

*Providing bespoke training for
Healthcare Professionals*

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Personal Effectiveness and Achieving Work-Life Balance

Number of days: 1

CPD Points: 6

Programme Introduction: An essential component of any individual's success, whether professional or personal is achieving a healthy balance between our work and our personal life. This workshop has been designed in order to support all individuals in achieving a sensible balance between their working and private/personal lives.

This workshop will assist delegates in firstly, understanding their current position within their organisation or home life, and then offering the necessary time management and personal skills to set and more importantly achieve their individual goals.

Learning Outcomes: At the end of this course, the delegate can:

- Explain the 5 component parts of S.M.A.R.T objectives and how they should be used.
- Identify 6 symptoms of stress and how it affects individuals adversely.
- Choose 5 decision making strategies for different situations
- Define the 4 ways of effective prioritisation
- Create a time management plan with a minimum of 4 action points for moving forward

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Practical thinking and planning skills
- Reviewing your current personal and professional pressures
- Managing & prioritising these pressures
- Using S.M.A.R.T objectives as a tool
- Realistic goal setting
- Understanding both your current strengths and weaknesses
- Stress and its impact
- Decision making and moving forward
- Review learning outcomes and action plan

Navigating Difficult Conversations

Number of days: 1

CPD Points: 6

Programme Introduction: When difficult conversations present themselves, it is important to know how to approach them depending on their type. This course will assist delegates in their approach to conversations that could be of an emotional or sensitive nature or alternatively they could be a grievance or complaint. Delegates will learn how to approach each type of conversation in a professional and polite manner in order to regain effective relationships, either from a personal or professional perspective.

Learning Outcomes: At the end of this course, the delegate can:

- Understand three different approaches depending on conversation type
- Describe the difference between assertiveness and aggression and define 6 characteristics of assertiveness
- Prioritise the 4 different components of a conversation
- Understand their own current communication style and how to positively create 4 new behaviours
- Describe the 11 component parts of breaking bad news

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Understanding the different types of personality within communication
- The different type of conversations
- Adapting your own style to match the situation
- Dealing with conflict successfully
- When to say NO
- Whole body communication
- The importance of listening
- Breaking Bad news
- Conversation examples
- Moving forward with the lessons learnt
- Review learning outcomes

This course is highly interactive with exercises and group discussions.

Reflection: The process and its benefits!

Number of days: ½

CPD Points: 3

Programme Introduction:

Why is reflection so important? Why should I do it?

Reflection is an activity which allows the delegate to see the value in the learning experience. Within the healthcare profession it is about understanding the importance or significance of an activity and the lessons learnt from that activity. It is about self-development and progression. The GMC requires both Doctors and Nurses to 'reflect' as part of the revalidation process, therefore the process must be thorough and allow the delegate to continually ask the question 'what did I get out of this, how can this experience aid me in the future'?

This half day programme will cover the main components of Reflection and explore the personal skills needed to guarantee the process is a success, and the lessons learnt will aid future activities.

Learning Outcomes: At the end of this course, the delegate can:

- Explain what Reflection is and its value and purpose
- Describe how it links to the Appraisal and Revalidation process
- Identify the situations where Reflection would be beneficial
- Define the different stages of reflection
- Understand how Reflection can be used moving forward
- Describe a recent experience where Reflection can be applied

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- What is Reflection? What does it mean to you?
- How it links to Appraisals and Revalidation: The bigger picture
- The different stages of Reflection
- Preparing to Reflect: The right environment
- Reflection: Activity
- Using Reflection within Appraisals
- Using Reflection as a development tool
- Review learning outcomes

This half day course has been designed to be practical and interactive. All delegates should leave with an understanding of the benefits of Reflection and how the process can support them in their development moving forward.

How to Inspire and Motivate Others

Number of days: 1

CPD Points: 6

Programme Introduction: Every Manager knows that Inspiration and motivation are extremely important factors when trying to achieve a collective goal, but how do you actually motivate and inspire others?

This course will explore what motivation and inspiration is and also delve into the many different ways people feel motivated. How do you get the best out of the team? Everyone is different therefore different approaches are explored. This course will also focus on creating the right environment in which people feel empowered, motivated and inspired therefore increasing job satisfaction.

Learning Outcomes: At the end of the programme, the delegate can:

- Define three differentiators between motivation and Inspiration
- List 6 proven motivation techniques and understand which technique to apply depending on the situation.
- Understand and describe 4 methods how to create 'the right' environment to inspire
- Recognise 5 of the signs of de-motivation and how to change that behaviour
- Understand 4 of the positive psychological factors of motivation and inspiration

The programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Defining Motivation and Inspiration
- Proven techniques- why do they work?
- Different motivators? What works for some people and not others
- Understanding how people are different
- Creating the most effective environment
- Keeping yourself motivated and inspired
- Activity: Motivational Techniques
- Overcoming de-motivation
- Dealing with barriers
- Action plan: Moving forward
- Review learning outcomes

Negotiating within a healthcare setting

Number of days: 1

CPD Points: 6

Programme Introduction: We all negotiate every day, sometimes without even realising it, we negotiate both at work and at home. Negotiation is the process to either achieve compromise or resolve differences. If successful, the outcome should benefit all parties and result in a win situation.

This course will explore the components of a solid negotiation and show delegates how these skills can be applied back in the workplace. This course also aims to give delegates the relevant skills to plan and execute a successful negotiation and have the confidence to deal appropriately with resistance or negativity.

Learning Outcomes: At the end of this programme, the delegate can:

- Explain what negotiation is and name 3 parts of its purpose
- Understand 7 different components of a successful negotiation
- Recognise their individual negotiation style and explain the 5 types
- Use active listening and questioning skills effectively and define 3 ways to use questions
- Plan a negotiation strategy depending on the situation naming three different strategies and the three stages

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Understanding what is negotiation
- Situations to use negotiation
- Negotiation techniques and variables
- Your individual style: How this impacts on a negotiation
- Preparing for the Negotiation
 - ✓ Understanding the starting point
 - ✓ Setting clear objectives
 - ✓ The correct environment
 - ✓ Achieving the desired result
- Activity: Scenarios
- Listening and questioning skills
- Overcoming resistance and manipulation
- Moving forward
- Review learning outcomes

This course is highly interactive, with open discussions and opportunities to practice and develop new skills and techniques.

Leadership and Management: An Introduction

Number of Days: 1

CPD Points: 6

Programme Introduction: Leadership is an essential part of any healthcare professional's role, whether Clinical or non-Clinical. The NHS Leadership Academy explain their Healthcare Leadership Model was designed to help all professionals become better leaders in their day-to-day roles. The model is for everyone, it is about exploring your own leadership style and developing further.

This course is based on the 9 dimensions of the Healthcare Leadership Model, and aims to provide the skills required to successfully lead and manage teams. The course will explore the different Leadership types to build awareness and forward planning.

Learning Outcomes: At the end of this programme, the delegate can:

- List the 4 different Leadership Styles and identify their own style
- Explain 4 differentiators between Leadership and Management
- Recall the 9 dimensions of the Healthcare Leadership Model and explain how they work in a practical way
- Explain 8 of the most important Leadership behaviours
- Describe a range of 4 strategic communication methods
- Explain the four stages in effective delegation
- Identify and develop the strengths of their team using the 8 components.

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- The difference between Leadership and Management
- Understanding the roles and responsibilities of an effective Leader
- The 4 Leadership Styles
- Identifying your own Leadership Style
- Communication: How and what to communication
- Teams and Team Dynamics
- Leading a Team:
 - ✓ Supporting a Multi-Disciplinary Team
 - ✓ Delegation Techniques
 - ✓ Supporting Strengths
 - ✓ Maintaining high performance
 - ✓ Identifying poor performance
- Motivating your team
- Action Plan for the future
- Review learning outcomes

First Time at the Top- The New Leader

Number of Days: 1

CPD Points: 6

Programme Introduction: People new to the role of leading or supervising others, frequently say that initially they feel out of their depth. Stepping up from ones role in an existing team to leading that same team can be daunting. This one day course is designed to build confidence in individuals who are about to step up to lead a team. It is also suitable for people new to such a role.

The course includes concepts and techniques at an introductory level, and has been designed to be an interactive day with practical exercises, discussions and sharing of individual experiences.

Learning Outcomes: At the end of this programme, the delegate can:

- Explain the importance of having role clarity and their Duty of Care to the team
- Describe the 4 leadership styles and identify their own style
- Demonstrate how to give effective feedback
- Identify factors that can help to motivate team members
- Understand how to set sensible and achievable objectives

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Gaining clarity around the role
 - ✓ Understanding the new responsibility
- Moving from Colleague to Supervisor/Team Leader/Manager
 - ✓ The reality
 - ✓ Making the best of the transition
 - ✓ Understanding team dynamics
 - ✓ Different Characters
- Leading and motivating the team
 - ✓ Potential Challenges
- Giving effective feedback
 - ✓ Listening Skills
- Dealing with resistance
- Setting objectives
 - ✓ What is realistic
- Managing performance
- Action Plan for moving forward
- Review Learning Outcomes

Taking Leadership to the Next Level

Number of Days: 1-2 Days

CPD Points: 6/12

Programme Introduction: High level leadership and organisational strategy is an exciting and challenging prospect, particularly in today's ever changing NHS. Having to make fundamental decisions about the future direction of the organisation or department; its purpose, resources and how it interacts in the political world it inhabits is vital. This workshop will explore these broad areas which have to be considered and operated upon to ensure organisational continuity. It will also view the divergent strategies of prescriptive and emergent processes.

Delegates will explore what strategy is and discover the processes, content and contexts which feed into it. This is a case study based workshop where attendees will explore theories and more importantly, work with practical examples of their own to ensure full understanding.

Learning Outcomes: At the end of this programme (Day 1), the delegate can:

- Name 4 core areas of corporate strategy
- Describe the three areas of Process, content and context and name 3 advantages of each
- Explain Prescriptive and emergent strategy and name 2 elements of both
- Define the 6 outside influences on your decision making and pro-activity
- Name 4 ways to form a patient-led strategy
- Explain 4 ways to add value to your plan

The Programme Includes: (Day 1)

- Introduction, collecting delegate expectations, explanation of agenda
- Module 1: What is corporate or high level strategy?
 - ✓ Core areas
 - ✓ Process, content and context and linking the three areas
 - ✓ What makes good strategy?
 - ✓ Critical reflection
- Module 2: Strategic theory and practice
 - ✓ Historical context
 - ✓ Prescriptive and emergent strategy
 - ✓ Exploring the environment and the impact of outside influences
 - ✓ Environmental turbulence
 - ✓ Analysing and understanding our 'competition'
- Module 3: Developing a patient led strategy:
 - ✓ Patients and patient led thinking
 - ✓ Strategic patient implications
 - ✓ Communication plans and stakeholder involvement
 - ✓ Resource issues and adding value
 - ✓ Delivering sustainable advantages to meet patient expectation

Learning Outcomes: At the end of this programme (Day 2), the delegate can:

- Explain 4 ways to create organisational culture
- List 2 political obstacles and how to work with or remove them
- Name 3 sources of NHS financing
- Describe the 4 stages of a business case used in the NHS
- Describe the difference between vision and values, write one and name 5 values you believe in for your team
- Explain what is meant by level 5 leadership and the 2 main components.

