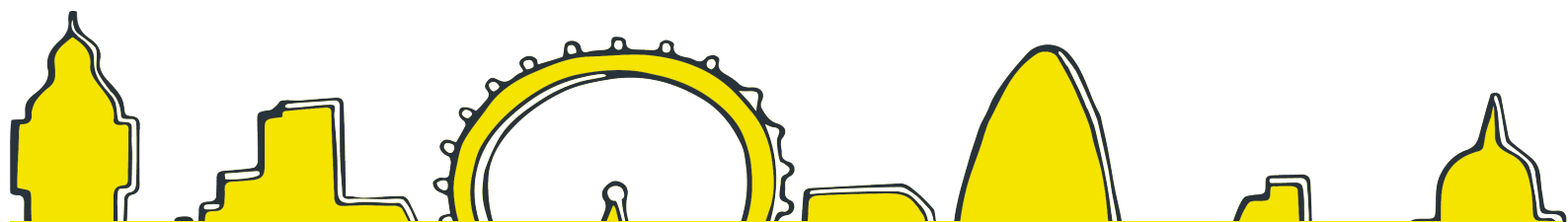


IV Therapy Passport

IMPLEMENTATION GUIDE

SUSIE SCOTT



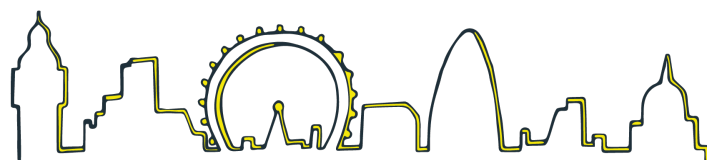
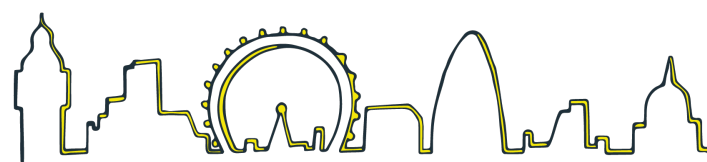


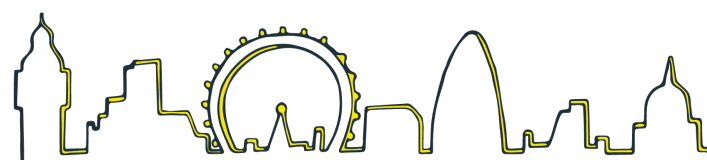
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Please note: the most up to date version of this implementation guide will always be online



About the IV Therapy Passport

The IV Therapy Passport is an agreed approach and a pathway through intravenous (IV) medication administration training and assessment. It has been developed and designed through collaboration with stakeholders from health care organisations and higher education institutes across London.

The pathway leads health care professionals (HCP) to gain an IV Therapy Passport which enables that person to transfer between organisations in London with their IV skills, without the need to retrain.

Who is the IV Therapy Passport for?

The passport is designed for health care professionals from adult or paediatric fields of nursing and midwifery, and other allied health professions whose role requires the administration of intravenous medication for patients.

Health Care Professionals

Although typically, registered nurses, midwives and students in training administer IV medication, there are other professionals whose role involves IV therapy, such as nursing associates, radiographers and physiotherapists.

The term health care professional is used throughout the resources for the passport to encompass all of these roles and to include student. As such the passport, and the pathway to it, has been designed so that it is suitable for all health care professionals to access.

In the context of the IV Therapy Passport pathway, the term health care professional is used to indicate the role of the 'learner'. There may be occasions when the term 'learner' is also used as an alternative to HCP.

Pre-registration students

The passport has been designed with consideration of the Future nurse standards and the requirement for pre-registration students to become proficient in intravenous medication administration.

The pathway and passport can be accessed during the pre-registration period providing both a theoretical and practice learning and assessment component.

Progression to practice learning and assessment must be agreed by the educational supervisor at the University and the organisation within which the student is undertaking clinical practice.

When would an HCP access the IV Therapy Passport?

Health care professionals can access the pathway and passport at a range of points in their career, these may be as a / an:



- pre-registration student such as a nurse following the Future nurse curriculum
- internationally recruited health care professional
- registrant after registration with a professional body
- existing member of the workforce

The existing workforce

The existing workforce may choose to access the IV Therapy Passport as part of their continuing professional development or towards revalidation.

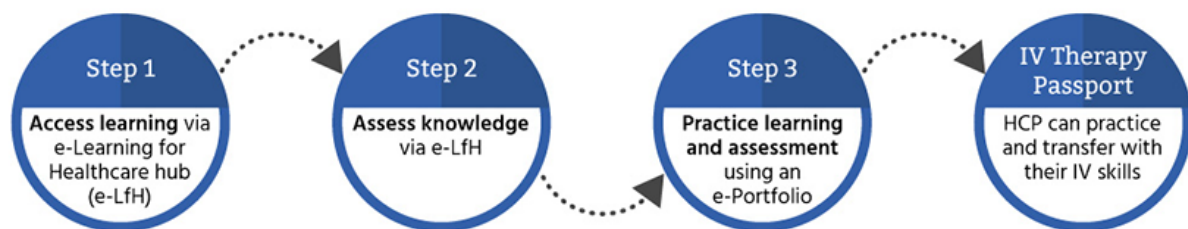
Registrants acting as practice supervisors and assessors may choose to access the passport to ensure they are adequately prepared to support pre-registration students in practice.

To enable the transfer of their IV skills between organisations, the existing workforce may also choose to access the IV Therapy Passport.

When health care professionals transfer into organisations with previously acquired IV skills but without the IV Therapy Passport, they can be guided to access it at this point too.

The IV Therapy Passport pathway

The pathway to the passport is comprised of three steps as illustrated below:



Step 1 Access Learning

The IV Therapy Passport programme of e-learning is on the Health Education England (HEE) e-Learning for Healthcare hub (e-LfH) [e-LfH Hub](#). This is free to access for health care professionals working within NHS organisations, charities, social care and Higher Education Institutions (HEI) and by arrangement for profit organisations.

