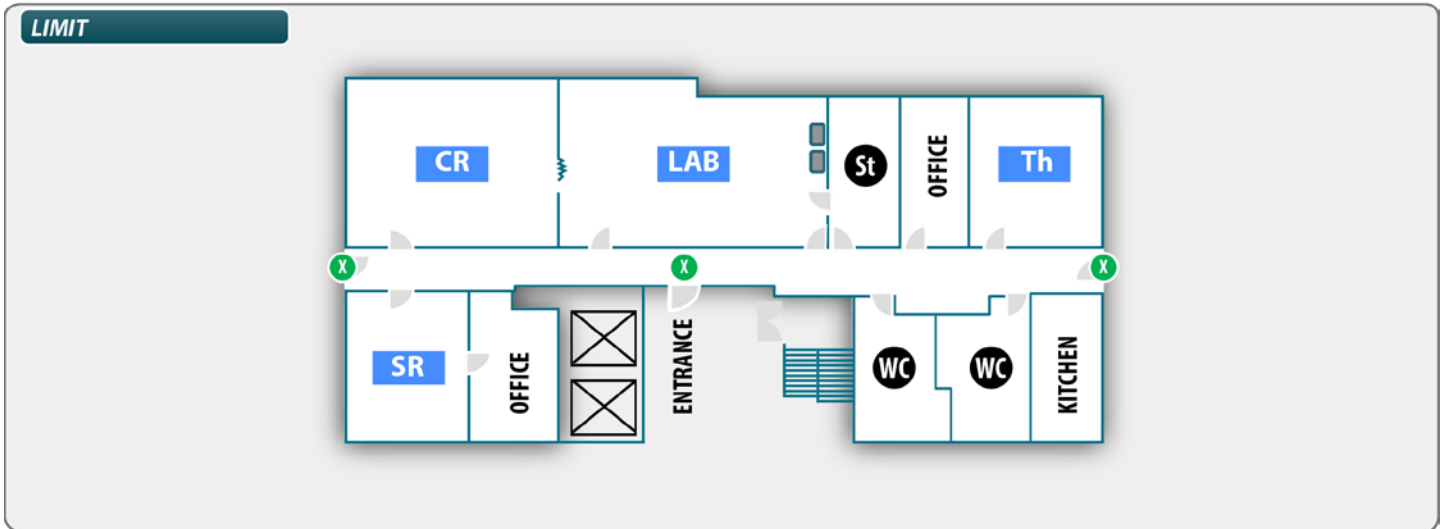
- *Simbionix Lap Mentor*
- *Simbionix Upper GI/Bronch mentor*
- *Mediphor Trans Vaginal Scan Trainer*
- *Variety of bench top simulators*



# Leeds Institute for Minimally Invasive Therapy

## Floor Plans

**KEY:**  Toilet |  Storage |  Fire Exit |  Sink |  Doors |  Lift



## Designing & Delivery

LISTA offers designing and delivery services in regard to:

- **Skills and Simulation**
- **Training and Courses**
- **Technology Enhanced Learning**



Significant investment was made by the SHA and the Yorkshire and the Humber Deanery in providing clinical skills and simulation facilities within Leeds Teaching Hospitals NHS Trust. The Medical Education Leeds team are working with other partners, including the University of Leeds School of Medicine and Health Education Yorkshire and the Humber, to develop new courses as part of our vision for developing a blended approach to learning.

LISTA offers the opportunity to work with education staff to design, develop and deliver education and training encompassing cognitive, technical and non-technical skills.



*Students practice airway management in Leeds Clinical Practice Centre (SJUH)*

## Training & Courses

LISTA provides courses, both in its purpose built facilities across Leeds Teaching Hospitals Trust and on location as required.

It is a provider of Clinical Education and Training across all specialities and professions, providing services to both clinicians within the Trust and in the wider Healthcare community.

LISTA offers a varied portfolio of multidisciplinary courses, validated by a number of medical Royal Colleges.



*The Central Venous Catheter Course at LIMIT*

The Institute also develops and delivers bespoke courses designed to meet the specific needs of departments and hospitals both nationally and internationally.

Training and Education can be delivered in the customer's unit/hospital, at the Institute in the UK, via tele/videoconferencing, or using our highly skilled faculty.

LISTA will provide:

- the best medical education
- delivered by the right people
- for the right people
- in the right place
- at the right time

LISTA course specifications can be viewed from [page 22-41](#)

# Our Educational Agreement

## Working Together for Educational Coherence

### Course Director's Responsibilities:

#### Educational - you will:

- *Develop programme*
- *Ensure content is linked to the curriculum*
- *Identify goals and learning objectives*
- *Identify target audience/trainee level*
- *Prepare pre/post-course material*
- *Identify assessment criteria and methods*
- *Ensure course guidelines include processes to manage participants who do not reach required standards*

#### Faculty - you will:

- *Convene course*
- *Identify Faculty, ensuring faculty to participant ratio is appropriate*
- *Ensure appropriate pre-course preparation for Faculty*

#### Administration - you will:

- *Identify budget, in association with Medical Education Leeds, and work within it*
- *Act as key point of contact*
- *Agree deadlines*
- *Agree a suitable venue, refreshments etc*
- *Identify equipment requirement*

### Medical Education Leeds' Responsibilities:

#### Educational - we will:

- *Provide educational team support for course development, including advising on most appropriate method(s) of delivering and evaluating course*
- *Formalise course content*
- *Quality assurance*

#### Faculty - we will:

- *Provide support to Faculty*
- *Provide access to Faculty and Trainer databases*

#### Administration - we will:

- *Provide administrative and technical support to course*
- *Produce draft programme*
- *Advertise course on appropriate website(s)*
- *Offer online application and payment (if applicable), via the Medical Education Leeds website*
- *Advise on appropriate/available venues both within and outwith the Trust*
- *Distribute pre/post-course material*
- *Distribute pre/post-course assessment criteria (where appropriate)*
- *Liaise with course director and faculty*
- *Ensure appropriate equipment (e.g. audiovisual and/or simulation equipment) is available*
- *Work within budget limit*
- *Create and collate evaluation forms, including analysis and feedback*
- *Provide post-course administration, e.g. certificates*
- *Work within agreed deadlines*

# Questions to consider when developing a course/educational material

## General

- *Is there an identified need for this course?*
- *Do the course objectives meet this need?*
- *Are the objectives clearly stated?*
- *Are the objectives relevant to the intended participants?*

## Course Content

- *Does the course content meet all of the course objectives?*
- *Does the content cover appropriate areas of knowledge, practical skills and professional judgement?*
- *Is the course structured to deliver content effectively, using an appropriate mix of didactic, workshop and practical sessions?*

## Course Participants

- *Are these the right participants for this course? Is the level, content and mode of delivery appropriate?*
- *Do the participants know what to expect and what is expected of them?*
- *Are there procedures for dealing with struggling or difficult participants?*
- *Are there procedures for dealing with participants' concerns, worries or uncertainties?*
- *Is there the opportunity for participants to engage informally with and ask questions of the trainers?*