The Programme Includes: (Day 2)

- Introduction, collecting delegate expectations, explanation of agenda
- Module 4: Analysis of human resources:
 - ✓ Human resource audit
 - ✓ Analysing and creating an organisational culture
 - ✓ What about change and politics?
 - ✓ Supporting resources to create sustainable development
 - ✓ Service and operational environments
- Module 5: Analysing financial resources:
 - ✓ Where are the sources of finance?
 - ✓ Cost of capital, optimal capital structure
 - ✓ Financial management and adding value to your proposal
 - ✓ Making and presenting a business case
 - ✓ Relationship between financial and corporate objectives
- Module 6: Organisational Purpose:
 - ✓ Vision and values
 - ✓ Shaping the purpose of the organisation
 - ✓ Corporate Governance and Leadership
 - ✓ Purpose of innovation and technology
 - ✓ Corporate and business objectives

This programme has been designed to be delivered as either a 1 day or 2 day programmes depending on the development needs. Modules can also be mixed from different days to create your desired course.

Leading and Managing- Building a Team

Duration: 1 day

6 CPD points

Programme Introduction: The NHS is changing and there has never been greater emphasis on each individual team member taking responsibility for their share of the team achievement. The NHS is also encouraging employees at all levels to develop their leadership skills with ever increasing determination. This programme is designed to help and support delegates to achieve the organisational needs and develop skills and techniques which they can take back into the work-place and use in a practical fashion.

Aims developed during this workshop:

- Creating team ethos (same hymn sheet theory)
- Allowing leadership styles to be encouraged and flourish through activity
- Through participation understand team bonding and synergy
- How to create the key leadership skills for differing situations

Learning Outcomes: At the end of the workshop, delegates will be able to:

- List, explain and use the 4 leadership styles to suit different situations
- Name 4 ways that you are leading and 4 when you are managing
- Set one aim and two objectives to use in the work-place
- Explain the 8 team roles and how I can practice them in given situations
- Name 5 ways to communicate more effectively

Workshop agenda:

Welcome, introduction, review personal objectives

Module 1: Key Leadership Competencies:

- The individual as a leader in the NHS
- Leadership and Management-what's the difference?
- Developing your own leadership style to suit practical situations using each of the flexible styles

Module 2: Being part of a Team:

- Setting my own aims and objectives
- Understanding how I can contribute to my team's performance
- Knowing my own team role

Module 3: Effective Communication:

- Understand the importance of reducing barriers to effective communication
- Key communication skills
- Influencing and persuasion

- **Review personal objectives, summary & close**

Leadership and Management for Senior Doctors

Duration: 1 day

6 CPD points

Programme Introduction: The NHS is changing and expects its' senior doctors to take active, professional participation in their leadership role. As clinicians, this role is not always one which is easily undertaken without help and support. That is why it is essential to have a grasp of the theories behind successful leadership and management.

This programme is designed to enable those doctors who want to ensure they have a practical, working knowledge of leadership theories take tips and techniques back into the work-place for immediate implementation

Learning Outcomes: At the end of the workshop, delegates will be able to:

- Name the 5 levels of leadership
- State 5 characteristics of an influential person
- Give 3 reasons why we defer delegation
- Name the 4 stages of how a team forms
- State the 8 team roles with explanations for each
- List 5 team building activities
- Describe the 4 personality styles and explain how to lead each one

Workshop agenda:

Introductions, Expectations & Key Learning Objectives, Explanation of the Importance of recording Key Learning Points.

Module 1: Developing your Leadership Style(s)

- The NHS and the 7 principles of management
- Level 5 Leadership
- Developing Personal Leadership Qualities:
- Leading v Managing-what's the difference?

Module 2: Flexible leadership (also called situational leadership)

- The 4 flexible leadership styles
- When to use each style
- Delegation

Module 3: Working with Others:

- What makes a team perform to its highest standard?
- The 4 stages of team development and what role does the leader have at each stage?
- The 8 Belbin Team roles-which are you?
- Coaching the team

Review personal objectives, summary & close

Effective Educational Leadership

Duration: 1 day

6 CPD points

Educational Leadership is often hard to define yet apparent when missing.

Programme Introduction: Leadership is an essential component within any team and there has never been a greater need for strong Leadership skills within the ever-changing NHS to support the delivery of continuous improvements. This interactive programme has been designed to encourage delegates to explore their current leadership styles and to identify and build on their current skill set. This programme will highlight the essential skills needed to be an effective Educational leader and explore the skills required to succeed.

Learning Outcomes: At the end of the programme the delegate can:

- Explain the importance of educational leadership in the workplace
- Understand their personal leadership style, their strengths and areas for future development
- Recognise the importance of self-awareness within effective Leadership
- Understand their responsibilities as a leader within the NHS
- Identify the main components of both Coaching and Mentoring and explain when each is required

The Programme Includes:

- The NHS and 9 dimensions of Leadership
- The 4 flexible Leadership styles
 - ✓ What is your current style?
 - ✓ Strengths and future development
- Self-Awareness
 - ✓ Self-Awareness and Emotional Intelligence
 - ✓ The importance as a leader
- Educational Leadership and the NHS
 - ✓ The 5 characteristics
 - ✓ Your responsibilities
- Coaching and Mentoring
 - ✓ What's the difference?
 - ✓ When should each be used?
- Future Planning
- **Review personal objectives, summary & close**

Managing Conflict

Number of Days: 1

CPD Points: 6

Programme Introduction: Conflict can happen in any workplace, the healthcare environment is no exception and it is essential that managers and supervisors are confident when dealing with tough situations.

This course has been designed for anyone who wants to understand what causes conflict and the impact it can have on the individual and organisation.

This course will explore the different ways people respond to conflict and also how to approach and resolve issues before they escalate.

Learning Outcomes: At the end of this programme, the delegate can:

- Describe your own conflict management style identifying one of the 5 methods
- Explain four differences between Assertive and Aggressive behaviour
- Recognise three warning signs of a potential conflict
- Explain the 8 causes of conflict
- Understand and diffuse a challenging situation using one of 4 techniques
- Name 3 communication skills to deal with conflict successfully
- Identify and manage expectations using a range of 4 elements

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Assessing the different conflict management styles
- What causes conflict?
 - ✓ Behaviour?
 - ✓ Environment/Situation?
 - ✓ Personality?
- Bell & Hart's 8 Causes of Conflict
- Reactions to Conflict
- Handling and Diffusing conflict
- Using Communication skills within conflict
- Moving forward and Action Plan
- Review learning outcomes

Presentation Skills

Number of Days: 1

CPD Points: 6

Programme Introduction: Presenting is often an essential part of a healthcare professional's role, whether clinical or non-clinical and may include presenting to group or individuals. This programme has been designed in order to firstly, assist delegates in understanding their individual presentation style and then to develop this style and enhance confidence. This programme will also focus on the necessary elements that make up a successful presentation and how to fully prepare.

Learning Outcomes: At the end of this programme, the delegate can:

- Describe 4 techniques which aid their current and desired presentation style
- Explain 4 benefits of considered preparation
- Display 6 techniques which enhance confidence and control
- Show awareness of 3 body language behaviours and 3 non-verbal communications
- Explain 4 ways that visual aids can both support and hinder a presentation

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- The different presentation styles
 - ✓ Where are you currently and where do you want to be
- The benefits of preparation
 - ✓ Knowing your audience and environment
 - ✓ Clear Aims and Objectives
 - ✓ Relevance of content
 - ✓ Strong Introduction
- Delivery and Presence
 - ✓ Body Language and non-verbal communication
 - ✓ Reacting to the audience- involvement
 - ✓ Handling nerves
 - ✓ Structure and timing
- Using Visual Aids successfully
- Managing the presentation
 - ✓ Managing Interruptions
 - ✓ Assertiveness
 - ✓ Sticking to time
- Supporting exercises/handouts
- Closing a presentation
- Review learning outcomes

The Skilful Presenter

Number of Days: 2

CPD Points: 12

Programme Introduction: Competent presentation skills are an essential part of the role of any professional, whether this is presenting to groups or individuals. This programme has been designed for delegates who are already presenting regularly and who wish to develop their skills even further, particularly in a formal setting. Whilst the basics of presentation skills will be refreshed, the focus of this programme will be to examine and to provide in depth feedback on delegates' existing presentation style. Delegates will be coached to enhance their existing skills by employing advanced techniques such as storytelling, positioning, body language and some elements of Neurolinguistic Programming. Additionally, time will be spent on the analysis of presentation materials – principally PowerPoint slides. The ability of the delegate to prepare PowerPoint slides at a simple level is essential.

Ideally, to enhance the feedback experience, delegates will be required to bring:

- A portable device, such as an iPad or tablet to record their performance
- A previous or planned presentation to work on during the course (using a laptop or other device that will operate PowerPoint)

Learning Outcomes: At the end of this programme, the delegate can:

- Describe their current presentation style
- Identify through feedback and observation, their specific development areas
- Optimise the delivery of their presentation objectives:
 - ✓ Demonstrate an enhanced, more skilful style
 - ✓ Prepare effective materials

The Programme over the 2 days Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Presentation basics refresher
 - ✓ Purpose
 - ✓ Objectives
 - ✓ Planning
 - ✓ Design
 - ✓ Delivery
 - ✓ Handling and/or using questions
- Assessment of current style
 - ✓ Recorded performance
 - ✓ Intensive feedback
- How people retain and remember information

- Ways to enhance delivery
 - ✓ Gaining attention
 - ✓ Putting more power into words, voice tone and body language
 - ✓ Designing materials that will enhance the audience experience
 - Visuals: Layout, wording
- Group and individual coaching on specific development areas
 - ✓ Of the delivery
 - ✓ Of the presentation materials
- Demonstration of newly learned techniques and enhanced skills
 - ✓ Recorded performance
 - ✓ Feedback
- Revisit personal objectives and development planning
- Review learning outcomes

Because of the intensive nature of this programme, delegate numbers will be limited to 6 per group.

Teams, Coaching and High Performance

Number of Days: 1

CPD Points: 6

Programme Introduction: Working as a Team is essential to the success of any organisation, and the NHS is no exception. In order to have a successful team, each individual must take responsibility for their role/position and understand the importance of these within the team. This programme aims to highlight the necessary components of a high performing team and explore how to achieve constant high performance levels.