This programme of e-learning provides the full curriculum and is the preferred route to access the learning required for the passport.

There may be occasions, where organisations choose to deliver step 1 (access learning) of the IV Therapy Passport pathway independently. In order to contribute to the pathway, the content of this learning must have been deemed equivalent through the CapitalNurse IV Therapy Passport validation process. Find out more about this on page 9 (Is there an alternative to e-Learning?).

Learners are required to complete eAssessments via e-LfH irrespective of the way they access step 1.

Step 2 Assess Knowledge

Assessment of knowledge is via eAssessment on the e-LfH hub [e-LfH Hub](#) – this provides a standardised gateway to practice learning and assessment. A drug calculations eAssessment is included.

Step 3 IV Practice Learning and Assessment

The IV Practice Learning and Assessment Document (IV PLAD) for the pathway is comprised of a set of core proficiencies and a choice of optional proficiencies, selected to be relevant to a HCP's current role. This is downloadable from the [IV Therapy Passport](#) page.

Optional proficiencies include methods of preparation, methods of administration and vascular access device competencies.

This document becomes the HCP's IV Therapy Passport. The HCP's Passport is therefore personalised to the specific IV skills required to perform in their current role. When the HCP's role changes or develops, they may need to develop their IV skills and their IV Therapy Passport to meet the requirements of their next role. So, the IV Therapy Passport develops alongside the HCP.

Please note, currently step 3 of the pathway is only accessible within London.

IV Therapy Passport

The passport is evidence of the HCP's learning, assessment and proficiency in IV therapy.

On achievement of the IV Therapy Passport, the HCP can administer IV medication to patients and transfer to another organisation with these skills without the need to retrain.

Pre-registration students, who access and complete the IV Therapy Passport whilst at University, are able to transfer into their first role as a registered professional with the IV Therapy Passport.

In the new organisation, the HCP, alongside the educational supervisor (such as the line manager or practice educator) will need to identify if and where their IV therapy skills need to develop or be extended to meet the requirements of the next role. This conversation should be recorded on the [Transfer Conversation Record](#), on page 33 (appendix 1) of the IV PLAD and a development plan created as required.

Where do find the steps of the IV Therapy Passport?

Information about the IV Therapy Passport can be found by visiting the [IV Therapy Passport](#) page on the Health Education England / CapitalNurse website.

On this website, this [Implementation Guide](#) can be downloaded which gives detailed information about the Passport and pathway and information for organisations wanting to implement the IV Therapy Passport.

There are links to access the programme of e-learning on e-LfH (Step 1 and Step 2) and the IV PLAD for practice learning and assessment (Step 3).

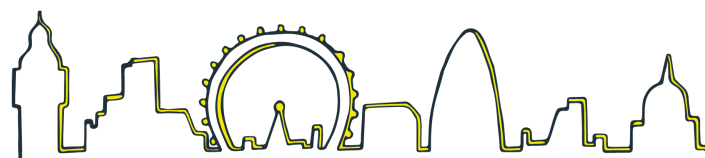
Step 1 and Step 2

The e-Learning for Healthcare Programme page is via: [e-LfH IV Therapy Passport programme page](#)

Access to the e-LfH 'portal' to enter the e-learning is via: [e-LfH Hub](#)

Step 3

The IV PLAD can be downloaded from the [IV Therapy Passport](#) page.



Facilitating the IV Therapy Passport pathway

To facilitate the IV Therapy Passport pathway, the health care professional will need an educational supervisor and an assessor.

For the purposes of the pathway, an **educational supervisor** is someone in a position such as the **line manager**, **clinical practice educator** or **educational supervisor at University**. This person's role is to guide the learner through the pathway, to authorise progression from step 1 and 2 and ultimately to confirm the achievement of the IV Therapy Passport. Some educational supervisors will act as assessors too.

An **assessor** is someone deemed competent to administer intravenous medication by their home organisation and authorised to supervise and assess the practice of others by their line manager or clinical practice educator, considering their level of experience. This person's role is to supervise and assess the practice of the HCP against the proficiencies in the IV PLAD. Read more about assessors on page 14.

Step 1 Access Learning

The IV Therapy Passport programme of e-learning has been developed to provide and develop the underpinning knowledge, required by healthcare professionals to administer intravenous medication (IV), as part of the IV Therapy Passport pathway.

The programme of e-learning consists of seven knowledge sessions and seven corresponding eAssessments.

They are 'bite-sized' interactive learning sessions that work well on a variety of mobile and static devices. The session titles are:

- IV Medication Administration – a complex process
- The IV Route
- Vascular Access Devices
- Risks and Complications of IV Therapy
- Fluids and Electrolytes in IV Therapy
- Preparation and Administration of IV Medication
- Drug Calculations in IV Therapy

Learners are encouraged to access the sessions in the above order so the learning and new knowledge links together optimally.

Each session takes approximately 30 minutes to complete and the eAssessment approximately 20 minutes, with the exception of the drug calculations eAssessment which may take longer.

An e-learning session

Each session is entered by selecting 'play' next to the session title. This brings you to that session's homepage. In each session there is an **overview** section, where details of the learning outcomes, authors, and pre-requisites and any acknowledgements can be located.

This is then followed by [sections](#) or chapters on learning. Finally, there is a [summary](#) section which is also home to references, further reading and next steps.

Each section of a session must be completed entirely, which includes completing the knowledge checks. A purple indicator at the top of the screen, and on the home page, indicates progress through each section.

If a section is marked as incomplete, learners should be guided to review the section to see which parts were not opened or which knowledge checks were not completed.

All sessions must be completed, and the eAssessments passed, before learners can begin their supervised practice learning and assessment (step 3).