## Course Material

- *Is there appropriate pre-course material, or recommended pre-course reading?*
- *Is the course material suitable and relevant to the course?*
- *Is there additional material that might be used? (Consider industry derived educational material)*
- *Is there a need for pre- and post-course reading list, or follow up material?*

## Course Faculty

- *Is there an identifiable course director who is aware of his/her responsibilities, and is capable of discharging them?*
- *Consider the roles of the faculty members with respect to the content and objectives*
- *What is the degree of involvement of faculty and/or 'guest speakers'?*

- *How many faculty members are needed? Consider the need for breaks etc.*
- *Are faculty aware of their roles? Do they have a clear view of what they are expected to deliver?*
- *Is there prepared course material they would be expected to adhere to?*
- *Should faculty be briefed or prepared before the course?*
- *Is there a pre-course faculty meeting?*
- *Are faculty properly trained in appropriate teaching methods?*

## Delivery of the course

- *Do the trainers deliver the content in an effective way and do they understand/demonstrate best practice in adult education?*
- *Are there clear instructions concerning timetabling, degree of involvement and locations?*
- *Does the venue fulfil the needs of the course and is it used appropriately?*
- *Is the environment (seating, temperature etc) appropriate?*
- *Are the audiovisual and other aids appropriate, usable and effective?*
- *Are the practical sessions properly set up and equipped?*
- *What are the catering needs and how will they be delivered?*

## Quality assurance

- *What procedures are in place for assuring quality?*
- *Is there participant feedback and how is it handled?*
- *Is there post-course faculty discussion?*
- *What external bodies could usefully be employed to provide quality assurance (e.g. Royal Colleges)*

## course administration

- *Is the course administration satisfactory? Can this be done in house or is an external agency required?*
- *Is the cost of the course appropriate?*
- *Are there clear instructions to participants and faculty concerning venue, transport and accommodation?*
- *Is there appropriate social activity?*
- *Is there appropriate governance of the course to ensure financial and professional probity?*

# Course / Educational Material Development Request Form

## Educational Support Request:

Outline your course/educational material development needs using the education support guide

<b><i>Your Contact Details</i></b>	
<b>Full name</b>	
<b>Hospital</b>	
<b>Speciality</b>	
<b>Contact email</b>	
<b>Contact telephone</b>	
<b><i>Your Course Proposal</i></b>	
<b>Course Director</b>	
<b>MEL Course Director</b>	
<b>Course needs</b>	
<b>Course objectives</b>	
<b>Course content</b>	
<b>Pre-course material</b>	

<b>Course material</b>	
<b>Course faculty</b>	
<b>Course delivery (method)</b>	
<b>Quality assurance</b>	
<b>Course administration</b>	
<b>Budget plan</b>	

An electronic editable version of this form is available on the home page of our website: [www.MedicalEducationLeeds.com](http://www.MedicalEducationLeeds.com)

# Technology Enhanced Learning

As described in 'A Framework for Technology Enhanced Learning' (DH 2011), innovative educational technologies, such as simulation, e-learning and mobile learning provide unprecedented opportunities for health and social care students, trainees and staff to acquire, develop and maintain the essential knowledge, skills needed for safe and effective patient care, as part of a managed learning process.

Medical Education Leeds can help you realise a potential project by giving you a clear idea on what is achievable. Our TEL Team is happy to be contacted to help you develop your educational project. Project specification documents are available to help you develop your ideas.



## e-Learning

Medical Education Leeds can work with you to develop bespoke e-learning solutions that deliver high-quality educational outcomes. We can develop entire e-learning modules or a single learning object over a range of platforms depending on your requirements. We incorporate engaging content, such as animation, video and web 2.0 technologies underpinned by educational research and theory to produce high quality, cost effective e-learning solutions.

## Mobile Learning

We can work with you to develop bespoke, cross-platform, just-in-time (JIT) mobile learning solutions to form part of our blended approach to education and training. Mobile technologies allow learners to access the content they need, when they need it.

## Digital Textbooks

Some educational content, such as a course manual or textbook, may be more accessible as an eBook, which can be viewed on desktop or tablet computer. Medical Education Leeds can develop iBooks and interactive pdf's, making your content accessible from almost any device. International diffusion of content can easily become a reality through the iBook store.



Examples of how we have integrated technology enhanced learning objects with conventional learning methods to create blended learning packages can be viewed on [page 42-46](#)

# Technology Enhanced Learning Object Project Specification Document

This document aims to outline of the resource workflow within Medical Education Leeds. It is to be completed with the client and the Medical Education Leeds Educational Technologist and Educationalist. To provide high quality learning resources, all resources development in partnership with Medical Education Leeds should be subject to a quality assurance process requiring that they meet the majority of the evaluation checklist criteria outlined below. The following checklists are built upon the peer review checklist and development guidelines produced by the e-Learning Alliance NHS Special Interest Group and aims to cover the technical and educational quality of e-Learning resources (NHS Education for Scotland).

<b>Project ID:</b>			
<b>Date:</b>			
<b>Key Information:</b>			
<b>Project title:</b>			
<b>Project description:</b>			
<b>Form initiated by:</b>			
<b>On behalf of (if applicable):</b>			
<b>Project Key Stakeholder Contact Details:</b>			
<b>Lead contact name:</b>		<b>Contact telephone number:</b>	
<b>Organisation/Department:</b>		<b>E-mail address:</b>	
<b>Procurement Details:</b>			
<b>Approximate available budget:</b>		<b>Will a purchase order be provided?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Purchase order number:</b>			
<b>Invoice address:</b>			
<b>Project Details:</b> Please provide as much information as possible in relation to each of the points listed below.			
<b>Summary of project purpose:</b> Please provide a brief overview of the purpose of the project. What are the learning objectives?			
<b>Target audience (1):</b> Please define the target audience (size; location; availability) for the learning materials e.g. Consultants, Nursing Staff, Clerical Staff etc.			
<b>Pilot due date:</b> What is the target date for the delivery of this project? Note: there will be limited opportunity for amendments after the first draft is finalised. Please allow at least 1 quarter of the overall project development duration for amendments.			