Depending on the needs and interests of the team, this programme can be tailored for all levels and specialities, including multidisciplinary teams, foundation doctors, senior teams and non-clinical teams.

Learning Outcomes: By the end of this programme, the delegate can:

- Understand the link between the individual, team and organisation and describe each one
- Identify the 8 different strengths of each team member
- Explain the impact of coaching on performance and describe GROW
- Describe three benefits of using a performance management system

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- The difference between an individual, team and organisation
- Strength Assessment
 - ✓ Strength Questionnaire, Observation, Interview
 - ✓ Embracing diversity and working together
- Team Formation: The four stages of a team formation
 - ✓ Creating the right environment
- Goal setting and Objectives
 - ✓ Allocation of responsibility
 - ✓ Understanding individual roles
 - ✓ Gaining agreement
 - ✓ Ownership
- Motivation and performance
 - ✓ Performance Management Tools
 - ✓ Impact of low performance
 - ✓ Coaching and Feedback
 - ✓ Communication
 - ✓ The Performance Improvement Cycle
- Moving Forward
- Review learning outcomes

Coaching and Mentoring for High Performance

Number of Days: 1

CPD Points: 6

Programme Introduction: Effective performance is essential to the success of any organisation, and the NHS is no exception. Coaching and mentoring are desirable and valued attributes that can enable the development of competent and high performing individuals and teams. This programme aims to explore the range of skills that are required to develop successful coaches and mentors and to provide an opportunity to practice these in a supportive environment.

Learning Outcomes: By the end of this programme, the delegate can:

- Describe the role of an effective coach/mentor in the medical arena
- List the skills required for these roles
- State a range of benefits of the mentoring relationship
- Explain the components and purpose of the GROW model
- Demonstrate a range of coaching skills in a safe environment

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Coaching and mentoring – are they different?
- Mentoring in the medical context
 - Benefits
 - Gains for the mentor
 - Gains for the mentee
- Key skills for success
 - How are your coaching skills questionnaire?
- The GROW model
 - ✓ Exploration of components and purpose
 - ✓ Creating a supportive environment
 - ✓ Goal setting and Objectives
 - ✓ Allocation of responsibility
 - ✓ Gaining agreement and ownership
- Motivation, feedback and performance
- Practice with own or created scenarios
- Moving Forward
- Review learning outcomes

Get Coaching- The difference it can make

Number of Days: 1

CPD points: 6

Programme Introduction: Coaching has been practiced for many hundreds of years and these days it is an expectation that managers and other individuals across an organisation, (including those within the healthcare sector), will coach other members of the team. Managers are required to fulfil a broader, more versatile role than ever before. Quite often, individuals and teams have gaps in their skills and development base which they need in order to achieve challenging targets, many of these gaps can be supported through coaching.

This one-day course is aimed at individuals who wish to gain the most from their colleagues, by developing their ability to coach and ultimately benefit from a mutually satisfying relationship.

Learning Outcomes: At the end of the programme, the delegate can:

- Determine whether they really want to be a coach- Is it right for them?
- Identify their own coaching strengths and development areas
- Explain how people learn and how they can adapt their own coaching style to complement the learner's needs in order to optimise the coaching outcome.
- Apply a simple coaching model to a given situation
- Understand how to check the commitment of their learner

Including a range of questionnaires, exercises and discussion, this course has been designed as a practical approach to coaching.

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Manager; coach; mentor – what's the difference?
 - ✓ What am I currently?
- The relationship between the coach and the coachee
 - ✓ The importance of the relationship
- The benefits of coaching
- Personal style and coaching
 - ✓ What makes a good coach?
 - ✓ Core skills
- How people learn
- Super questions to clarify or challenge
- A solid coaching model – GROW
- Checking commitment
- Review learning outcomes

Teach the Teacher

Number of Days: 2

CPD Points: 12

Programme Introduction: Throughout their careers, most Doctors within the NHS will be involved in Teaching and Training in some capacity, whether through Clinical or Educational Supervision, coaching and mentoring, work placed based assessment or simply general support in the hospital environment. The GMC encourage and state that Doctors “should be prepared to contribute to teaching and training doctors and students, be willing to take on a mentoring role for more junior doctors and other healthcare professionals-and you must support colleagues who have problems with their performance or health. But you must put patient safety first at all times.” This programme has been designed around the GMC Good Medical Practice Standards and aims to prepare Doctors with the necessary skills to be confident in various teaching environments.

Learning Outcomes: By the end of this programme, the delegate can:

- List 4 ways to define ‘What is teaching?’
- List the 4 learning styles and understand the advantages and disadvantages of each
- Adapt their delivery/teaching style accordingly identifying 3 methods
- Understand 2 differences between large group, small group and 1-2-1 teaching
- Identify training needs and create key learning objectives creating performance and standards and explaining 3 examples
- Use 4 various teaching methodologies as required in a practical example
- Explain three ways how to validate their teaching
- Demonstrate three methods for giving effective feedback
- Conduct a 1-2-1 Teaching session in 5 minutes and a 10 minute teaching session

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- The principles of Adult Education/Learning
- How people Learn and your role as the Trainer
- Different Learning Styles
- How your own style may influence your teaching style
- Adapting to the environment/audience, group dynamics
- Group Teaching and 1-2-1 Teaching
- Voice, Tone, Pitch, Body Language, rapport
- Creating Learning Objectives and Understanding the need
- Structure and Planning- Aids, Material, Activities
- Dealing with a difficult audience, retaining engagement
- Validating Your Teaching
- Review learning outcomes

Each delegate will be asked to prepare a 5 minute teaching session for Day 1 and a 10 minute teaching session for Day 2

Advanced Teach the Teacher

Number of Days: 2 Days

CPD Points: 14

Programme Introduction: Teaching is about supporting others to develop their knowledge and competence. A good teacher will use a range of techniques to ensure that what and how they teach, recognises the needs of others and meets defined learning and teaching goals. Best practice teaching techniques include planning for a teaching session, finding out prior knowledge and skills and using relevant case studies and scenarios that resonate with the learner. An important part of teaching is also supporting the learner as they practice and apply their knowledge and skills in the workplace.

This workshop will explore those skills and with practical scenarios and the chance to practice newly – learnt skills, delegates will enjoy a teaching experience which will be transferrable into their work-place. It also matches the 7 domains of the Academy of Medical Educators and GMC which healthcare employees must demonstrate when working with trainees or colleagues in a teaching situation.

Learning Outcomes: At the end of this programme the delegate can:

- Name 4 ways that accelerated learning enhances teaching experiences
- List and explain the 5 stages in a structured teaching session
- Define the 3 stages of KIM and explain two advantages to the teacher
- Explain 3 methods of feedback in theory and in a practical situation
- Name 5 delivery skills the teacher should have and explain why they are important
- Define 2 benefits from outpatient teaching for the learner

The Programme Includes:

Pre-course reading: Training lesson design and structure

- Introduction, collecting delegate expectations, explanation of agenda
- Opportunity to teach colleagues in a short, 5 minute teaching session
- **Module 1 : Accelerated Learning**
 - ✓ The theory and background to Accelerated Learning
 - ✓ Creating a positive learning experience
 - ✓ Creating collaboration amongst learners
 - ✓ Variety means analogies, stories, comparisons and case studies
 - ✓ Contextual learning
 - ✓ Guiding principles of accelerated learning
 - ✓ Practice with scenarios

- **Module 2: Planning a teaching experience**
 - ✓ Structure (reviewing pre-course reading)
 - ✓ Introductions and what they should include
 - ✓ Stages of instruction
 - ✓ Stage checks-what does this entail?
 - ✓ Objective tests
 - ✓ Writing learning objectives
 - ✓ KIM-a structure for small group / 1 to 1 teaching

- **Module 3: Evaluation of teaching effectiveness**
 - ✓ Obtaining feedback
 - ✓ Designing analysis tools
 - ✓ Making decisions based on feedback

- **Module 4: Teaching Delivery Skills**
 - ✓ Control of the voice (both 1 to 1 and in a seminar setting)
 - ✓ Evaluating your personal characteristics
 - ✓ Dealing with nerves
 - ✓ Managing Group dynamics including challenging learners
 - ✓ Do your visuals aid?
 - ✓ The 5 roles and responsibilities of a teacher
 - ✓ The instructors behaviours

- **Module 5: Cycle of learning in an outpatient setting**
 - ✓ Planning
 - ✓ Learning with patient contact
 - ✓ Appraisal and assessment
 - ✓ Reflection on delivery / success

The finale of the workshop is an opportunity to deliver a 10 minute inter-active teaching session to your audience, with the chance to make an evaluation of a colleague and run a feedback session based on their performance

Close, check expectations and ensure learning objectives have been met.

Post course: Delegates will have 30 days to put into practice their learning experiences using a guiding template. This will be sent back to us and feedback given on the outcomes.

Managing Stress within the NHS

Number of Days: 1

CPD Points: 6

Programme Introduction: The Health and Safety Executive (HSE) stated that in 2014/15 440,000 people in the UK reported a work related stress that was at such a level it was making them ill. That's around 40% of all work related illnesses. Pressure and some stress can be motivating but once it reaches a certain level it can result in serious illness. The NHS is constantly facing high levels of stress and it is important to protect the workforce. This programme will explore the causes of stress and how to recognize the symptoms before they take hold.

This programme is relevant for both the individual worker and also the manager.

Learning Outcomes: By the end of the programme, the delegate can:

- Define Stress and 4 ways it impacts on both personal and professional situations
- Understand the triggers associated with stress and name 8 Warning Signs
- List 6 of the main symptoms of stress
- Relay the 6 management standards required to support staff in the work-place
- Outline 3 prevention/managing stress techniques

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- What is stress?
- The difference between Stress and Pressure
- Primary Work Place Stresses
- Recognising symptoms of stress
- The Workplace: Duty of Care
- HSE: 6 Management Standards:
 - ✓ Demands, Control, Support, Relationships, Role, Change
- The role of the manager
- Awareness and preventing workplace stress
- Preventing Exhaustion and Saying No
 - ✓ Reasons and Solutions
- Relaxation techniques
- Review learning outcomes

Managing Poor Performance

Number of Days: 1

CPD Points: 6

Programme Introduction: Managing poor performance is one of the most stressful aspects of any manager's role. It is imperative that managers can assess and interpret an underperforming member of staff and offer the correct level of support whilst maintaining relationships. This programme has been designed to address the main types of performance issues and will explore how to effectively manage them.