When all seven e-learning sessions have been completed, the learner can access their [certificate](#). This can be downloaded or printed.

To learn how to access the e-LfH learning portal please go to page 17.

Is any additional learning needed?

The programme of e-learning is intended to deliver the complete theoretical curriculum for the IV Therapy passport.

Pre-registration nursing and midwifery students might access additional learning, such as simulated practice, at their University as part of their curriculum in addition.

In some specialist practice settings (such as critical care or oncology), additional specialist learning may be required so please check with your line manager / clinical educator.

Is there an alternative to e-learning?

There may be an occasion when an organisation may choose to deliver step 1 (learning) of the IV Therapy Passport pathway independently. Where this is the case, in order for the learning to contribute to and be deemed equivalent to step 1 of the pathway, it must have been deemed equivalent through the CapitalNurse IV Therapy Passport validation process. This process is designed to ensure the organisation's learning content meets the learning outcomes of the IV Therapy Passport.

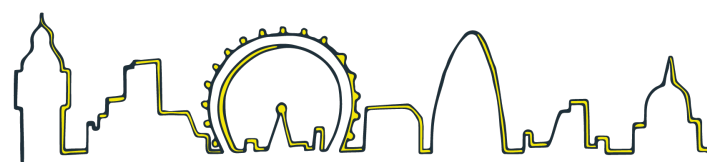
Where an organisation delivers step 1 independently, all learners are expected to join the pathway at step 2 (assess knowledge).

Please contact capitalnurse@hee.nhs.uk for more information.

Step 2 Assess Knowledge

Each of the seven sessions of e-learning has a corresponding eAssessment. This is the assessment at the end of the episode of learning to assess knowledge.

The eAssessments are held in a different folder to the e-learning sessions. Learners will need to exit the e-learning and then select the eAssessments folder to locate the eAssessment.



It is recommended that learners access the corresponding eAssessment after they have completed the e-learning session rather than completing all of the eAssessments together.

What is the pass mark?

Most of the eAssessments have a pass mark of 80% and learners are expected to achieve this within 3 attempts.

The drug calculations eAssessment has a pass mark of 100% as reliable accuracy in this aspect of practice is considered essential. Again, learners are expected to achieve this within 3 attempts.

Is there a time limit on the eAssessments?

There is not a time limit on the eAssessments.

If an eAssessment is left idle for 15 minutes, the session will **time out**.

In the majority of the sessions, any answers to questions already completed will be stored. The exception to this is within the drug calculations eAssessment; currently any answer to questions already answered, will unfortunately not be stored if it times out.

Please note: if an eAssessment is closed part of the way through, all of the answers the learner submitted will be lost.

Drug Calculations eAssessment

Learners are encouraged to use a calculator during the eAssessment as well as the e-learning. This would be expected in practice so should be no different for the assessment.

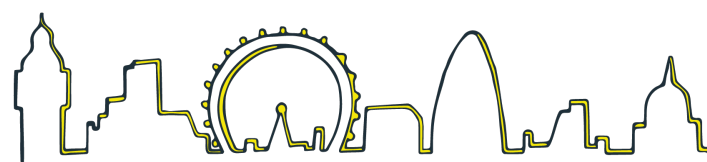
Learners are also encouraged to refer to drug calculation formulae during the eAssessment as they might in practice.

There is a downloadable or printable PDF on [Drug Calculation Formulae for the IV Therapy Passport](#) in the summary section of the drug calculation e-learning.

What happens if a learner fails an eAssessment?

Learners are advised they have 3 attempts to pass the eAssessments at the beginning of the assessment. They are also encouraged to use a calculator and drug calculation formulae.

If a learner fails the eAssessment, they will see the following message:



You have not passed the eAssessment this time. You have scored 36% but you need to score 80% or greater to pass.

You have attempted the eAssessment 1 time(s).

You should aim to achieve the pass mark for this eAssessment within 3 attempts.

If after the **first** attempt you do not achieve the pass mark:

- Revisit the e-learning sessions to check your understanding
- Retry the eAssessment when you feel able

If after the **second** attempt, you do not achieve the pass mark:

- Contact your clinical educator, line manager or supervisor to discuss the educational support you need to prepare for a further attempt
- Only retry the eAssessment when you are confident

If after the **third** attempt, you do not achieve the pass mark:

- Contact your clinical educator, line manager or supervisor to inform them and plan further support for your development
- Do not try to attempt the eAssessment a further time until advised

Please note each attempt is recorded in your online learning record.

Retry Assessment

After the third attempt at the eAssessment, the learner will be prevented from accessing a further attempt. However, should they log out and then log in again, they will be able to reset this and have further attempts. Learners are not made aware of this.

Those to whom the learner has allocated reporting permission, will be able to see the number of attempts the learner has accessed and what their score is so there is a way to monitor this.

Certificates for Step 1 and Step 2

On completion of all of the e-learning sessions and corresponding eAssessments, learners can download and print certificates.

A certificate for Step 1 Accessing learning and Step 2 Assess knowledge is available.

How to access certificates?

- Once the learner has completed the assessment, they will see a certificate icon that has a yellow seal next to the relevant folder (not next to the actual session). They can then click on this to open up the PDF document.
- They can also see all their certificates by going to 'My Activity' and select 'Certificates'.

<http://support.e-lfh.org.uk/my-activity/certificates/>

How to progress to Step 3?

These [certificates](#) provide evidence of completion of step 1 and 2 of the pathway and are required to proceed to step 3 of the pathway.

Learners will need to provide this evidence to their educational supervisor within their organisation, whomever is facilitating their IV Therapy Passport pathway.

Alternatively, learners can show their facilitator their [e-LfH learning record](#) or if reporting permission is granted, the facilitator can review the learner's e-LfH learning record via their own account.