<p><b>Anticipated duration of e-learning module:</b> What is the anticipated duration of the resulting e-learning object e.g. how long do you expect the course to take to work through?</p> <p><b>Intellectual Property Rights:</b> Wherever possible the assets of any development are owned by the NHS and wherever appropriate to the interest of the NHS can be shared under a non-exclusive or Creative Commons Licence.</p> <p><b>Guidance from Leeds Trust:</b> <a href="http://lthweb/policies/docs/184.doc">http://lthweb/policies/docs/184.doc</a></p> <p><b>Guidance from the Joint Information Systems Committee:</b> <a href="http://www.jisclegal.ac.uk/Portals/12/110322b%20IPR%20Essentials%20update.pdf">www.jisclegal.ac.uk/Portals/12/110322b%20IPR%20Essentials%20update.pdf</a></p>	
<p><b>Success Measures:</b> How will the success of the e-learning materials be measured? How will you know if they have met their objectives?</p>	
<p><b>Organisations Involved:</b> Please indicate which Organisations are involved in the procurement and initial implementation of this programme.</p>	
<p><b>Date of Delivery</b> What is the target date for the delivery of this project e.g. when are the materials required for pilot? When are the materials required to go live?</p>	
<p><b>Content Review Frequency</b> How often do you expect to review the content e.g. annually, bi-annually? Who will carry out the content review? Have you considered additional costing for maintenance of content?</p>	
<p><b>Number of Modules:</b> Please indicate how many individual modules you think this programme will be comprised of.  Example: Infection Control covering: Hand Hygiene, Standard Precautions and Aseptic Techniques.</p>	
<p><b>Availability of Content:</b> Please indicate the status of the content at this time e.g. much of it exists in PowerPoint or Word format, content has been written or content has still to be created.</p>	
<p><b>Assessment (1):</b> Is there a requirement for assessment? If yes, please provide detail i.e. assessment per module or per programme, number of anticipated questions.</p>	
<p><b>Assessment (2):</b> Is there a required pass mark. Does the user need to achieve a pass mark to continue.</p>	
<p><b>Use of Images:</b> Can you provide specific photographs or illustrations to support the nature of the content? Have you considered the legalities that govern the use of medical recordings?</p>	
<p><b>Technical Details:</b> The technical aspects of the project are key and may differ between different Organisations striving to deliver common materials. You may need to liaise with your IT department to confirm some of the key details required here.</p>	

<p><b>Platform:</b>  I.e. Web-based e-learning (non-tracking/assessment)  Web-based e-learning (with tracking/assessment)  Interactive digital textbook  Mobile learning application  Podcast</p>	
<p><b>Hosting:</b>  What platform do you intend to use to host the e-learning? Do you have dedicated server space? How will people access it?</p>	
<p><b>Monitor Size:</b>  For web-based e-learning the materials will be developed to run on a 1024 x 768 monitor. Please detail if there are any exceptions that we may need to be aware of.</p>	
<p><b>Use of Video (1):</b>  Is there a constraint on the inclusion of video media?</p>	
<p><b>Use of Video (2):</b>  If video is deemed a requirement, do you have existing video? Do you have the means to capture video or will the developer be required to capture the video content? Please provide details of any anticipated video elements:</p>	
<p><b>Use of Audio (1):</b>  Is there a constraint on the inclusion of audio media e.g. availability of sound cards, file size?</p>	
<p><b>Use of Audio (2):</b>  If audio is deemed a requirement in the form of voice over, would you want to provide audio local voice, use a professional voice over artiste or will the provider be required to source a voice?  Please provide details of any anticipated audio elements:</p>	
<p><b>Use of an on-screen agent/avatar</b>  Do you have a character in mind? Does the character need moving parts? Are they photo or illustration? Will the character speak?</p>	
<p><b>Other Constraints:</b>  Are there any other known constraints that we need to be aware of in this instance e.g. overall file size?</p>	
<p><b>Accessibility Standards:</b>  Please detail any specific accessibility considerations that we need to be aware of e.g. use of voice over or compatibility with a specific screen reader.</p>	
<p><b>Brand Guidelines (1):</b>  What are the brand guidelines associated with this project? Will it bear a specific NHS organisation logo, or a generic brand? If more than one Organisation is involved do we need to use different branding per Organisation.</p>	
<p><b>Brand Guidelines (2):</b>  Please provide contact details for queries relating to logo availability, corporate branding.</p>	
<p><b>Additional Information:</b></p>	

Please add any additional information in the space provided below which you think may be pertinent in scoping the detail of this project.

--

**Cost**  
To be completed by the technologist following completion of the above specification

The Development Process	Time (hours)
1. Preparatory Work and SME Meeting	Not included in the cost
2. Project plan	
3. Research into the topic	
4. Scripting of the module(s)	
5. Design	
6. Development	
7. Testing (Developer / PM / SME)	
8. Pilot / Feedback	
9. Sign Off	
10. Go Live	Not included in the cost
<b>TOTAL TIME HOURS:</b>	
	<b>TOTAL COST:</b>

Cost is calculated at £18.03 per hour of the total project development time. Further development requirements outside of the initial specification will be charged at an additional cost of £18.03 per hour.

**Contractual Agreement**  
To be completed by lead subject matter expert for the project

<b>PRINT NAME:</b>		<b>DATE:</b>	
<b>SIGN HERE:</b>			
By signing you hereby confirm that you are satisfied with the project specification and the development costs. You also agree to make payment within 30 days of receipt of the invoice.			
<b>Please return form to:</b> Medical Education Leeds The Clinical Practice Centre Ashley Wing St James's University Hospital Beckett Street, Leeds LS9 7TF	<b>Henry Fuller</b> Educational Technologist henry.fuller@nhs.net 0113 206 6997 0797 604 6077 www.medicaleducationleeds.com @mededleeds		

An electronic editable version of this form is available on the home page of our website: [www.MedicalEducationLeeds.com](http://www.MedicalEducationLeeds.com)

## Courses Available

On the following pages are specifications of a number of courses we currently provide.



## Performing Intravenous Cannulation (refresher)

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>		<b>Start Time:</b>	09.00-13.00 or 12.00-16.00
<b>Duration:</b>	4 Hours	<b>Venue:</b>	LCPC, SJUH
<b>Target Audience:</b>	Any Healthcare Professional requiring an update of existing Peripheral IV Cannulation skills		
<b>Format:</b>	Lecture / demonstration / simulated practice - maximum 10 delegates		
<b>Includes:</b>	Certificate of Attendance		
<b>Skills Chain:</b>	Aseptic Technique inc Hand washing, Care of PVC, IV Drug administration		
<p><b>Course purpose:</b> To promote best practice in the insertion of intravenous cannula to facilitate access to the blood system for treatment or diagnostic purposes.</p> <p><b>Aims:</b> The safe, competent and appropriate insertion of an intravenous cannula with regard to the following generic standard criteria.</p> <ul style="list-style-type: none"> <li>1.0 Communication and working with the patient and/or representative</li> <li>2.0 Safety</li> <li>3.0 Infection Prevention</li> <li>4.0 Procedural competence</li> <li>5.0 Team working</li> <li>6.0 Theoretical knowledge</li> </ul> <p>You will need a firm knowledge and understanding of this procedure based upon your employers protocols, guidelines and patient group directives and recognise their application in light of the learning outcomes identified below.</p> <p><b>Learning Outcomes:</b></p> <p><b>Generic -</b> Appendix 1 - Generic Standards/Criteria for the Assessment of Clinical Procedural Skills</p> <p><b>Specific -</b> Appendix 2 CHS22 Perform Intravenous Cannulation</p> <p><b>Performance Outcome -</b> Demonstrates safe and competent performance, encompassing the knowledge skills and behaviours as defined by local performance criteria.</p>			