For every hundred men hacking away at the branches of a diseased tree, only one will stoop to inspect the roots. – *Chinese proverb.*

Learning Outcomes: By the end of the programme, the delegate can:

- Understand three reasons for poor performance
- Identify 3 of the early signs of poor performance
- Use 3 assessment tools and select the appropriate response in a practical setting
- Demonstrate coaching techniques and explain GROW stage by stage and 3 of the questions used to improve an individual performance
- State the three parts of the KIM model and 2 of its advantages to the coach
- Create a plan to monitor and move forward the individual and team using 10 elements

The Programme Includes:

- What is poor performance?
- The NHS and maintaining performance
- The relationship between performance and Stress
- Signals of a colleague in difficulty
- Early detection
- Armstrong and Baron
 - ✓ Defining Performance Management
 - ✓ Elements to consider
- The GMC and managing poor performance
- Raising performance issues- Clear Communication
- The KIM model
- Performance Assessment/Appraisal
- Giving and receiving performance feedback
- Mentoring and Coaching
- Identifying areas of improvement
- Moving forward and setting a plan
- Review learning outcomes

This is a highly interactive course, delegates will be asked to prepare examples of poor performance to be used within activities throughout the day.

Releasing Your Potential

Number of Days: 1

CPD points: 6

Programme Introduction: In order to achieve different results, sometimes we need to make changes and approach things differently, we need to look at our emotional, mental and physical habits and understand who we are as individuals. This course will focus upon building self-awareness in order to identify our individual drivers and values and also to establish where we ultimately want to be in life. This programme is ideal for anyone who wants to make a positive change in their life either within a personal or professional capacity or to learn new techniques around building confidence and feeling empowered or influential.

Learning Outcomes: By the end of the programme, the delegate can:

- Identify 3 areas of your life which are affecting both your thinking and actions
- Use 5 descriptors to determine your levels of 'happiness'
- Name and describe the 4 different personality types and how they impact on your potential
- Explain 2 ways your body clock can enhance your potential
- Describe 3 different ways of using creative thinking to build action plans
- Work with 10 elements which contribute towards assertiveness, and 3 ways which will help to eliminate aggressive and passive behaviours
- Identify 5 positive traits which will help in unlocking potential

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Take a look at your life-is it ok? Are you doing the right things?
 - ✓ Turning the past into future actions
- Discover the real you-who are you? Profile yourself, explore your hidden side, your body clock, the roles you play and your emotional self, building self-esteem and resilience
- Your brain at work-pursuing intelligence, words and numbers, creative thinking, how perceptive are you?
- Overcoming mental blocks-daring to fail, assert yourself, positive actions.
- Building solutions, resolving issues.
- Review learning outcomes

Communicating with Confidence

Number of Days: 1

CPD points: 6

Programme Introduction: In order to communicate successfully, one person has to send a message and another to receive it. We are constantly involved in both of these activities—we speak and listen and also send signals through our body language. Sometimes this two-way process fails. If you need a workshop to sharpen all your skills after identifying your potential barriers, then this is an opportunity for you to learn new techniques and skills and build your inner confidence and outward effectiveness to achieve problem free communication.

Learning Outcomes: At the end of the programme, the delegate can:

- Describe the 2 processes in two-way communication
- Name 5 barriers to effective communication within the work-place
- Understand and describe 5 examples of body language which can give mixed signals
- List 5 differences between implied and explicit messages
- Name the 6 communication styles and how they impact on your conversations
- Briefly describe 5 ways to persuade others
- Explain 3 mini-negotiation techniques with three wrong approaches and three right approaches
- Name 4 ways to deal with sensitive communication
- List 5 techniques of telephone and e-mail etiquette

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Identifying the issues:
 - ✓ Communication as a two-way process—what is involved in the communication process?
 - ✓ Barriers and what stops us being ultra-effective?
- Solutions:
 - ✓ Silent signals— Body talk, Facing facts, Messages from space, Creating the right impression, Putting it all together
- Ways of speaking— Making the right connections, Game Players, Family Patterns, Making conversation, Matters of the Heart.
- Getting your own way— Persuasion and mini negotiations, saying what you feel, Sensitive situations, Land that job.
- Putting your message across— Speaking to an audience, using the telephone and e-mails, creating a new self and confident communicator.
- Review learning outcomes

Communication Across Cultures

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: In today's NHS, the patient has become far more discerning and expectations have become higher. One of the major areas for complaints into the Organisation has been that of communication, with many of the letters hinting that cultural differences are an issue. The aim of this programme is to explore how culture affects our perceptions, our behaviours and our communications. It will also allow delegates time to explore how they increase patient satisfaction and continue to deliver against expectations of that of the patient and the NHS as a whole.

Learning Outcomes: At the end of this programme, the delegate can:

- Describe 5 ways that the influence of culture impacts on our attitudes towards communication
- Consider 6 cultural dimensions in managing the doctor and patient relationship and the effect they have on that partnership
- List 5 barriers to effective cross cultural communication and how to deal with them
- Explain 5 characteristics of cultural diversity
- Describe how Hofstede's 6 dimensions affect cultural up-bringing

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda

Module 1: Cross Cultural Communication-background:

- Understanding Cultural Diversity
- Cross Cultural Communication within the NHS:
 - ✓ Challenges, Conflicts, Potential Problems
 - ✓ How to overcome them
- Social coding- What is it?
- Hofstede
 - ✓ The different levels of culture
- Trompenaar
 - ✓ Seven dimensions of culture

Module 2: Differences between Western communication and traditional Indigenous Communication

- High and low level context Cultures
- Non-verbal, written and oral context:
- Emblems
- Illustrations
- Affect displays
- Adaptors
- Language and Power distances
- Review Learning outcomes and Action Plan

Lifting the lid On Myers Briggs Personality Styles

Number of Days: 1

CPD points: 6

Programme Introduction: Have you ever wondered what makes people tick? Why is it that some people can think on their feet and you can't? Why does your colleague leave things to the last minute and you are always on time? If you have ever wondered why people can behave so differently at work, you may learn some fascinating insights on this course.

Based on the well-known Myers Briggs personality styles, this course explores the range of styles and their relevance, particularly within team working and communication. It will enable delegates to recognise, respond to and benefit from different personalities in the workplace. Although aimed at individuals, this course would be an ideal opportunity for a live team development event.

Due to the nature of the content, the course may be delivered as an introductory half-day event. Alternatively, a full day with more extensive content can be delivered.

Learning Outcomes: At the end of the programme, the delegate can:

- Identify the key characteristics of their own Myers Briggs style
- Explain differences between styles at opposite ends of each preference scale
- List ways in which they can improve their communication with different types
- Identify where there may be weaknesses in their team map and identify how they could address such weaknesses

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- A brief history of Myers Briggs
 - ✓ Why is it used?
 - ✓ How can it support you/the team?
- The four preference scales
 - ✓ Your preference style
 - ✓ Understanding your style
- Mapping the team
 - ✓ Embracing differences
- Communication and Myers Briggs
- The 16 Myers Briggs types:
 - ✓ How helpful and unhelpful characteristics are expressed when taking a leadership role
- Review Learning Outcomes

Job Planning and Negotiation

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: Job Planning has been used within the NHS since the late 1990's and aims to ensure that the organisation has the correct staffing levels in the right places, to ensure that patients are safe and the business can be resourced in the right way.

The Job Plan forms part of the Doctors contract and informs pay progression. This workshop will highlight the main areas of the Plan and give confidence to attendees to negotiate their own Job Plan to achieve maximum productivity and satisfaction.

Learning Outcomes: At the end of this programme, the delegate can:

- Identify 4 types of PA's and work requirements in each
- Name 10 elements of the Job Plan which should be included and explain why?
- List 3 requirements of evidence for both Threshold 1 and 2
- Name the 4 stages for a successful negotiation
- Describe 4 of your own (personal) variables / bargaining chips
- Define SMART and how it affects the plan

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda.

How job planning is linked to the 2008 SAS Grade Contract (and for broader use, link to 2008 consultant contract) including Public funding, Workforce numbers, Objectives, Contractual Obligations.

- **Module 1: Background to Job Planning:**
 - ✓ What is a Job Plan? : including Prospective nature, Types of professional activities, PA's, SPA's and timetables
 - ✓ Writing your Job Plan- what to include
 - ✓ The Job Plan Review meeting
 - ✓ Appeals
- **Module 2: Progression through the Thresholds:**
 - ✓ Progressing through threshold 1-the requirements
 - ✓ Progressing through threshold 2-the requirements
 - ✓ Appeals
- **Module 3: Negotiating your Job Plan**
 - ✓ Identifying the structure for negotiation
 - ✓ Assessing useful variables
 - ✓ Setting your WEB
 - ✓ Aiming for win/win
 - ✓ Summary and review learning outcomes.

Interview Confidence-Gaining your Ideal Job

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: This workshop is for existing Consultants and other Doctors applying for Consultant positions within all specialties. It will help towards providing you with both the tools and resources to prepare more effectively for your forthcoming interview. From the outset, it is important to recognise that this interview will comprise of a series of conversations, the aim of which are to determine, firstly, if you are competent and qualified to carry out the duties of the post on offer, and, secondly, if you are the most suitable doctor to take up this role out of all the qualified and competent doctors who have also applied for this post?

The aim of this programme is straightforward. In a competitive market-place, where NHS funding is static, there are more candidates for Consultant posts than ever before. How do you get that position? You have to differentiate yourself from the rest! We aim to give you the skills, competencies and confidence to make you the best candidate for the role. That is our true target.

Learning Outcomes: At the end of this programme, the delegate can:

- Name 5 questions they may be asked and be prepared to deal with each one
- Name the 3 parts of rapport building and how to practically use them within an interview
- Explain 5 areas which must be planned before the event
- Define and develop 5 specialty specific questions
- Name 6 elements an interviewing panel may be looking for in a candidate
- Name 3 areas the GMC will want to have explored at interview
- Explain 5 ways to create impact within the interview

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Preparing for your interview
 - ✓ Research and work place visits
 - ✓ Practice
- Interview techniques-using body language and assertiveness
 - ✓ Positioning and Attitude
 - ✓ Building rapport
- Types of questions you will asked
- Specialty specific questions
- What does the GMC require?
- Other than clinical questions, what else will the panel want to know?
 - ✓ Leadership and management and Teaching
 - ✓ Links to outside commitments
- Mock interviews (delegates have an opportunity to be both interviewer and interviewee)
- Feedback on interviews, record of learning and reflection

Clinical Supervision

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: Clinical supervision is an activity that brings skilled supervisors and practitioners together in order to reflect upon their practice. It is a time for you, as a doctor, to think about your knowledge and skills and how they may be developed to improve care. It has been described as providing education for the doctor and protection for the patient. This ultimately involves an understanding of the Clinical Supervisors role and how to conduct a dynamic Supportive and Reflective process to your trainees of all levels.

The delegate will learn the skills and knowledge required to meet national standards and also undertake their role professionally and responsibly, working closely with their Educational Supervisor and trainee alike.