Step 3 Practice Learning and Assessment

Practice learning and assessment is guided with the use of the IV Practice Learning and Assessment Document (IV PLAD). This can be downloaded from the [IV Therapy Passport](#) page.

The IV PLAD is designed to guide HCPs and assessors through step 3. The IV PLAD is also a record on each step of the IV Therapy Passport pathway and becomes the learner's IV Therapy Passport.

Clear guidance is included within the IV PLAD for learners and assessors and this is expanded on within this Implementation Guide.

How do HCP's progress to step 3?

Completion of step 1 (access learning) and step 2 (assess knowledge) are recorded within the IV PLAD in the [Record of Learning and Knowledge Assessment](#).

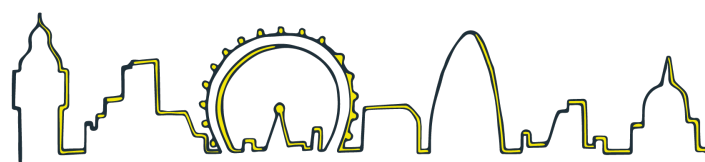
Progress to practice learning and assessment is authorised by the learner's educational supervisor. This is demonstrated by full completion of the [Record of Learning and Assessment](#).

Are there any other pre-requisites to supervised clinical practice?

Certain pre-requisites need to be met to ensure the health care professional is equipped with the necessary knowledge, understanding and skills to undertake IV therapy in the organisation within which they are working.

The prerequisites are:

- Meet organisational requisites to administer non intravenous medication to patients
- Complete all required organisational equipment training and assessments, including volumetric infusion pumps and syringe infusion pumps, relevant to IV administration
- Complete organisational infection prevention (IPC) and aseptic technique training and assessment
- Read and understand organisational policy and guidance in relation to the administration of intravenous medication



Completion of these pre-requisites is recorded in the IV PLAD.
The above learning can be completed simultaneously to step 1 and 2 of the pathway.

How to use the IV PLAD?

The IV PLAD is made up of 28 Core Proficiencies plus Vascular Access Device proficiencies. These proficiencies break down the administration of IV medication into steps and into different methods and routes used to administer IV medication. This allows practice assessment to be thorough and it allows learners the opportunity to be assessed according to their scope of practice, or in a way that is relevant to their role.

For example, some healthcare professionals may not be expected to use central venous access devices in their role or may not be required to administer medication by continuous infusion. In this situation, they would not be expected to complete these proficiencies to achieve their IV Therapy Passport.

Prior to beginning practice learning and assessment, the learner and practice assessor complete the [Learning and Assessment Plan](#) within the IV PLAD to identify which of the proficiencies are relevant to the HCPs role.

Are there a minimum number of proficiencies?

Most of the core proficiencies are compulsory however there are [4 Methods of Preparation](#) and [4 Methods of Administration proficiencies](#) where the HCP is to make a choice of which are relevant to their role and clinical practice.

For some HCP's, it will be relevant and necessary to choose all of them. Where not all of the proficiencies are relevant to an HCP's role, the HCP must select a minimum of one Method of Preparation and one Method of Administration proficiency.

Similarly, there is a choice of [Vascular Access Device proficiencies](#). The same applies; at least one must be selected but all those relevant and required for your role.

These choices enable the passport to be specific and relevant to the HCP's role.

Please note, the HCP is only considered proficient in those skills for which the proficiencies are achieved and recorded.

As the HCP's role changes, the passport can be revisited, and additional proficiencies can be completed.

How do pre-registration students use the IV PLAD?

Student HCP's can use the IV PLAD in the same way as a registered HCP. With their educational supervisor, they will need to identify which optional proficiencies they will do. The minimum requirement for pre-registration students is one method of preparation proficiency, one method of administration proficiency and one vascular access device proficiency.

The proficiencies within the IV PLAD will enable the student HCP to meet the Future nurse proficiencies related to IV Therapy.

How is assessment performed?

For each proficiency, the learner is required to achieve the expected standard in both supervised practice and then final assessment, so assessment is performed twice as a minimum. It is recommended to not proceed to final assessment until the learner has achieved the expected standard at supervised practice. There are opportunities for further supervised assessments should these be required for development.

Guidance notes for assessors and learners are found in the appendix. There are guidance notes for each proficiency statement for learners and assessors to establish the expected standard.

Learners are expected to demonstrate use of medicines guidance and reference material during preparation. They are also expected to demonstrate accurate drug calculations, using calculators and referring to drug calculation formulae where necessary.

Assessment is made by the learner having 'Achieved' or 'Not Achieved' the expected standard.

For each assessment, assessors must record their rating as well as the date and their initials or signature.

Who can be an assessor?

An assessor must be deemed competent in the administration of IV medication by their home organisation.

Organisations ultimately are to decide which staff can act as assessors. This may be guided by a number of factors such as a staff member's; clinical experience, confidence, training as an assessor and the frequency of their IV therapy practice.

Anybody participating in the supervision or assessment of IV proficiencies, are required to record their details on the [Record of Assessors](#). Assessors are asked to record their professional registration number (e.g. PIN or equivalent for allied health professionals) for the purposes of ensuring individual assessors can be authenticated.

What happens if proficiency is not achieved?

If proficiency is not achieved during supervised practice, assessors are asked to use the [Record of Action Planning](#) section of the IV PLAD to plan development according to the learner's needs.

By ensuring the learner reaches 'Achieved' during supervised practice, learners will avoid reaching 'Not Achieved' at final assessment. However, should this occur, use the [Record of Action Planning](#) to document clearly where the required standard was not achieved and identify what further development and practice improvement is required and how this can be achieved. In this situation, it is vital to ensure clear communication with the learner's line manager to support their ongoing development.

IV Therapy Passport

The passport is evidence of the HCP's learning, assessment and proficiency in IV therapy.

On achievement of the IV Therapy Passport, the HCP can administer IV medication to patients and transfer to another organisation with these skills without the need to retrain.