## Preparing & Dressing for Work in Healthcare Settings (including effective hand washing)

<i>Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking</i>			
<b>Frequency:</b>		<b>Start Time:</b>	09.00-11.00 or 13.00-15.00
<b>Duration:</b>	2 Hours	<b>Venue:</b>	LCPC, SJUH
<b>Target Audience:</b>	Any Healthcare Professional		
<b>Format:</b>	Lecture / demonstration / simulated practice - maximum 10 delegates		
<b>Includes:</b>	Certificate of Attendance / Competence, if appropriate		
<b>Skills Chain:</b>	All Clinical Interventions		
<p><b>Course purpose:</b> To promote best practice in the control of cross-infection by correctly preparing and dressing appropriately for work in healthcare areas. This includes effective hand washing / cleansing.</p> <p><b>Aims:</b> The safe, competent and appropriate practice to reduce infection in healthcare settings with regard to the following generic standard criteria.</p> <p>1.0 Communication and working with the patient and/or representative            2.0 Safety            3.0 Infection Prevention            4.0 Procedural competence            5.0 Team working            6.0 Theoretical knowledge</p> <p>You will need a firm knowledge and understanding of this procedure based upon your employers protocols, guidelines and patient group directives and recognise their application in light of the learning outcomes identified below.</p> <p><b>Learning Outcomes:</b></p> <p><b>Generic -</b>            Appendix 1 - Generic Standards/Criteria for the Assessment of Clinical Procedural Skills</p> <p><b>Specific -</b>            Appendix 5 – GEN 2 Prepare and dress for work in Healthcare settings.</p> <p><b>Performance Outcome -</b>            Demonstrates safe and competent performance, encompassing the knowledge skills and behaviours as defined by local performance criteria.</p>			

# Standard precautions for Interventions requiring Aseptic Technique

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>		<b>Start Time:</b>	09.00-11.00 or 13.00-15.00
<b>Duration:</b>	2 Hours	<b>Venue:</b>	LCPC, SJUH
<b>Target Audience:</b>	Any Healthcare Professional performing Interventions requiring an Aseptic Technique		
<b>Format:</b>	Lecture / demonstration / simulated practice - maximum 10 delegates		
<b>Includes:</b>	Certificate of Attendance / Competence, if appropriate		
<b>Skills Chain:</b>	Hand washing, Insertion and Care of PVC, IV Drug administration, Urinary Catheterisation		
<p><b>Course purpose:</b> To promote best practice in creating and maintaining a sterile field during procedural interventions requiring an Aseptic technique.</p> <p><b>Aims:</b> The safe and competent performance of an aseptic technique with regard to the following generic standard criteria.</p> <p>1.0 Communication and working with the patient and/or representative            2.0 Safety            3.0 Infection Prevention            4.0 Procedural competence            5.0 Team working            6.0 Theoretical knowledge</p> <p>You will need a firm knowledge and understanding of this procedure based upon your employers protocols, guidelines and patient group directives and recognise their application in light of the learning outcomes identified below</p> <p><b>Learning Outcomes:</b>  <b>Generic -</b>            Appendix 1 - Generic Standards/Criteria for the Assessment of Clinical Procedural Skills  <b>Specific -</b>            Appendix 3 CHS12 Undertake treatments and dressings related to the care of lesions and wounds            Appendix 4 PCS14 Prepare surgical instrumentation and supplementary items for the surgical team  <b>Performance Outcome -</b>            Demonstrates safe and competent performance, encompassing the knowledge skills and behaviours as defined by local performance criteria.</p>			

## Urethral Catheterisation - Male and female

<i>Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking</i>			
<b>Frequency:</b>		<b>Start Time:</b>	09.00-11.00 or 13.00-15.00
<b>Duration:</b>	6 Hours	<b>Venue:</b>	LCPC, SJUH
<b>Target Audience:</b>	Healthcare Professionals who are required to perform Urethral Catheterisation		
<b>Format:</b>	Lecture / demonstration / simulated practice - maximum 10 delegates		
<b>Includes:</b>	Certificate of Attendance / Competence, if appropriate		
<b>Skills Chain:</b>	Hand washing, Aseptic Technique		
<p><b>Course purpose:</b> To promote best practice in the insertion of urethral catheters, including re-catheterisation, following agreed protocols and procedures, including monitoring and care of the individual with an indwelling urethral catheter.</p> <p><b>Aims:</b> The safe and competent performance of male/female urethral Catheterisation and post procedural care with regard to the following generic standard criteria.</p> <ul style="list-style-type: none"> <li>1.0 Communication and working with the patient and/or representative</li> <li>2.0 Safety</li> <li>3.0 Infection Prevention</li> <li>4.0 Procedural competence</li> <li>5.0 Team working</li> <li>6.0 Theoretical knowledge</li> </ul> <p>You will need a firm knowledge and understanding of this procedure based upon your employers protocols, guidelines and patient group directives and recognise their application in light of the learning outcomes identified below.</p> <p><b>Learning Outcomes:</b></p> <p><b>Generic –</b> Appendix 1 – Generic Standards/Criteria for the Assessment of Clinical Procedural Skills</p> <p><b>Specific –</b> Appendix 6 CHS8 Insert and secure urethral catheters and monitor and respond to the effects of urethral catheterisation</p> <p><b>Performance Outcome –</b> Demonstrates safe and competent performance, encompassing the knowledge skills and behaviours as defined by local performance criteria.</p>			

## Undertake routine clinical observations / measurements

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>		<b>Start Time:</b>	09.00-13.00 or 12.00-16.00
<b>Duration:</b>	4 Hours	<b>Venue:</b>	LCPC, SJUH
<b>Target Audience:</b>	Any Healthcare Professional who are required to perform routine clinical observations /measurements		
<b>Format:</b>	Lecture / demonstration / simulated practice - maximum 10 delegates		
<b>Includes:</b>	Certificate of Attendance / Competence, if appropriate		
<b>Skills Chain:</b>	Hand washing, Standard precautions, performing an ECG		
<p><b>Course purpose:</b> To promote best practice in performing and recording routine clinical observations / measurements in order to establish a baseline for future comparison as part of the individuals care plan and recognise pathways of escalation when necessary.</p> <p><b>Aims:</b> The safe and competent performance of routine clinical observations / measurements with regard to the following generic standard criteria.</p> <p>1.0 Communication and working with the patient and/or representative            2.0 Safety            3.0 Infection Prevention            4.0 Procedural competence            5.0 Team working            6.0 Theoretical knowledge</p> <p>You will need a firm knowledge and understanding of this procedure based upon your employer's protocols, guidelines and patient group directives, recognising their application in light of the learning outcomes identified below</p> <p><b>Learning Outcomes:</b></p> <p><b>Generic -</b>            Appendix 1 - Generic Standards/Criteria for the Assessment of Clinical Procedural Skills</p> <p><b>Specific -</b>            Appendix 7 CHS19 Undertake routine clinical measurements.</p> <p><b>Performance Outcome -</b>            Demonstrates safe and competent performance, encompassing the knowledge skills and behaviours as defined by local performance criteria.</p>			