Learning Outcomes: At the end of this programme, the delegate can:

- Name 5 of the Clinical Supervisors roles and duties
- Describe 2 ways that Clinical Governance links to the CS role
- List and explain the GMC 4 part reflective process
- Name 2 benefits to the patient, the Supervisee and the NHS which can be gained by effective Clinical Supervision?
- Name and explain 4 of the methods for Clinical Supervision
- Describe 4 techniques or key skills to create rapport and empathy with your Supervisee.

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Outline the roles and responsibilities of the Clinical Supervisor
- **Module 1: Introduction and background:**
 - ✓ The GMC and AoME domains and values
 - ✓ The background and aims of Clinical Supervision
 - ✓ What is Clinical Supervision and understanding the job description?
 - ✓ The role of the Supervisor and Supervisee
 - ✓ Clinical Governance and the Clinical Supervisor
 - ✓ What is reflective practice and how do you coach your trainee to reflect?
- **Module 2: The benefits of Clinical Supervision and Reflective Practice:**
 - ✓ To the patient
 - ✓ To the Supervisee
 - ✓ To the Clinical Supervisor and the NHS

- **Module 3: Help and support for the Clinical Supervisor:**
 - ✓ What training and continual development must the Clinical Supervisor have?
 - ✓ How does this link to their PDP?
 - ✓ Meetings with your trainee and Educational Supervisor

- **Module 4: Models of Clinical Supervision and key skills to ensure reflective practice is maintained:**
 - ✓ The 4 models for Clinical Supervision
 - ✓ The content of an effective Supervision programme
 - ✓ The key inter-personal skills the Clinical Supervisor needs to be effective
 - communication, observational, use of questions, creating empathy

- Review Learning Outcomes

Educational Supervision

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: Educational Supervisors have a key role to play in the NHS strategy to improve standards of education for trainees at all levels. Educational supervisors are usually the initial tier of career and educational support for doctors in training, and are most likely to be able to provide an informed and constructive perspective about a particular trainee doctor's strengths and weaknesses.

Your role is to direct trainee doctors to appropriate resources that will assist them, so that they can begin to access the information on offer in order to choose the most appropriate option. This workshop will help Educational Supervisors to understand their role and also to appreciate how it differs from that of the Clinical Supervisor. It will also highlight the expertise needed to plan and organise the educational programmes and have the ability to recruit, train and support their Clinical Supervisors

Aims:

- To plan in line with revalidation of trainees, (5)
- To review and bring together the knowledge, skills and attitudes necessary for putting Educational Supervision into practice

Learning Outcomes: At the end of this programme, the delegate can:

- Identify 5 of their own learning needs as an Educational Supervisor
- Explain the GMP guidelines (2013) (1) in regards to the health, wellbeing and safety of patients
- Assist with identifying 4 learning opportunities for trainees across all levels, whilst focusing on the curriculum
- List 4 of the methods/tools which are available when conducting a learning needs analysis across specialties, ensuring service needs and education is achieved
- Explain what 5 interpersonal techniques are required when assisting with personal development

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Educational supervisors-the differentiators from Clinical Supervisors
- Studying and understanding the Educational Supervisors job description and role
- The GMC 7 domains for effective teaching which the Educational Supervisor has to implement
- The role of the educational supervisor in career, pastoral and educational matters
- How to recruit effective Clinical Supervisors-the interview process

- Meeting with your Clinical Supervisors
- Understanding:
 - ✓ The formal assessment process
 - ✓ Feedback technique/s
- Responsibility for writing reports on trainees
- Process for dealing with trainees who may be having some difficulties
 - ✓ Check expectations have been met and set action plan / reflection
 - ✓ Record of Learning & Action Plans for Results
- Review Learning Outcomes

The programme is very inter- active with case studies and hands-on exercises and scenarios to reinforce the learning.

Clinical Supervision

- *Accredited by the AoME, in partnership with Logic Training*

Duration: 1 day

6 CPD points

Programme Introduction: The purpose of clinical supervision is to provide a safe and confidential environment for staff to reflect on and discuss their work and their personal and professional responses to their work. The focus is on supporting staff in their personal and professional development and in reflecting on their practice.

This workshop will help Clinical Supervisors to understand their roles and responsibilities and how to support trainees through working closely with them.

The programme is mapped to the 7 GMC Framework areas which are shown against each topic area. Number 7 domain states: 'Continuing Education as an educator' which maps to each topic.

Learning Outcomes: At the end of the workshop, delegates will be able to:

- Name 5 of the CS roles and duties
- List and explain the 4-part reflective process
- Name 2 benefits to the patient, the Supervisee and the NHS which can be gained by effective Clinical Supervision?
- Name and explain 3 methods of teaching Trainees
- Name the 4 Learning Styles and explain each one and the benefit to the CS
- Describe 4 techniques or key skills to create rapport and empathy with your Supervisee.

The Programme Includes:

Introductions, expectations, course agenda

Module 1: Introduction and background:

- | | |
|---|--------------------------------------|
| - The aims of Clinical Supervision | Domains 1,2,5,6
AoME domain 5 |
| - What is Clinical Supervision? | AoME domain 5 |
| - The role of the Supervisor and Supervisee | AoME domain 5 |
| - Clinical Governance and the Clinical Supervisor | Domains 1,2,6
AoME domain 5 |
| - Encouraging Reflective Practice? | Domains 1,2,3,4
AoME domains 2, 3 |

Module 2: CS Roles and Responsibilities:

- | | |
|-------------------------------------|----------------------------------|
| - Initial meeting with your Trainee | Domains 1,5,
AoME domains 1,5 |
| - Key communication skills | Domains 1, 2, 3, |

- Encouraging value in clinical education
AoME domains 2,3
Domains 4,
- Providing regular and appropriate feedback
AoME domains 2,3
Domains 1, 2, 3, 4, 5, 6,
- Understanding of Work Place Based Assessments
AoME domains 3,5
Domains 2,4,
- Liaising with Educational Supervisors
AoME domain 3,5
Domain 6,
- The curriculums / s
AoME domain 5
Domain 1,5,6,
AoME domain 4,5

Module 3: Knowledge and Skills Required:

- Knowledge of equality and diversity
Domains 2,3,
AoME domains 1,2,3
- Work Place Based Teaching and coaching
Domains 1,2,3,4,
AoME domains 2,3
- Learning styles
Domains 2,3,4,
AoME domain 2
- Teaching Techniques
Domains 1,2,3,
AoME domain 2
- Assessment and Feedback rules
Domains 1,3,4,
AoME domain 2,3
- Understanding and Teaching ethics
Domains 1,2,3,6,
AoME domain 2,3
- Understand the GMC role for Clinical Supervisors
Domains 1,2,3,4,
AoME domain 2,3,5

Timings: 0900 to 1630

This workshop maps to the 7 domains for educational excellence required by the AoME and GMC. These will be highlighted to delegates at each stage of the workshop.

Educational Supervision

- *Accredited by the AoME, in partnership with Logic Training*

Duration: 1 day

6 CPD points

The Academy of Medical Educators (AoME):

Educational Supervisors have a pivotal role to play in the management and leadership of the educational programmes they are involved with. There are standards (core Medical Educator values) which must be met during this process related to the management, leadership and governance of medical education.

These include the knowledge and ability to manage personal education time and resources effectively, an understanding of how to deliver intended educational outcomes, taking professional responsibility for their own role in local education and the roles and responsibilities of statutory and other regulatory bodies in the quality assurance of medical education.

Educational Supervisors must be fully aware of the standards expected of the Clinical Supervisors' role and the levels of expertise needed to fulfil that commitment. The 5 core values outline these values along with descriptors. This will be sent as a link- <http://www.medicaleducators.org/Professional-Standards> prior to attendance and a review will be held at the workshop.

Pre-workshop:

Essential reading of the Academy of Medical Educators Core Values and 5 domains prior to the workshop is essential as it sets the scene for the day.

Course Aims: The Educational Supervisors' role is to help and guide the student or trainee to plan their training and achieve agreed learning outcomes. S/he is responsible for the educational agreement and for bringing together all relevant evidence to form a summative judgement at the end of the clinical training placement and/or series of placements.

This programme will help Educational Supervisors to understand their role and differentiate it from that of the Clinical Supervisor, and utilise practical help so their trainees can achieve their potential and succeed in their chosen specialty as a doctor.

The programme is mapped to the 7 GMC Framework areas which are shown against each topic area and the 5 core values of the AoME's.

Learning Outcomes: By the end of this programme, delegates will be able to:

- List the 5 core values of the AoME and explain the ES's responsibility towards them
- Identify and name 5 of the ES roles and responsibilities
- Name 4 ways to train their Clinical Supervisor and how to assess them
- List the 7 Domains for Educational Excellence
- Outline 5 discussion points from each meeting with their Trainee
- Name 5 skills needed for the ES role

Programme Includes:

Welcome, introduction, review personal objectives

Module 1: The Roles and Responsibilities of an Educational Supervisor:

- Educational Management and Leadership Domains 1,2,5,6, AoME domain 5
- Educational Supervision and Feedback Domains 1,2,5,6, AoME domain 5
- The role of assessment in learning Domains 1,4, AoME domains 3,4,5
- Using portfolios as a learning and assessment tool Domains 1,4, AoME domains 3,4,5
- Supporting and Managing a Trainee in Difficulty Domains 1,2,3,4,5, AoME domains 1,2, 3, AoME domain 5
- Supporting Career decision making AoME domain 5
- The importance of encouraging Reflection AoME domain 2

Module 2: Understanding the role of your Clinical Supervisor/ s:

- Recruitment of Clinical Supervisors AoME domain 5
- Their training and education Domains 1,2,4,5,6, AoME domains 1, 2, 5
- Required standards for your trainers (skills) Domains 1,2,3,4, AoME domains 1,2,3,5
- The 7 educational excellence standards (AoME and GMC) Domains 1-7 AoME domains 1-5

Module 3: Conducting Meetings with your Trainees:

- Initial Domains 1,5,6, AoME domains 1-5

- Mid-Point Domains 1,5,6,
AoME domains 1-5
- End of Rotation Domains 1,5,6,
AoME domains 1-5
- Other doctors in Training Domains
1,2,3,4,5,6,
AoME Domains 1-5

Module 4: Knowledge and Skills Required for the ES role:

- Coaching, Mentoring and Pastoral Care Domains 1,5,6,
AoME domain 2,5
- Career support Domains 5,6,
AoME domain 5
- Learning agreements and understanding Trainee needs Domains 5,6,
Domain 5
- Assessment and Appraisal Domains 5,6,
AoME domain 3,
- Principles of ARCP / RITAS Domains 1,2,3,5,6,
AoME domains
3,4,5
- Managing Trainees in Difficulty via your CS Domains 1,2,3,5,6,
AoME domains
2,3,5
- Basics of Quality Control Domains 1,4,5,6,
AoME domains
2,3,5

Check expectations have been met and set action plan / reflection

Record of Learning & Action Plans

Timings: 0900 to 1630

NB: the programme maps to the 7 domains for Educational Excellence as outlined by the AoME and GMC. During the workshop, these will be highlighted to the delegates as above.