Pre-registration students, who access and complete the IV Therapy Passport whilst at University, are able to transfer into their first role as a registered professional with the IV Therapy Passport.

HCP's are considered proficient according to the proficiencies achieved in their IV PLAD. As HCP's transfer between organisations and into new roles, and as the skills required for the new role change and develop, the passport can be revisited and developed.

Other proficiencies that become relevant for an HCP's role can be accessed at any time from the Methods of Preparation, Methods of Administration and Vascular Access Device proficiencies, and when achieved are then recorded in the [Record of Achievement](#).

What is the Record of Achievement?

This is a summary of the completion of steps 1 and 2 and of which proficiencies were achieved in step 3. It can be quickly and easily referred to when moving between organisations or roles.

What is the Declaration of Practice and Transferable Skills?

In this section of the IV PLAD, the health care professional declares that they believe they have achieved proficiency. They also acknowledge accountability and responsibility for their own practice and the expectation that they will ask for support and acknowledge gaps in their knowledge and skills if they present.

Prior to recording the HCP's and educational supervisor's signature, the HCP also acknowledges the understanding that they can return to the passport in the future to expand and develop new skills as their practice requires.

This part of the IV PLAD also reminds HCPs that they must always meet the organisational pre-requisites to clinical practice.

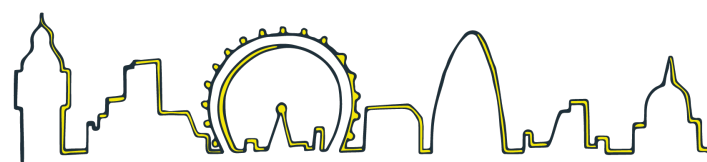
What is the Transfer Conversation Record?

The Transfer Conversation Record is designed to assess and plan the HCP's learning and assessment needs in IV Therapy when they are transferring to a new organisation or role.

All skills recorded in the Record of Achievement in the IV Therapy Passport are transferable, but the HCP may need to expand their skills to meet the requirements in their next role.

The HCP, with their educational supervisor, will review the current Record of Achievement and use the Transfer Conversation Record to guide their conversation and plan any learning and development needs.

HCP's can access e-LfH e-learning to develop or revise knowledge; this may be particularly relevant for drug calculation skills and for knowledge related to different vascular access devices.



E-Learning for Healthcare

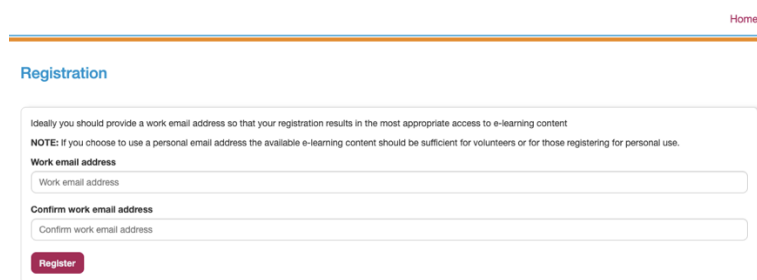
How to access e-LfH?

There are a number of options available to access e-Learning for Healthcare depending on which organisation you are working for or if you are a student:

e-Learning for Healthcare hub for NHS staff

The recommended way to access the e-learning is via the e-Learning for Healthcare Hub (known as e-LfH Hub).

Users will need to [register](#) on e-LfH in order to do this. Follow this link to access registration: <https://support.e-lfh.org.uk/get-started/registration/>



The screenshot shows a web page titled "Registration" with a "Home" link in the top right. The main content area contains a registration form with the following text: "Ideally you should provide a work email address so that your registration results in the most appropriate access to e-learning content." Below this is a "NOTE: If you choose to use a personal email address the available e-learning content should be sufficient for volunteers or for those registering for personal use." The form has two input fields: "Work email address" and "Confirm work email address". A red "Register" button is located at the bottom left of the form.

Users are required to enter an NHS email address and provide e-LfH with their current role and workplace location, where relevant.

If the e-learning requirements are related to a user's work role, they should use the work email address as this will help e-LfH to determine which e-learning programmes can be made available to them.

The user will be sent an email containing a link to create a password on their account. The email will come from no.reply@e-lfh.org.uk and may go into the spam or junk folder.

The link to set a confidential password will last for two weeks after which it can be reset from <https://portal.e-lfh.org.uk/forgotten-password>

Social care users

If users work in social care, they should register for an account <https://support.e-lfh.org.uk/get-started/registration/>.

After entering the work email address, they will need to provide further details. <https://support.e-lfh.org.uk/get-started/registration/>

Every employer who is registered with the **National Minimum Data Set for Social Care** has been given a code which allows their staff to access e-LfH's content. Employers will need to share this code with their employees.

Access for charities

If you work for a charity you can access the e-learning via OpenAthens.

Select 'Sign on with OpenAthens' from the e-LfH login page.

Find out more about OpenAthens eligibility here <https://www.nice.org.uk/about/what-we-do/evidence-services/journals-and-databases/openathens/openathens-eligibility>

Access for University students via OpenAthens

If users hold an OpenAthens account, they do not need to re-register with e-LfH as they will find e-Learning for Healthcare under the resources area of their OpenAthens account.

Users can select 'Sign on with OpenAthens' from the e-LfH login page and then link their OpenAthens and e-LfH accounts.