## Venepuncture - obtain venous blood sample (refresher)

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>		<b>Start Time:</b>	09.00-13.00 or 12.00-16.00
<b>Duration:</b>	4 Hours	<b>Venue:</b>	LCPC, SJUH
<b>Target Audience:</b>	Any Healthcare Professional requiring an update of existing venepuncture (obtaining a venous blood sample) skills		
<b>Format:</b>	Lecture / demonstration / simulated practice - maximum 10 delegates		
<b>Includes:</b>	Certificate of Attendance		
<b>Skills Chain:</b>	Hand washing, Standard precautions		
<p><b>Course purpose:</b> To promote best practice in venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.</p> <p><b>Aims:</b> The safe and competent collection of a venous blood sample with regard to the following generic standard criteria.</p> <ul style="list-style-type: none"> <li>1.0 Communication and working with the patient and/or representative</li> <li>2.0 Safety</li> <li>3.0 Infection Prevention</li> <li>4.0 Procedural competence</li> <li>5.0 Team working</li> <li>6.0 Theoretical knowledge</li> </ul> <p>You will need a firm knowledge and understanding of this procedure based upon your employer's protocols, guidelines and patient group directives, recognising their application in light of the learning outcomes identified below.</p> <p><b>Learning Outcomes:</b></p> <p><b>Generic -</b> Appendix 1 - Generic Standards/Criteria for the Assessment of Clinical Procedural Skills</p> <p><b>Specific -</b> Appendix 8 CHS132 Obtain venous blood sample Appendix 9 National Patient Safety Agency Safer practice Notice (14) Right Patient, Right Blood (November 2006) <a href="http://www.nrls.npsa.nhs.uk/resources/?entryid45+59805">http://www.nrls.npsa.nhs.uk/resources/?entryid45+59805</a></p> <p><b>Performance Outcome –</b> Demonstrates safe and competent performance, encompassing the knowledge skills and behaviours as defined by local performance criteria.</p>			

## Contribute to the Care and Maintenance of the Feet of Individuals Previously Assessed by a Podiatrist

<i>Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking</i>			
<b>Frequency:</b>		<b>Start Time:</b>	09.00-12.00 or 13.00-16.00
<b>Duration:</b>	3 Hours	<b>Venue:</b>	LCPC, SJUH
<b>Target Audience:</b> Any Healthcare Professional who are required to assist in foot care			
<b>Format:</b> Lecture / demonstration / simulated practice - maximum 10 delegates			
<b>Includes:</b> Certificate of Attendance / Competence, if appropriate			
<b>Skills Chain:</b> Hand washing, Standard precautions			
<p><b>Course purpose:</b> To promote best practice in the care and maintenance of the feet of individuals previously assessed by a Podiatrist as unable to maintain their own foot care.</p> <p><b>Aims:</b> The safe and competent undertaking of foot care activities which individuals would normally be able to do for themselves, follow a prescribed care plan, update records of care given and understand the importance of referring the individual back to the podiatrist, all with regard to the following generic standard criteria.</p> <p>1.0 Communication and working with the patient and/or representative            2.0 Safety            3.0 Infection Prevention            4.0 Procedural competence            5.0 Team working            6.0 Theoretical knowledge</p> <p>You will need a firm knowledge and understanding of this procedure based upon your employer's protocols, guidelines and patient group directives, recognising their application in light of the learning outcomes identified below.</p> <p><b>Learning Outcomes:</b>  <b>Generic -</b>            Appendix 1 - Generic Standards/Criteria for the Assessment of Clinical Procedural Skills  <b>Specific -</b>            Appendix 10 CHS150 Maintain the feet of clients who have been assessed as requiring help with general foot care.  <b>Performance Outcome -</b>            Demonstrates safe and competent performance, encompassing the knowledge skills and behaviours as defined by local performance criteria.</p>			

## Venous Access study day

<i>Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking</i>			
<b>Frequency:</b>	Monthly	<b>Start Time:</b>	09.00-1630
<b>Duration:</b>	8 Hours	<b>Venue:</b>	LCPC, SJUH
<b>Target Audience:</b>	Practitioners unfamiliar with venous access skills and knowledge (venepuncture/cannulation)		
<b>Format:</b>	Lecture / demonstration / simulated practice - maximum 10 delegates		
<b>Includes:</b>	Certificate of Attendance / Competence, if appropriate		
<b>Skills Chain:</b>	Hand washing, Standard precautions		
<p><b>Course purpose:</b> To promote best practice in venepuncture/phlebotomy/cannulation techniques and procedures to obtain venous blood samples from individuals for investigations. To promote best practice in the insertion of intravenous cannula to facilitate access to the blood system for treatment or diagnostic purposes</p> <p><b>Aims:</b> The safe and competent collection of a venous blood sample with regard to the following generic standard criteria. The safe, competent and appropriate insertion of an intravenous cannula with regard to the following generic standard criteria.</p> <p>1.0 Communication and working with the patient and/or representative            2.0 Safety            3.0 Infection Prevention            4.0 Procedural competence            5.0 Team working            6.0 Theoretical knowledge</p> <p>You will need a firm knowledge and understanding of this procedures based upon your employer's protocols, guidelines and patient group directives, recognising their application in light of the learning outcomes identified below.</p> <p><b>Learning Outcomes:</b>  <b>Generic -</b>            Appendix 1 - Generic Standards/Criteria for the Assessment of Clinical Procedural Skills  <b>Specific –</b>            Appendix 2 CHS22 Perform Intravenous Cannulation            Appendix 8 CHS132 Obtain venous blood sample            Appendix 9 National Patient Safety Agency Safer practice Notice (14) Right Patient, Right Blood (November 2006) <a href="http://www.nrls.npsa.nhs.uk/resources/?entryid45+59805">http://www.nrls.npsa.nhs.uk/resources/?entryid45+59805</a>  <b>Performance Outcome –</b>            Demonstrates safe and competent performance, encompassing the knowledge skills and behaviours as defined by local performance criteria.</p>			

# Perform Routine Electrocardiograph (ECG) Procedures

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>	TBC	<b>Start Time:</b>	09.00-13.00 or 12.00-16.00
<b>Duration:</b>	4 Hours	<b>Venue:</b>	LCPC, SJUH
<b>Target Audience:</b>	Any Healthcare Professional who are required to perform a routine ECG		
<b>Format:</b>	Lecture / demonstration / simulated practice - maximum 10 delegates		
<b>Includes:</b>	Certificate of Attendance / Competence, if appropriate		
<b>Skills Chain:</b>	Hand washing, Standard Precautions, Undertake routine clinical observation/measurements		
<p><b>Course purpose:</b> To promote best practice in the recording of Electrocardiographs (ECG) for patients at rest and in ambulatory settings.</p> <p><b>Aims:</b> The safe and competent recording of ECGs including connection and disconnection of electrodes, acquisition and basic interpretation of data all with regard to the following generic standard criteria.</p> <p>1.0 Communication and working with the patient and/or representative            2.0 Safety            3.0 Infection Prevention            4.0 Procedural competence            5.0 Team working            6.0 Theoretical knowledge</p> <p>You will need a firm knowledge and understanding of this procedure based upon your employer's protocols, guidelines and patient group directives, recognising their application in light of the learning outcomes identified below</p> <p><b>Learning Outcomes:</b></p> <p><b>Generic -</b>            Appendix 1 - Generic Standards/Criteria for the Assessment of Clinical Procedural Skills</p> <p><b>Specific -</b>            Appendix 11 CHS130 Perform routine Electrocardiograph (ECG) Procedures</p> <p><b>Performance Outcome -</b>            Demonstrates safe and competent performance, encompassing the knowledge skills and behaviours as defined by local performance criteria.</p>			