Managing Complaints

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: As the NHS strives for greater consistency in the ways that it improves services to their patients, it has an underlying obligation to patients to understand their expectations and deliver against them. One of their key strategies is to reduce the number of verbal and written complaints. This workshop studies those written complaints, which the NHS must deal with in a timely and fair way for the public. It will also focus on what the NHS constitution says are the rights of the individual, the doctor and how the NHS will support you, the doctor. This programme has been designed to ensure Doctors are aware of their own responsibilities when a complaint occurs but also of the support they can expect to receive.

Learning Outcomes: At the end of this programme, the delegate can:

- Document 3 elements of the NHS constitution
- List and understand the 3-part process of how a complaint should be dealt with
- Highlight 4 communication requirements which must be maintained when dealing with the complainant
- Describe the 4 stage process for reflection with regards to improving the local health service
- Name and describe the 6 principles of Clinical Governance

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda

Module 1: The rights of the patient, doctor and what the NHS pledges for both:

- Delegate perception of numbers of complaints and what the public complain against
- Reviewing the NHS Constitution
- How a complaint is dealt with
 - ✓ The obligation of the department or hospital
 - ✓ Individual responsibility
 - ✓ Complaint investigation
- Parliamentary and Health Service Ombudsman
- Judicial Reviews

Module 2: Dealing with Complaints in a practical manner: What the doctor and complainant should expect

- Writing acknowledgements
- Dealing with complaints where you have been cited as part of the team
- Grammatical insight
- Templates

Module 3: Complaints: A reason for Service & Clinical Improvement:

- Lessons Learnt
- The Reflection process
- Clinical Governance
- Clinical Audit
- Moving forward
- Review personal objectives
- Review Learning Outcomes

Gaining Recognition: Understanding the GMC and AoME Educator Standards

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: The GMC have put in place new arrangements for the formal recognition and approval of Clinical and Educational Supervisors. This requires local Health Authorities to be responsible for recognising and forwarding these candidates across to the GMC for approval. Appraisers have been given the task of spending time discussing evidence of either role with the doctor at their appraisal during the Revalidation process.

This one day workshop has been designed to assist any doctor who formally or informally teaches, educates, coaches or facilitates others, to understand their roles and responsibilities in order to gain recognition.

Aim: This programme provides an overview of the 7 domains for Professional Standards for Medical Educators.

What does it mean for attendees?

To be recognised as a Clinical or Educational Supervisor trainers will be required to document evidence from the domains, as indicated below, to demonstrate their engagement in educational activity:

Clinical Supervisor	Domain	Educational Supervisor
✓	1. Ensuring safe and effective patient care through training	✓
✓	2. Establishing and maintaining an environment for learning	✓
✓	3. Teaching and facilitating learning	✓
✓	4. Enhancing learning through assessment	✓
	5. Supporting and monitoring educational progress	✓
	6. Guiding personal and professional development	✓
✓	7. Continuing professional development as an educator	✓

This programme will focus on the core skills required to undertake both the Educational and Clinical Supervisors role related to training, using the 7 domains quoted above as the agenda. We will also use a reflective template for delegates to use on the course for use at their own appraisal.

Learning Outcomes: At the end of this programme, the delegate can:

- Identify and explain the 7 domains
- Name 3 ways to ensure that their teaching is aimed at patient safety and is risk averse, and how to maintain an environment for learning
- Name 2 differentiators as a professional educator between facilitation, teaching, coaching and presentations
- Understand assessment structure and name 3 ways to assess and feedback to trainees at any level
- List and explain the 4 career stages the GMC encourage delegates to discuss with trainees
- Name 5 ways that you will continue to improve your practice as an educator through reflection of the programme

This programme is very inter- active with case studies and hands-on exercises and scenarios to reinforce the learning.

Additional and recommended full day courses available:

1. Ensuring Safe and Effective Patient Care
2. Establishing the correct environment for learning
3. Effective Teaching and Facilitation
4. Enhancing Learning through Assessment
5. Supporting and Monitoring Educational progress
6. Guiding Personal and Professional development
7. Continuing professional development as an educator

Unconscious Language Skills

Number of days: 1

CPD Points: 6

Programme Introduction: People say that we cannot not communicate and words that once uttered are irretrievable. In the modern world where complaints about attitude and a lack of communication skills are rising, it's fair to say that understanding the nature of language and its sometimes unconscious meaning is essential to being an even better communicator. The fact that gifted communicators are able to create a sense of ease in people means that their level of influence is much higher. This course is beneficial for all healthcare professionals who want to explore how they use language at an unconscious level and how changing sentence structures can improve their level of influence.

Learning Outcomes: At the end of this programme, the delegate can:

- Specify three power words that are processed immediately by the unconscious
- Compose a sentence that is easy to agree with
- Create a question that could be used as a pattern interrupt
- List three presuppositions that can be used within an assumptive sentence
- Explain how ABS can be used to establish credibility and trust

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- Module 1: How words create Importance
- Module 2: Diagnose Before Practice
 - ✓ The Mind Reality and how Deletions, Distortions and Generalisations affect language representational systems and language choice
- Module 3: Influencing Language Patterns
 - ✓ Pattern Interrupts
 - ✓ The Three stage influencing language model
- Module 4: Advanced Influential Language
 - ✓ Power Words
 - ✓ ABS
 - Attract Attention
 - Bypass the Conscious Mind
 - Stimulate their Imagination
 - ✓ Embedded Sentence Structures
- Review Learning Outcomes

Motivational Interviewing

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: Motivational Interviewing is a method that focuses on facilitating and engaging motivation within the individual in order to change behaviour. Motivational Interviewing is a goal-oriented, person centred counselling style for eliciting behaviour change by helping people to explore and resolve ambivalence. The main principle of this approach is around negotiation as opposed to conflict.

In healthcare, it is a directive, patient-centred counselling style that aims to help patients explore and resolve their ambivalence about behaviour change. It combines elements of style (warmth and empathy) with technique (e.g. focused reflective listening and the development of discrepancy).

Aims:

- To give delegates the opportunity to understand and explore the key areas of Motivational Interviewing and practice using their own skills.

Learning Outcomes: At the end of this programme, the delegate can:

- Clearly define Motivational Interviewing
- Name 3 of the main principles
- Define and practice the 4 key personal skills
- Understand, define and explain the 4 central principles of Motivational Interviewing
- Name and use the 4 stages in the process

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- **Module 1: The Background to Motivational Interviewing**
 - ✓ What is it by definition?
 - ✓ What are the main principles?
- **Module 2: Key Skills required or desired**
 - ✓ The importance of active listening and evaluation
 - ✓ Reflecting
 - ✓ Checking own and subjects understanding
 - ✓ Seeking clarification
- **Module 3: The central principles of Motivational Interviewing**
 - ✓ Creating an empathetic environment
 - ✓ Dealing with discrepancies
 - ✓ Sidestepping resistance
 - ✓ Supporting self-efficacy

➤ **Module 4: Using Questions**

- ✓ Understanding of existing situations
- ✓ Helping to define issues or challenges
- ✓ Creation of self- implications
- ✓ Personal solutions to affect changing behaviours and reducing objections to change

Delegates will work on given cases to enable practice of key skills in order to test understanding.

Making a Business Case

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: Today, NHS Trusts have to operate robust internal business case processes, and maintain a transparent audit trail in order to demonstrate value for money in all decisions relating to the use of all its resources. Nowadays, use of funds and budgets will only be permitted upon completion of the business case proforma. No capital will be available until a business case has been approved (usually) by the Trust Executive Group. Expenditure above budget on a speciality basis will require authorisation by Executive Teams through this process. The Trust Board will receive a report on a monthly basis detailing any expenditure incurred outside this process and authorised levels.

All projects and some complicated tasks require a full or part business case.

Aim:

- To give delegates the opportunity to understand and then prepare a business case.

Learning Outcomes: At the end of this programme, the delegate can:

- Name the 5 stages in a Business Case proforma
- Describe the 4 elements of SWOT
- List and explain 5 ways to compare options
- Name 4 benefits which relate to business cases
- Name and explain 3 types of milestone which may be outlined in the project
- Describe 4 elements which could be included in the Revenue Analysis

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda

Module 1: Business Case Proformas and Executive Summary

- What are they by definition?
- Their importance in the process
- Who should we communicate to?

Module 2: Option Appraisal

- Starting the evaluation criteria – how have you evaluated the alternative options?
- Key assumptions underpinning the option
- Key financial indicators – net revenue impact, capital cost, net present value
- Risk assessment using LEPEST and SWOT analysis

Module 3: Recommendation of preferred options and benefits realisation

- Why is this the preferred option?
- What criteria was used to ascertain this?
- Who is responsible for delivering the savings?
- When will the savings be realised?
- How will the realisation of the savings be demonstrated?
- How will service quality be affected?

Module 4: Project Timetable

- All timelines stated
- Key Project Milestones
- Resources required

Module 5: Financial analysis

- Financial summary
- Detailed Revenue Analysis

Delegates will work on a Business Case they are currently developing or a case given by the facilitator so they can build their case as the workshop moves forward.

Emotional Intelligence

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: Emotional intelligence (EI) or emotional quotient (EQ) is the capability of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately. To use emotional information to guide thinking and behavior, and to manage and/or adjust emotions to adapt environments or achieve one's goal/s. Knowledge of these skills within medicine - or in life in general - are crucial for any successful interaction with other people. This programme explores the possibilities of using advanced communication within a healthcare setting, giving individuals insight and confidence in their inter-action with others, and adding another communicative string to your bow.

Aim:

- To give delegates the opportunity to understand and explore the key areas of Emotional Intelligence and practice and develop their own skills using case studies.

Learning Outcomes: At the end of this programme, the delegate can:

1. Define 2 types of Emotional Intelligence
2. Name the three theorists of Emotional Intelligence and explain how they categorise the subject
3. Name 5 ways to characterize Emotional Intelligence
4. List 3 benefits of Emotional Intelligence and its' use to you in the practical world

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- What is Emotional Intelligence?
- History and background - Beldoch, Goleman and Petrides theories
- Definition Models: (EI= Emotional Intelligence)
 - ✓ Mixed EI
 - ✓ Ability EI
 - ✓ Trait EI
- What characterizes EI?
- The benefits to you of EI. In a practical sense, how can you develop your skills?
- EI interactions with other personality types and their subsequent behaviours
- EI and Leadership
- Review Learning Outcomes
- Reflection

Working in the NHS – Navigating Change and Effective Communication

Number of Days: 1

CPD Points: 6

Programme Introduction: The Health and Safety Executive (HSE) stated that in 2014/15 440,000 people in the UK reported a work related stress that was at such a level it was making them ill. That's around 40% of all work related illnesses. The NHS is constantly changing and change can often lead to uncertainty and high levels of stress. Throughout such periods, effective communication is paramount in order to successfully navigate change and best prepare ourselves for stressful situations. This is a highly interactive course based around case studies and real life scenarios, delegates will leave with an increased knowledge of the change process, and a sharper awareness of how important successful communication is.