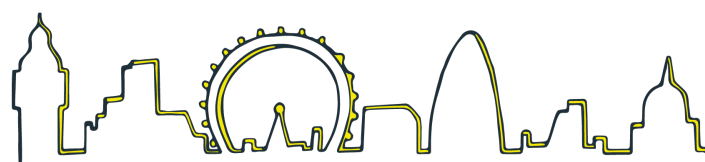
Own Learning Management System (LMS)

If your organisation has its own learning management system (LMS), then users can access the sessions via AICC links. <https://portal.e-lfh.org.uk/home/aiccreport>

Details can be found in document *AICC Remote Launching v1.2.pdf*. Our Support Team can help you set this up if needed. Please email support@e-lfh.org.uk

Access for 'for profit' organisations

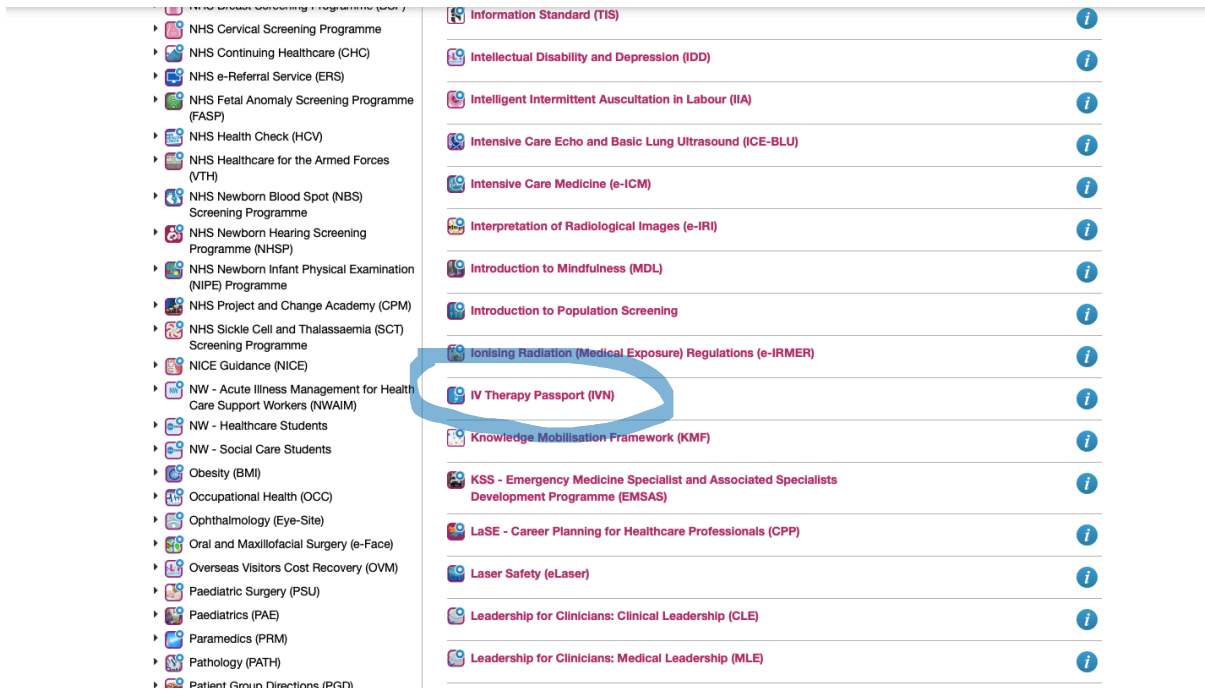
There are opportunities for 'for profit' organisations to gain access to the e-LfH on a license basis. More information about this will be able to be sourced: please contact capitalnurse@hee.nhs.uk



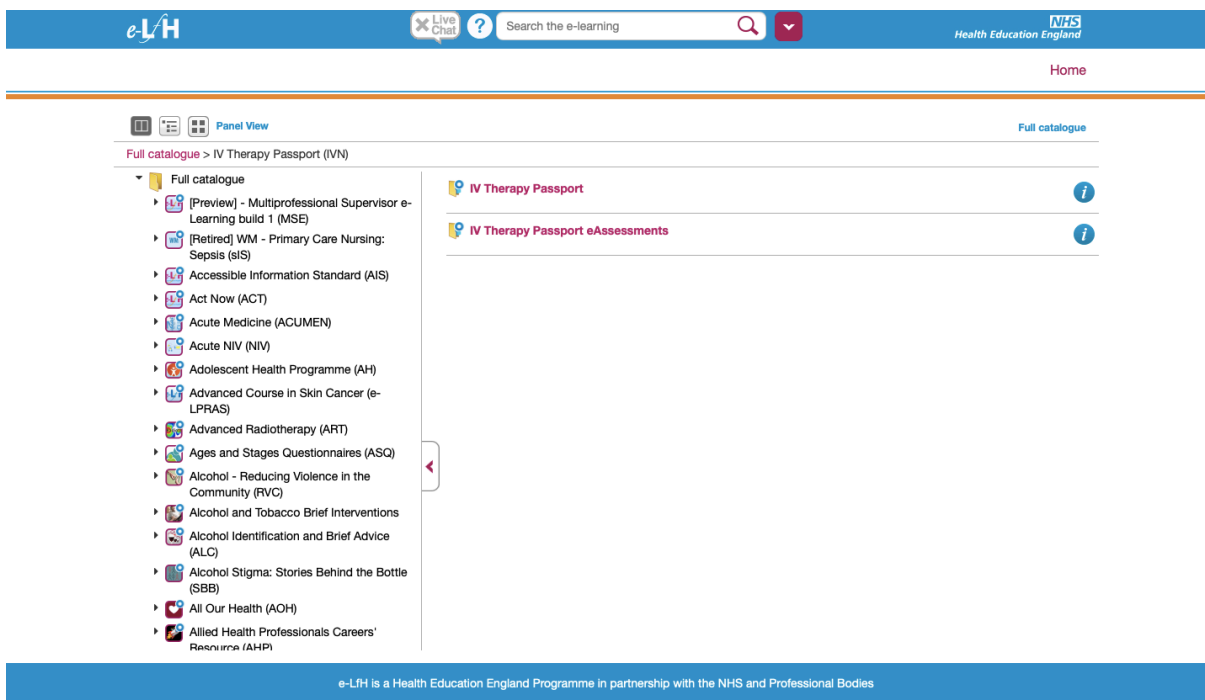
How to find the IV Therapy Passport e-learning on the e-LfH Hub?