# Community Matrons and Long term care Specialist Update

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Date:</b>	21/22 Nov, 15/16 Dec	<b>Start Time:</b>	09.00
<b>Duration:</b>	2 Days	<b>Venue:</b>	LCPC, SJUH
<b>Target Audience:</b>	Community Matrons and Long Term Condition Specialists		
<b>Format:</b>	Two day workshop		
<b>Includes:</b>	Refreshments, Certificate of attendance		
<b>Skills Chain:</b>	Domains and competencies for advanced Nurse Practitioners		
<p><b>Course purpose:</b> To update the assessment, diagnosis and management skills required by community matrons when caring for individuals living in the community with long term illness</p> <p><b>Aims:</b> For delegates to have an opportunity to refresh existing skills and maintain competence and confidence within their role as Community matron</p> <p><b>Learning Outcomes:</b></p> <p><b>Generic -</b> RCN domains and competencies for UK advanced nurse practitioner</p> <p><b>Specific -</b></p> <p><b>Performance Outcome -</b> KSF domains: HWB1, HWB2, HWB3, HWB4, HWB5, HWB6, HWB7, HWB8, HWB10, C1,C3, C5, IK3, IK1</p>			

## Insert and secure nasogastric tubes and undertake care for individuals with nasogastric tubes

<i>Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking</i>			
<b>Frequency:</b>		<b>Start Time:</b>	09.00-13.00 or 12.00-16.00
<b>Duration:</b>	4 Hours	<b>Venue:</b>	LCPC, SJUH
<b>Target Audience:</b>	Any Healthcare Professional responsible for inserting and/or caring for individuals requiring an NG tube		
<b>Format:</b>	Lecture / demonstration / simulated practice - maximum 10 delegates		
<b>Includes:</b>	Certificate of Attendance / Competence, if appropriate		
<b>Skills Chain:</b>	Handwashing, Standard Precautions, Undertake routine clinical observation/measurements		
<p><b>Course purpose:</b> To promote best practice in the insertion and securing of nasogastric tubes, aspiration, measurement and recording of stomach contents and removal of NG tube as required.</p> <p><b>Aims:</b> The safe and competent placement, maintenance and monitoring of an NG tube and the care of the individual with an NG tube in situ all with regard to the following generic standard criteria:</p> <ul style="list-style-type: none"> <li><i>1.0 Communication and working with the patient and/or representative</i></li> <li><i>2.0 Safety</i></li> <li><i>3.0 Infection Prevention</i></li> <li><i>4.0 Procedural competence</i></li> <li><i>5.0 Team working</i></li> <li><i>6.0 Theoretical knowledge</i></li> </ul> <p>You will need a firm knowledge and understanding of this procedure based upon your employer's protocols, guidelines and patient group directives, recognising their application in light of the learning outcomes identified below.</p> <p><b>Learning Outcomes:</b></p> <p><b>Generic -</b> Appendix 1 - Generic Standards/Criteria for the Assessment of Clinical Procedural Skills</p> <p><b>Specific -</b> Appendix 12 CHS15 Insert and secure nasogastric tubes Appendix 13 CHS16 Undertake care for individuals with nasogastric tubes.</p> <p><b>Performance Outcome -</b> Demonstrates safe and competent performance, encompassing the knowledge skills and behaviours as defined by local performance criteria.</p>			

# Intercollegiate Basic Surgical Skills (BSS) Course

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>	5 times per year	<b>Start Time:</b>	0830
<b>Duration:</b>	2.5 Days	<b>Venue:</b>	LIMIT
<b>Target Audience:</b>	BSS should be undertaken during the first year of Specialty training (ST1) although it is permissible that trainees in foundation years may		
<b>Format:</b>	Simulated practice / Individual Tuition / Assessment		
<b>Includes:</b>	Course Handbook and Course DVD		
<b>Skills Chain:</b>	Gowning and gloving, knotting, suturing, tissue handling, skin lesions and biopsy and local anaesthetic techniques, bowel anastomosis, vascular suturing, laparoscopic basic exercises		
<p><i>This two and half day course has been designed to introduce surgical trainees to safe surgical practice within a controlled workshop environment and it aims to 'teach, assess and certify' the ability of trainees to use safe and sound surgical techniques that are common to all forms of surgery.</i></p> <p><b>Content:</b></p> <p><i>The course consists of three main areas:</i></p> <ul style="list-style-type: none"> <li>• <i>Open surgery</i></li> <li>• <i>Wound management</i></li> <li>• <i>Endoscopic surgery</i></li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>• <i>Hands-on practice</i></li> <li>• <i>Individual tuition</i></li> <li>• <i>Assessment with personal feedback</i></li> </ul> <p><b>Key benefits:</b> <i>The Basic Surgical Skills (BSS) course is designed for doctors who began their basic surgical training on or after 1 August 1996 and are preparing for the MRCS examination and course.</i></p>			

## Basic Practical Skills - Obstetrics & Gynaecology

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>	3 times per year	<b>Start Time:</b>	0830
<b>Duration:</b>	3 Days	<b>Venue:</b>	LIMIT
<b>Target Audience:</b>	Obstetrics and Gynaecology Trainees		
<b>Format:</b>	Simulated practice / Individual Tuition / Assessment		
<b>Includes:</b>	Course handbook		
<b>Skills Chain:</b>	Gowning and gloving, knot tying, suturing, surgical instrumentation, practical obstetric skills, laparoscopic skills, hysteroscopy skills, gynaecological examination		
<p><i>LIMIT runs three / four RCOG Basic Practical Skills Courses throughout the year. These courses are run by the Obstetrics &amp; Gynaecology Consultants for Basic Practical Skills and are highly popular.</i></p> <p><i>The 3-day course is intended for trainees and is a mandatory requirement for entry into ST3, it also meets the requirements of the mandatory course specified in module 5 of the logbook in the Training Portfolio.</i></p> <p><b>Content: Principles of safe and effective surgery</b></p> <ul style="list-style-type: none"> <li>• Handling instruments</li> <li>• Knot tying</li> <li>• Suturing</li> <li>• Handling tissues</li> <li>• Principles of haemostasis and dissection</li> <li>• Principles of electrosurgery</li> <li>• Principles of gynaecological examination</li> <li>• Anatomy of pelvic floor</li> <li>• Episiotomy repair</li> <li>• D &amp; C Evacuation of uterus</li> <li>• Management of normal and breech delivery</li> <li>• Fetal blood sampling</li> <li>• Caesarean section</li> <li>• Ventouse and forceps delivery</li> <li>• Management of shoulder dystocia</li> <li>• Management of massive obstetric haemorrhage</li> <li>• Surgical documentation</li> <li>• Endoscopic equipment</li> <li>• Principles of safe hysteroscopy</li> <li>• Principles of safe laparoscopic entry</li> </ul>			