Learning Outcomes: By the end of the programme, the delegate can:

- List the 5 stages of change
- Understand the impact that change can have on an individual
- Explain why change is necessary
- Define Stress and 4 ways it impacts on both personal and professional situations
- Understand the triggers associated with stress and name 8 Warning Signs
- Relay the 6 management standards required to support staff in the work-place
- Name the 6 communication styles and how they impact on your conversations
- Explain 3 mini-negotiation techniques with three wrong approaches and three right approaches

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- The 5 stages of change
 - ✓ The Transtheoretical Model – Prochaska & DiClemente
- Why change is necessary within the NHS
- The effects of Change
 - ✓ Positive and Negative
- Case Studies and Scenarios
 - ✓ Your experiences
- Change and Stress- Recognising Stress
- The Workplace: Duty of Care
- HSE: 6 Management Standards:
 - ✓ Demands, Control, Support, Relationships, Role, Change
- Change and successful Communication
- Persuasion and mini negotiations
- Action Plan for the future
- Review learning outcomes

Working in the NHS – Navigating Change and Managing Stress

Number of Days: 1

CPD Points: 6

Programme Introduction: The Health and Safety Executive (HSE) stated that in 2014/15 440,000 people in the UK reported a work related stress that was at such a level it was making them ill. That's around 40% of all work related illnesses. Pressure and some stress can be motivating but once it reaches a certain level it can result in serious illness. The NHS is constantly changing and change can often lead to uncertainty and high levels of stress. This course will explore how people react to change and the effects that change can have. A highly interactive course based around case studies and real life scenarios, delegates will leave with an increased knowledge of the change process and how to recognize the symptoms of stress before they take hold.

Learning Outcomes: By the end of the programme, the delegate can:

- List the 5 stages of change
- Understand the impact that change can have on an individual
- Define Stress and 4 ways it impacts on both personal and professional situations
- Understand the triggers associated with stress and name 8 Warning Signs
- Relay the 6 management standards required to support staff in the work-place

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- The 5 stages of change
 - ✓ The Transtheoretical Model – Prochaska & DiClemente
- Why change is necessary within the NHS
- Coping with Change
- The effects of Change
 - ✓ Positive and Negative
- Case Studies and Scenarios
 - ✓ Your experiences
- Change and Stress
- What is stress?
- Recognising symptoms of stress
- The Workplace: Duty of Care
- HSE: 6 Management Standards:
 - ✓ Demands, Control, Support, Relationships, Role, Change
- Preventing Exhaustion and Saying No
 - ✓ Reasons and Solutions
- Relaxation techniques
- Action Plan for the future
- Review learning outcomes

Thought Field Therapy

Number of days: 1

CPD Points: 6

Programme Introduction: Thought Field Therapy is an evidence based energy psychology that has been through clinical trials conducted in the United States by SAMHSA – Substance Abuse and Mental Health Services*

Aim: The delegate will learn how the mind/body system can be helped, in order to reduce the effects of rising stress levels in an NHS where expectations are ever increasing on the healthcare professional.

Learning Outcomes: At the end of this course, the delegate can:

- List the 12 different types of energy points
- Describe the 9 steps during the process of a 9g
- Understand and demonstrate the algorithm used for anxiety and stress

The Programme Includes:

Module 1:

- Introduction and Objectives
- The mind/body reality
- Energy points

Module 2: Architecture

- The three components of an algorithm
- SUD levels
- Anxiety, fear and stress
- Psychological reversals and IETs
- Algorithm chart analysis
- Emotional vs Energy points

Module 3 - Self maintenance

- Collar bone breathing
- The triangle
- Side of hand
- Review Learning outcomes and Objectives

*Details of the trial can be found at:

<http://nrepp.samhsa.gov/ProgramProfile.aspx?id=60#hide4>

Understanding the NHS and the Politics within

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: The NHS has been described in many different and reverential ways. From a 'National Treasure' to 'it belongs to the people-politicians leave it alone'. It is a complicated organisation of some 1.7 million individuals, all trying to work together as one big team to deliver health-care to a nation.

This workshop looks at the way that the NHS works and how the power is distributed, creating a myriad of politics in its wake. From the humble beginnings of the organisation to the huge employer it is today, work your way through the minefield of politics at a local and high level.

Learning Outcomes: At the end of this programme the delegate can:

- Name 3 reasons the NHS was created
- Name 7 of the structures within the organisation
- Define 2 differentiators between Primary and Secondary Care
- Describe the 4 stages of how the NHS receives its' funding
- List 5 ways to detect that a colleague is playing political games

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- **Module 1 : Background to the NHS**
 - ✓ Humble beginnings-5th July 1948
 - ✓ Statistics for the Organisation
 - ✓ Time line of changes
 - ✓ 50's, 60's, 70's, 80's, 90's, 2000's, 2010's
- **Module 2: Power and Structure**
 - ✓ Secretary of State for Health
 - ✓ Department of Health
 - ✓ NHS England, Wales and Scotland
 - ✓ Clinical Commissioning Groups
 - ✓ Health and Well – Being Boards
 - ✓ Public Health England
 - ✓ Vanguard
 - ✓ NHS Foundation and NHS Trusts
 - ✓ Primary and Secondary Care
- **Module 3: How is the NHS funded?**
 - ✓ In England, Wales and Scotland
 - ✓ Trusts in Deficit-what happens?

➤ **Module 4: Politics**

- ✓ Definition
- ✓ What can you influence?
- ✓ Examples of local politics
- ✓ Strategies to deal with politics
- ✓ How did the Francis report change the NHS?
- ✓ LEPEST – external factors which drive politics

Close, check expectations and ensure learning objectives are met.

Understanding and Dealing with Burnout in the NHS

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: Burnout is a type of psychological stress. Occupational burnout or job burnout is characterized by exhaustion, lack of enthusiasm and motivation, feelings of ineffectiveness, and also may have the dimension of frustration or cynicism, and as a result reduced efficacy within the work-place. This workshop looks at the symptoms of burnout, and explores some strategies to deal with it in a pro-active way. Practical and inter-active, this workshop allows delegates to discuss in an open and friendly environment some of their own feelings with like-minded colleagues, and find individual ways to deal with burnout.

Learning Outcomes: At the end of this programme the delegate can:

- Name 4 reasons why worrying is counter-productive
- List 5 signs of burnout and explain each one
- Explain 2 differences between stress and burnout
- Define and show understanding of 6 ways to deal with burnout
- Explain 5 methods to have a work / Life balance

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- **Module 1: What is burnout?**
 - ✓ Background to NHS burnout
 - ✓ Is it specific to certain sectors or personalities?
 - ✓ Obsessive worrying-how to sabotage your life
- **Module 2: Signs of burnout**
 - ✓ Signs you may be 'burning out'
 - ✓ Work related, Lifestyle choices, Personality traits
 - ✓ Are you on that road to burnout?
 - ✓ Emotional and Behavioural signs
 - ✓ The difference between stress and burnout
 - ✓ Emotional exhaustion
- **Module 3: Strategies for dealing with burnout for patients and doctors**
 - ✓ Social contacts
 - ✓ Positive relationships
 - ✓ Power of giving
 - ✓ Reframing you
 - ✓ Reevaluating priorities
 - ✓ Using exercise
 - ✓ Life / work balance

Close, check expectations and ensure learning objectives are met.

Human Factors in the NHS-creating a Patient Safety Culture

Number of Days: 2 Days

CPD Points: 12

Programme Introduction: Human factors is the science of understanding human behaviour and is applied and related through this workshop in the healthcare market-place. Human factors has been defined as: “Enhancing clinical performance through an understanding of the effects of teamwork, tasks, equipment, workspace, culture, and the organization on human beings and their behaviour.

The workshop sets out to firstly define what Human Factors are, then to set out the strategies for a manager, individual or department to ensure they are doing everything possible to eliminate (as far as possible) risk to patients, and then study the personal and individual skills required to take personal responsibility for the success of patient safety.

Learning Outcomes: At the end of this programme, the delegate can:

- Name 4 elements of a Strategic Safety Culture
- Name the 7 steps to Patient Safety and explain each one
- Define 4 ways to analyse issues and find the root cause
- Describe the 4 stages of the GMC model for Reflection
- List 4 personal skills needed to enhance your Patient safety skills

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda
- **Module 1 : Background to Human Factors and creating a Patient Safety Culture**
 - ✓ Human Behaviour
 - ✓ System design and Safety
 - ✓ What is a Safety Culture?
- **Module 2: Seven steps to Patient Safety**
 - ✓ Building a safety culture
 - ✓ Leading and supporting Staff
 - ✓ Integrating your risk management activity
 - ✓ Promoting reporting
 - ✓ Involving and communicating with patients and public
 - ✓ Learn from and share safety lessons
 - ✓ Implement solutions
- **Module 3: Engaging with Clinicians and staff**
 - ✓ Analysing the root cause of issues and incident decisions
 - ✓ The Duty of Candor
 - ✓ Medical errors
 - ✓ The Reflection process and its' use in learning experiences

➤ **Module 4: Personal skills to support and enhance your own behaviours in creating a Patient Safety Culture**

- ✓ Effective communications
- ✓ Organisation, analysis and assessment
- ✓ Influence and persuasion
- ✓ Assertiveness
- ✓ Being pro-active
- ✓ Positive attitudes to patient well-being

Close, check expectations and ensure learning objectives are met.

Human Factors

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: Human factors is the science of understanding human behaviour and is applied and related through this workshop to the healthcare market-place. Human Factors has been defined as: “Enhancing clinical performance through an understanding of the effects of teamwork, tasks, equipment, workspace, culture, and the organization on human beings and their behaviour.

The workshop sets out to firstly define what Human Factors are, then set out the strategies for a manager, individual or department to ensure they are doing everything possible to eliminate (as far as possible) risk to patients and then study the personal and individual skills required to take personal responsibility for the success of patient safety.

Learning Outcomes: At the end of this programme, the delegate can:

- Name the 7 steps to Patient Safety and explain each one
- Define 4 ways to analyse issues and find the root cause
- Describe the 4 stages of the GMC model for Reflection
- List 4 personal skills needed to enhance your Patient safety skills

The Programme Includes:

- Introduction, collecting delegate expectations, explanation of agenda

Module 1: Background to Human Factors and creating a Patient Safety Culture

- Human Behaviour
- System design and Safety
- What is a Safety Culture?