Access to the e-LfH 'portal' to enter the e-learning is via: [e-LfH Hub](#)

Select 'search full catalogue' and look down the list for IV Therapy Passport. Programmes are listed alphabetically.



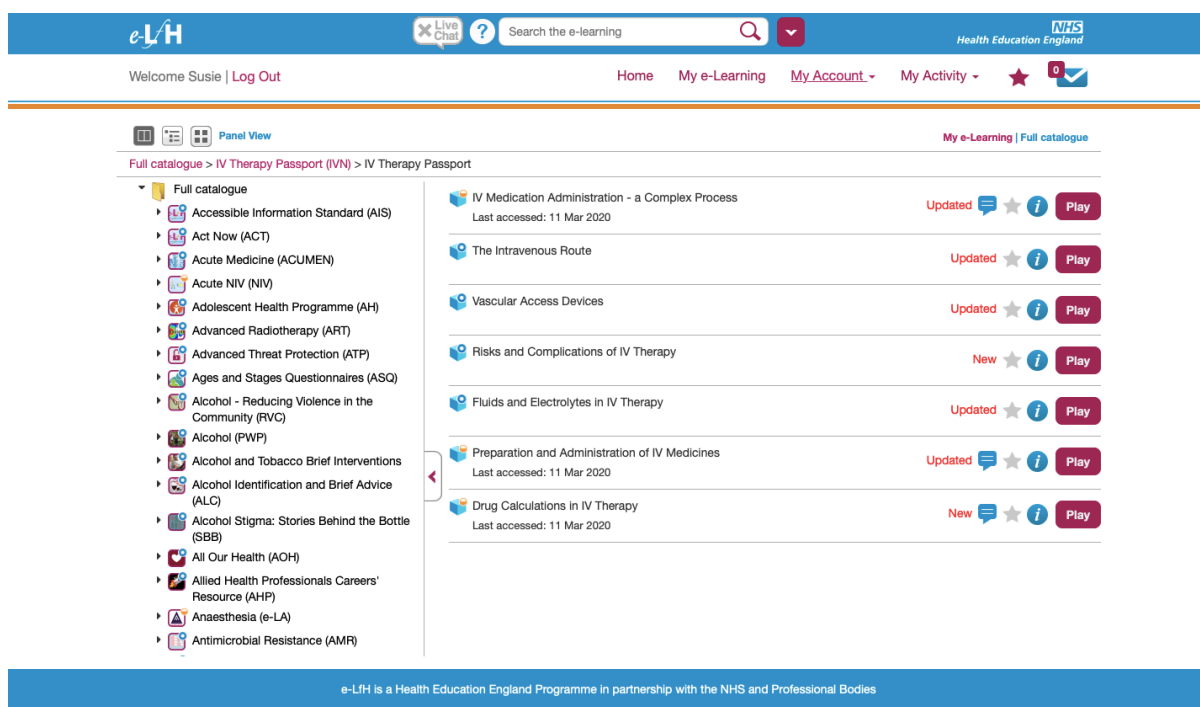
Select IV Therapy Passport



Here you will see two folders; one for the e-learning sessions and one for the eAssessments.

Each of the seven e-learning sessions are within the IV Therapy Passport folder and each of the seven eAssessments are within the IV Therapy Passport eAssessment folder.

Below is an image of the e-learning sessions.



Select 'play' adjacent to the session you would like to enter. This will open another window where you will see the session.

How do learners view their certificates of completion?

Once the learner has completed the e-learning and the eAssessment, they will see a certificate icon that has a yellow seal next to the relevant folder (not next to the actual session). They can then click on this to open up the PDF document.

They can also see all their certificates by going to 'My Activity' and select 'Certificates'.

<http://support.e-lfh.org.uk/my-activity/certificates/>

The learner will need to download and save the certificate and then share it with their supervisor.

How do I access reports on my learner's activity?

Educational Supervisors

All educational supervisors will need to create accounts with eLfH to ensure your learners can assign reporting permissions to you. Until a supervisor has created an account, they will not be able to independently view their learners progress. They would only be able to see learners' progress if the learner logs in and shows them their progress.

Instructions for learners

Your learners must choose to share their activity with you via 'reporting permissions'.

Information on how this is done is here: <https://support.e-lfh.org.uk/my-account/overview/how-do-i-add-another-user-to-my-reporting-permissions-list/>

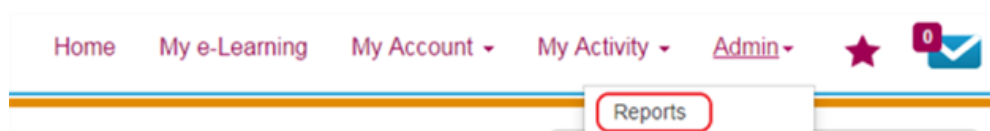
Learners should follow the instructions to search and add their educational supervisor (line manager or practice educator or educational supervisor at University).

Note: A learner can give permission to more than one person and the organisation may want to specify who these people are.

Viewing learners' activity

Once the user(s) have assigned you the relevant permissions you can follow these instructions:

1. Log in
2. Select '**Admin**' menu option. Then select '**Reports**'



3. The list of available reports is displayed showing the following reports:
 - Project team reports
 - User permission reports – lists the activity of the users who have assigned reporting permissions to you allowing you to restrict the report by specified dates

Reports

- ▶ Project Team Reports
- ▶ User Permission Reports

4. Select the appropriate report from the list. For example 'User Permissions Activity for users between two specific dates'.
5. Enter the date parameters required and select the Programme.

Run Report: User Permission: Activity for users between two specified dates

Date From

Date To

Select Programme (leave blank for all)
Please select...