## Core Skills in Laparoscopic Surgery

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>	Annually	<b>Start Time:</b>	0915
<b>Duration:</b>	3 Days	<b>Venue:</b>	LIMIT
<b>Target Audience:</b>	Surgical Trainees		
<b>Format:</b>	Practical skills using bench-top models specifically designed for the course and short lecture presentations and discussions.		
<b>Includes:</b>	Course DVD		
<b>Skills Chain:</b>	The imaging system, access, basic manipulation, dissection and clipping, knotting and suturing, closure of perforated ulcer, appendectomy, cholecystectomy, suturing		
<p><i>A three-day course, developed in conjunction with the Association of Laparoscopic Surgeons of Great Britain and Ireland, to provide surgeons with the essential theoretical knowledge and practical experience of basic level laparoscopic surgery.</i></p> <p><i>This course will expand on the College's Laparoscopic Cholecystectomy course and provides a much broader introduction to laparoscopic surgery and the key procedures.</i></p> <p><i>The course is aimed at surgical trainees in the early years of specialist training in General Surgery and is run both at The Royal College of Surgeons of England and in a number of regional centres in England and Wales. The course is designed for 12 participants with a Convener and three faculty to ensure plenty of opportunity for advice and support during the practical sessions.</i></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• <b>Day 1</b> Instrumentation, access, manipulation and dissection.</li> <li>• <b>Day 2</b> Suturing and knotting, diagnostic laparoscopy appendectomy.</li> <li>• <b>Day 3</b> Laparoscopic cholecystectomy.</li> </ul>			

## Care of the Critically Ill Surgical Patient (CCrISP)

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>	2 times per year	<b>Start Time:</b>	1045
<b>Duration:</b>	2.5 Days	<b>Venue:</b>	LIMIT
<b>Target Audience:</b>	ST2 Grade Trainees		
<b>Format:</b>	Practical skills using bench-top models specifically designed for the course and short lecture presentations and discussions.		
<b>Includes:</b>	Course handbook		
<b>Skills Chain:</b>	Develop the theoretical basis and practical skills to manage the critically ill surgical patient.		
<p>This two and a half day course is designed to advance the practical, theoretical and personal skills necessary for the care of critically ill surgical patients. It is aimed at surgeons and those who deal with surgical patients who are completing basic surgical training and will be useful across the range of surgical and related disciplines.</p> <p>The course is designed to draw established and new knowledge and skill into formats immediately applicable to every day practice. The emphasis is on small group teaching, hands on training and the performance of practical procedures. The course features simulated patient assessment, clinical decision making, dealing with relatives and analysis of data in critical care in addition to systematic coverage of the necessary knowledge. Candidates are supplied with a detailed course manual and personal feedback will be provided during the course.</p> <p>Candidates receive the greatest benefit when CCrISP is taken in the latter part of ST2. Candidates in the earlier part of specialist training (ST1) may also apply although it is strongly recommended they have six months General Surgery training at F2, ST1 or ST2 level. Candidates at ST3 level and above, who have not successfully completed the CCrISP course may also apply.</p> <p><b>All participants on the course:</b></p> <ul style="list-style-type: none"> <li>• should have completed at least one year of basic surgical training (not including house jobs)</li> <li>• you must know the basics of ECGs (best source – “ ECGs made easy “ by HAMPTON”)</li> <li>• should have completed six months general surgery</li> <li>• should have completed a BSS course</li> <li>• ideally have completed an ATLS course although this is not a prerequisite</li> </ul> <p>*it is advisable that if the participants are registered on the MRCS STEP Distance Learning Course they read the related areas in the text or in similar standard textbooks*</p>			

# Specialist Registrar Skills Course in General Surgery

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>	2 times per year	<b>Start Time:</b>	0830
<b>Duration:</b>	4 Days	<b>Venue:</b>	LIMIT
<b>Target Audience:</b>	Higher Surgical Trainees		
<b>Format:</b>	Practical Skills Teaching supported by Tutorials, Videos and		
<b>Includes:</b>	Course handbook and Course DVD		
<b>Skills Chain:</b>	Knotting, suturing, upper GI and colorectal hand and stapled anastomosis, vascular anastomosis, laparoscopic cholecystectomy		
<p>This course has been designed for those surgical trainees who have satisfactorily completed their period of basic surgical training and are now entering higher surgical training in general surgery. This means that they will have completed the mandatory “Basic Surgical Skills” course and are now ready to expand their surgical skills and to tackle the more advanced surgical techniques.</p> <p>This course has been designed to prepare the higher surgical trainees in years 1 and 2 for the type of surgical procedures that may be encountered during emergency surgery, as well as to equip the trainee with more advanced surgical techniques that may well prove valuable in the future</p> <p><b>This course covers three main areas of intermediate surgical skills:</b></p> <ul style="list-style-type: none"> <li>• surgery in general</li> <li>• vascular surgery</li> <li>• minimal access surgery</li> </ul> <p>Like basic surgical skills, this course has been designed with an emphasis on individual tuition and detailed personal feedback on performance. It does not seek to impose or promote the technique being demonstrated as being the only safe and sound method for performing a surgical procedure but does endeavour to teach “one safe way” that trainees may utilize.</p> <p><b>Features of this course include:</b></p> <ul style="list-style-type: none"> <li>• hands on practice throughout the course</li> <li>• high tutor-to-participant ratio with a maximum of 12 participants per course</li> <li>• performance assessment and feedback to identify areas of strength and weakness</li> </ul>			

# The Leeds Seldinger Chest Drain Insertion Course

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>	3 times per year	<b>Start Time:</b>	0830
<b>Duration:</b>	Half day	<b>Venue:</b>	LIMIT
<b>Target Audience:</b>	FY1+		
<b>Format:</b>	Lectures/practical session/practical assessment		
<b>Includes:</b>	Pre-course preparation		
<b>Skills Chain:</b>	Supervised practice of the seldinger chest insertion, a DOPS		
<b>Background</b>			
<p>The NPSA rapid response alert (May 2008) required that trusts develop local policies to ensure that            “Chest drains are only inserted by staff with relevant competencies and adequate supervision” and            that a lead be identified in each organization with responsibility for training all staff involved in chest drain insertion.</p> <p>Training opportunities for junior doctors are limited and are likely to become more so as more drains for fluid are inserted under ultrasound guidance. However, this remains a core competency for junior doctors in general and emergency medicine. Many drains (for pneumothoraces and complicated parapneumonic effusions) are inserted out-of-hours, when there is limited availability of senior staff to assess competency.</p>			
<b>What is Proposed.</b>			
<p>To avoid duplication in assessment between hospitals within the region, it is proposed that a standardised format be adopted for chest drain insertion courses across the Yorkshire Deanery.</p> <p>Courses would be organized locally and run by local faculty using local facilities and manikins, however, assessment of proficiency on such a course would then be transferrable between trusts within the region.</p> <p>For trainees who have not previously inserted chest drains, it would be anticipated that this course would be successfully completed prior to first attempts on patients. For trainees who currently insert drains but have not had their competency documented, such a course would help confirm competency (though would not suffice). Trainees who have already been deemed competent at insertion (and had that documented) need not attend such a course.</p>			

## Minimal Access Surgery for Theatre Teams

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>	Annually	<b>Start Time:</b>	0900
<b>Duration:</b>	2 Days	<b>Venue:</b>	LIMIT
<b>Target Audience:</b>	Nurses and Operating Department Practitioners		
<b>Format:</b>	Lecture, group work, practical workshop		
<b>Includes:</b>	Course handbook		
<b>Skills Chain:</b>			
<p>This course is intended to develop the basic skills required to care for an individual undergoing minimal access surgery. The course aims to provide an overview of current issues and techniques used and to develop specific skills and knowledge in relation to patient care and safety.</p> <p><b>Specific Aims:</b></p> <ul style="list-style-type: none"> <li>• For the participants to understand the basic principles of the medical visualisation systems used in Minimal Access Surgery and for them to be able to set up and operate the equipment used in Theatre.</li> <li>• For the participants to review and update their knowledge regarding the basic principles of electrosurgery (diathermy) and to identify specific issues related to the use of electrosurgery in minimal access surgery (to include a brief explanation of the use and types of lasers, and to raise awareness regarding the hazards associated with their use, drawing attention to National and local safety regulations).</li> <li>• For participants to understand the reason for creating a pneumoperitoneum and how it is achieved and maintained. To be familiar with the equipment required and how it functions and to be aware of potential complications.</li> <li>• For participants to be aware of the potential complications related to minimal access surgery. To be able to identify hazards and minimise risks.</li> <li>• For the participant to consider the pre-operative needs, both physical and psychological prior to surgery. In order to facilitate pre-operative understanding of surgical procedure and possible intra-operative complications.</li> <li>• For participants to be aware of the importance of the organisation of equipment in the operating room.</li> <li>• For participants to increase their knowledge and skills in relation to handling, care and maintenance of the instruments used in minimal access surgery.</li> <li>• For participants to be aware of the anaesthetic considerations in laparoscopic surgery.</li> </ul>			

## Metabolic/Bariatric Course for Practitioners and AHP

Visit <a href="http://www.medicaleducationleeds.com">www.medicaleducationleeds.com</a> for upcoming course dates and booking			
<b>Frequency:</b>	Annually	<b>Start Time:</b>	0900
<b>Duration:</b>	2 Days	<b>Venue:</b>	LIMIT
<b>Target Audience:</b>	Ward theatre practitioners, hospital and community health practitioners, allied health professionals		
<b>Format:</b>	Lecture, group work and discussion		
<b>Includes:</b>			
<b>Skills Chain:</b>			
<p><b>The programme will explore</b></p> <ul style="list-style-type: none"> <li>• The components of a metabolic/bariatric service</li> <li>• Operative techniques, pre, intra, postoperative</li> <li>• Anaesthetic Issues</li> <li>• Patient Experience</li> <li>• Long term follow up and care</li> <li>• The Importance of support</li> <li>• Nutritional information and support</li> <li>• Current national and international guidelines on service provision.</li> </ul>			

# Examples of Technology Enhanced Blended Learning Packages

On the following pages are specifications of a number of courses we currently provide.



**How to Interpret pH**

pH	1	2	3	4	5	6	7	8	9	10	11	12
FEED	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗
DO NOT FEED												

CAUTION: These position guidelines are not meant to replace healthcare professionals' clinical judgement and should be used in conjunction with other clinical signs, such as coughing.

**NGT Assessment**

Question 1 of 11 • Point Value: 10

Regarding NPSA safety alerts; which of the following statements are correct? (select all that apply)

- A patient safety alert was released in 2011 following the death of 21 patients due to misplaced nasogastric feeding tube over 6 year period
- Two patients died after their NG tube was flushed with water prior to confirmation of intra-gastric placement leading the NPSA to release a Rapid Response Report
- Half of deaths from misplaced NG tubes resulted from misinterpretation of the check x-ray

Score so far: 0 points out of 0

SUBMIT

Screen shots from the Nasogastric Tube eLearning package

# Think Glucose (Safer Prescribing)

Ward Experience



eLearning



blended  
learning



Face-to-Face



Inter-Professional Simulation

# Think Glucose (Safer Prescribing)

## Face to Face

- *Assessing the person with Diabetes*
- *Classification of Diabetes & Medical Management*
- *Insulin*
- *Hypoglycaemia*
- *Hyperglycaemia*
- *Foot Management*
- *Diet*

## eLearning

- *What is diabetes and types of diabetes*
- *How to assess a patient with known diabetes*
- *How to assess a patient with suspected diabetes and confirm diagnosis*
- *Distinction between type 1 and type 2 diabetes and why it is important*
- *Assess and treat a patient with hypoglycaemia*
- *Assess and treat a patient with hyperglycaemia*
- *Safe use of insulin including intravenous insulin*
- *How to safely switch patient from intravenous to subcutaneous insulin*
- *When to seek advice from diabetes specialist team*

# The Nasogastric Tube and On-Going Care in Adults

Face-to-Face



Assessment



blended learning

The eLearning module consists of two main parts:

**How to Interpret pH:** A table with 12 columns representing different pH levels. The first six columns are labeled 'FEED' and the last six are labeled 'DO NOT FEED'. The table includes a 'relative step' indicator and a 'Fructosebromide free' indicator. A caution note states: 'CAUTION: These position guidelines are not meant to replace clinical judgement and should be used in conjunction with coughing.'

1	2	3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗

**NGT Assessment:** A multiple-choice question titled 'Regarding NPSA safety alerts, which of the following statements are correct? (select all that apply)'. The question is worth 10 points. The current score is 0 points out of 10. The options are:

- A patient safety alert was released in 2011 following the death of 21 patients due to misplaced nasogastric feeding tube over 6 year period
- Two patients died after their NG tube was flushed with water prior to confirmation of intra-gastric placement leading the NPSA to release a Rapid Response Report
- Half of deaths from misplaced NG tubes resulted from misinterpretation of the check x-ray

eLearning

## The Nasogastric Tube and On-Going Care in Adults

Combining an eLearning module, face to face presentation and competency based assessment, this multi professional learning experience equips practitioners with the knowledge skills and attitudes to insert and check the placement of a nasogastric feeding tube and to perform the on-going care of a patient requiring nasogastric feeding.

# Contact Us

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