Run Report

6. Select **Run report** button
7. Once complete, select the option to download the report:
 - Text to view on screen
 - PDF document for download
 - CSV file for importing into a spreadsheet or database application.

Accessing the relevant information

The spreadsheet will list the number of times each individual has attempted a session.

This will indicate how many attempts have made to complete the eAssessment and each score they have received.

Unfortunately, it is not possible to view which questions learners failed via the reports. The only way to see this is when the learner submits the eAssessment. At this point, the failed questions will be highlighted.

Support at e-LfH

If you have any queries or learners have any technical difficulties, they should be directed to email support@e-lfh.org.uk and state the programme name 'IV Therapy Passport'.

Alternatively, please select '[contact us](#)', found at the bottom of the e-LfH hub landing page, for a range of support options. This includes registration and password resets.

Accessibility

E-Learning for Healthcare strive to ensure all content produced by their in-house e-learning content development team meets certain minim standards for usability, inclusivity and accessibility.

E-LfH endeavour to cater for all the learning requirements of its users, as far as possible.

Specifically, e-LfH is compatible with screen reading software and has a range of filters available to alter the contrast between background and text, which may be helpful for users with dyslexia.

Are there any accessibility functions to switch on?

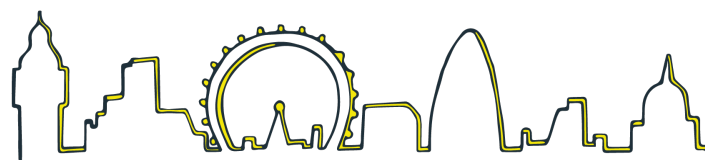
Within each session of e-learning there is information on available functionality that can be switched on, should it be helpful. This can be found at the bottom of the overview page:

Select the ☰ icon to search for content within the session.

Select the ⓘ icon to switch on accessibility, select it again to switch it off.

Select the 👁 icon to open the dyslexic colour overlays. Choose the colour palette you require and then select X. Select the colour palette again to switch it off.

In the session [Drug Calculations in IV Therapy](#), information on accessibility and a contract switch can be found at the bottom of the screen.



Learning Support during the IV Therapy Passport pathway

How long will learners need to complete the e-learning (Step 1 and 2)?

Below are the details of the anticipated time it will take learners to complete each e-learning session and the corresponding eAssessment.

Please note, this is an estimate and it will vary according to learners' prior knowledge and experience as well as their experience of using digital learning.

Session Title	Knowledge session	eAssessment
IV Medication Administration - a complex process	20-30 minutes	20-30 minutes
The IV route	20-30 minutes	20-30 minutes
Vascular Access Devices	20-30 minutes	20-30 minutes
Risks and Complications of IV Therapy	30-40 minutes	20-30 minutes
Fluid and electrolytes in IV Therapy	20-30 minutes	20-30 minutes
Preparation and Administration of IV Medication	20-30 minutes	20-30 minutes
Drug Calculations in IV Therapy	30-40 minutes	30-40 minutes

Approximating each e-learning session and each eAssessment at 30 minutes, this is a total **study time** of 3.5 hours of learning and 3.5 hour of eAssessment.

What support will learners need?

Learners will need some guidance from the education supervisor to navigate their way through the IV Therapy Passport pathway. This may include establishing deadlines for completing each step.

Learners who have not used digital technology for e-learning before, may need some initial support to become familiar with how to interact with the e-learning. For most, it is anticipated that this will be intuitive.

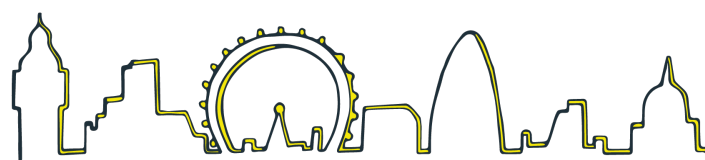
Learners will need access to an educational supervisor or facilitator to answer any queries or for coaching through new learning that may challenge them.

In particular, learners are advised to seek support should they fail an attempt at an eAssessment. This should optimise the likelihood that they will pass the eAssessment within the 3 recommended attempts

Where learners are encountering difficulties, they should be encouraged to screen shot or note down specific questions they need support with. If an eAssessment is invigilated, the supervisor may be able to witness which questions are challenging the learner. Either way, coaching could then be specific.

What support will learners need with drug calculations?

The above recommendation is particularly true with the drug calculations eAssessment.



Learners are encouraged not to continue to take further attempts at the eAssessment until they have ensured they understand when and how to apply conversions and the different drug calculations. Some learners may need coaching and rehearsal in order to improve their understanding.

Learners should be reminded to download the [Drug Calculations Formulae](#) document which is found at the end of the drug calculations e-learning.

What is recommended about eAssessment invigilation?

It is commonplace for organisations to invigilate drug calculation exams to ensure the work is authentic and completed by the named learner. After consultation during the development of the IV Therapy Passport, it is recommended, where possible, that organisations continue to make local arrangements to invigilate drug calculations despite it being provided as an eAssessment. This is of course not compulsory.

The additional benefit of this, is that facilitators are immediately alerted when learners have difficulties and are able to plan coaching and support accordingly.

What happens if performance management is needed?

At any point health care professionals can revisit the e-learning to revise and development their knowledge and understanding. This may be a useful resource to identify during development planning.

Should it be necessary, such as in the event of a medication incident or as part of performance management, a new IV PLAD can be accessed as a resource for practice learning and assessment. It can be repeated in part or in full.

What happens after a break in service?

Your organisation is likely to have clear guidance about what is expected and required around training and assessment after a break in service so always refer to this.

The IV Therapy Passport pathway is available for returning registrants and existing staff needing to upskill and develop their knowledge and understanding and to rehearse practice based skills.

Ongoing practice and professional development

As accountable professionals, there is an expectation that HCPs will maintain their knowledge and skills related to IV Therapy independently as is expected in other areas of professional practice.