Module 2: Seven steps to Patient Safety

- Building a safety culture
- Leading and supporting Staff
- Integrating your risk management activity
- Promoting reporting
- Involving and communicating with patients and public
- Learn from and share safety lessons
- Implement solutions

Module 3: Engaging with Clinicians and staff

- Analysing the root cause of issues and incident decisions
- The Duty of Candor
- Medical errors
- The Reflection process and its' use in learning experiences
- Effective communications
- Assertiveness
- Being pro-active
- Positive attitudes to patient well-being

Close, check expectations and ensure learning objectives are met.

Harassment and Bullying

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: Everyone should be treated with dignity and respect at work. Bullying and harassment of any kind are in no-one's interest and should not be tolerated in the workplace, but if you are being bullied or harassed it can be difficult to know what to do about it.

This workshop identifies examples of both harassment and bullying and provides strategies for dealing with both.

If you are a sufferer, have suffered or need to understand your limits when running your life or your team, then this course will help and support you.

Learning Outcomes: At the end of this programme the delegate can:

- Name 4 statistics relating to Harassment and Bullying from NHS related surveys
- Give at least one definition for both behaviours
- List 3 ways to promote a positive culture
- Name 5 elements of the Equality Act 2010
- Give 3 examples of harassment and 3 of bullying
- Name 5 types of discrimination
- Outline 4 strategies for dealing with harassment and bullying

The Programme Includes:

Welcome, agenda, learning outcomes and check expectations

Module 1: How big a problem of harassment and bullying is there in the NHS?

- Surveys
- Statistics
- Roger Kline-the silent epidemic in the NHS
- Tackling bullying Call to Action in the NHS

Module 2: What constitutes harassment and bullying?

- Definitions for both behaviours
- Promoting a positive culture
- Case studies and good practice

Module 3: What does the law say?

- The Equality Act 2010
- Examples of harassment and bullying
- When it might happen
- What is discrimination and what is included
- Is bullying against the law

Module 4: What to do if you are bullied

- If I'm harassed or bullied what should I do?
 - How do I make a grievance?
 - How should my employee re-act?
 - What strategies are there to prevent both behaviours
- N.B. Cases are used which have established precedents in law.

Consultant Interview Skills

Number of days: 1

CPD Points: 6

Programme Introduction: This workshop is for existing Middle Grades and Doctors applying for Consultant positions, of all specialties. It will help towards providing you with the tools and resources to prepare more effectively for your forthcoming interview.

At the outset, it is important to recognise that this interview will comprise of a **series of conversations**, the aim of which is to determine, firstly, if you are competent and qualified to carry out the duties of the post on offer, and, secondly, if you are the most suitable doctor to take up this role out of all the qualified and competent doctors who have also applied for this post.

This is a practical programme and offers you the chance to be interviewed by a panel of your colleagues, which represents what you will face at interview.

Learning Outcomes: At the end of this course, the delegate can:

- Name 5 questions they may receive and how to deal with each one
- Name the 3 parts of rapport building and how to practically use them in interview
- Explain 5 areas which must be planned before the event
- Define and develop 5 specialty specific questions
- Name 6 elements an interviewing panel may be looking for in a candidate
- Name 3 areas the GMC will want to have explored at interview
- Explain 5 ways to create impact within the interview

The Programme Includes:

Pre course reading of 'questions likely to be asked'.

- Welcome, Introductions and expectations
- Preparing for your interview
- Interview techniques-using body language and assertiveness
- Types of questions you will asked
- Specialty specific questions
- What does the GMC require?
- Other than clinical questions, what else will the panel want to know?
- Mock interviews (delegates have an opportunity to be both interviewer and interviewee
- Feedback on interviews, record of learning and reflection

Time Management

Number of Days: ½ Day

CPD Points: 3

Programme Introduction: Demands on the NHS are ever increasing, this in turns puts pressure on its employees to achieve more with no extra time given. This course has been designed to help achieve effective Time Management whilst focusing on aspects such as: delegation, assertive communication and personal organisation.

This programme is highly interactive, containing exercises and discussions.

Learning Outcomes: At the end of this programme, the delegate can:

- Explain the difference between urgent and important tasks
- Recall the 5 steps to effective delegation
- Identify 7 ways to say No effectively
- Understand the importance of personal organisation

The Programme Includes:

Introduction, collecting delegate expectations, explanation of agenda

- Identifying your personal time thief's
- Prioritising Tasks- What is Urgent and What is Important?
- Delegation – Why is it so hard?
- The 5 steps to effective delegation
- Assertive Communication – The importance of saying No
- Managing people's reaction
- Personal Organisation – Owning your time

Close, check expectations and ensure learning objectives are met.

'Lean Management'

Number of days: 1

CPD Points: 6

Programme Introduction: Are you targeted to deliver constant quality, service improvement? Let us help and support you to achieve your goals with this exceptional, practical programme which provides the key, basic ingredients to become a leaner organisation.

The NHS's greatest strength and expertise lies in practical, quality, service improvement. They have years of experience in clinical patient pathway re-design which supports improved patient experience and outcomes. This programme has been designed to help staff understand the management and leadership aspects of their role with the clear focus on improving service, and building on skills they have already acquired.

Learning Outcomes: At the end of this programme, the delegate can:

- Understand how patient safety and clinical risk management are at the core of continuous improvement in a healthcare setting and name 5 of those processes
- Explain how to develop the 5 leadership capabilities to improve services
- Develop a Lean thinking and processing system and culture and list 4 of the values which might be used
- List how to build a structure of a lean project & name the 4 stages involved
- Discover process mapping and name 4 of its' usefulness and flexibility in the work-place
- Use 3 of the correct project tools to improve the efficiency of the service
- Investigate 4 issues and 'bottle' necks using root cause analysis
- Understand the 7change process and use force field analysis to identify need for change
- Build SWOT and STEEPLE into analysis programmes and list all component parts for each one and describe their uses
- Understand and name the principles of lean 6 sigma
- To build and lead a team and organise 4 resources to deliver the practical improvements identified.

The Programme Includes:

- Introductions, check expectations and learning outcomes

Module 1

- What is continual improvement and lean management?
 - The theories and practicalities of both topics
 - How do we (as leaders) create the right culture for lean>
 - Creating a culture of values

Module 2:

- Developing quality and lean management
 - 4 stage planning
 - What is process mapping and how does it benefit your quality programmes?
 - Resourcing your quality improvement projects and targets
 - Identifying different analytical tools to help define bottlenecks

Module 3:

- Internal and external pressures
 - What is STEEPLE and what does it enable us to do?
 - SWOT what is it and how it can be used
 - What the Japanese have taught us about quality improvement

Module 4:

- Utilising resources
 - Communication
 - Training
 - Building a team ethos-how?

Close, check expectations and reflection

Curriculum Mapping

Number of Days: 1 Day

CPD Points: 6

Programme Introduction: One of the key areas for Medical Educators is the ability to plan and prepare in a pro-active way, how a curriculum is to be mapped against the programme and sessions aligning to the said curriculum.

Curriculum mapping is the process indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and by extension, its effectiveness (a curriculum, in the sense that the term is typically used by educators)

This workshop will help attendees with their own planning and preparation based around the programme they are leading, with emphasis on a coherent curriculum, or aligned curriculum, that is (1) well organised and purposefully designed to facilitate learning and (2) free of academic gaps and needless repetitions. And finally (3) aligned across lessons, courses, subject areas and grade levels.

Learning objectives: By the end of this programme, delegate can:

- Name 5 of the planning protocols
- State at least one definition of the topic
- Define 4 of the topics in the Pacing Guide and define what they are used for?
- List 4 teaching methodologies and demonstrate usage of 2
- Name the three assessment tools required
- State and define 4 areas to consider in training and supporting Clinical Supervisors and Teaching staff.

The Programme Includes:

Introductions, expectations, course agenda

Module 1: Introduction and background to Curriculum Mapping:

- Definition and understanding / overview of topic
- Planning techniques
- Curriculum alignment
- How is a curriculum map created?
- Understanding curriculum learning outcomes / objectives

Module 2: Pacing Guide:

- Maps
- Scoping
- Sequencing
- Matching standards

- Calendars
- Road maps
- Highway alignment
- Horizontal and Vertical Curves

Module 3: Teaching Methodology:

- 1 to 1 four stage process
- Coaching
- Facilitating
- Seminars and preparation
- Self- study
- Case based discussions

Module 4: Assessment methodology:

- Mini Cex
- DOPS
- TAB

Module 5: Working with Clinical Supervisors and other trainers

Close, reflect and check expectations

Timings: 0900 to 1630

This workshop maps to the 7 domains for educational excellence required by the AoME and GMC. These will be highlighted to delegates at each stage of the workshop. A template will be used for practice.

The Principles of Life

Number of Days: 2 Days

CPD Points: 12

Programme Introduction: Attend this programme and your level of consciousness will rise, insights for problem solving and understanding will become more frequent and your effectiveness, productivity, resilience and positivity will increase. Stress, pressure, frustration and any other feelings associated with an inflated ego or despair will fall away and in its place a deep sense of gratitude, love and hopefulness will come in to fill the void.

Anyone who looks East every night to see the sunset is looking in the wrong direction, even though they see the sky is red it's not the vibrant colourful experience they would have if they turned around and looked West. Trying to "work" on our feelings in order to feel better is like the person looking in the wrong direction for the sunset. Come and share with us, this new paradigm shift in understanding and you'll see that the greatest gift you'll ever receive is, life itself. No techniques necessary!

Learning objectives: By the end of this programme, delegates can:

- List and illustrate how the three principles are behind the true nature of life and our experience of it.
- Use a metaphor and provide two examples of how to explain to someone, that a deep sense of well-being is our natural state
- Demonstrate which energy points on the body are related to anxiety, guilt, stress, sadness, shame, embarrassment, anger, rage, trauma, jealousy and how to use them to affect our felt experience of life

The Programme Includes

- Welcome and expectations
- ESP exercise - mind reading ice breaker
- Your life and experience so far - how has your life been so far, what is it you want and how would that help you?
- Cause – effect- what makes your life better or worse
- The great illusion - seeing is NOT believing, situations and circumstances are not the cause of your feelings!
- Reality - The Heisenberg principle says that reality is changed through observation, so what is real?
- Mind-Thought-Consciousness - The principle of gravity means that water will always run downhill. These principles work in the same way and they give us an insight into our experience of life.
- Energy Psychology
- Review course objectives and learning outcomes

Work Placed Based Assessments

Number of Days: 1 Days

CPD Points: 6

Programme Introduction: The pressure on doctors to work and supervise their junior colleagues and other peers has never been higher. This programme is designed to enable individual doctors to work with a number of assessment tools and build tips and techniques to ensure they are using them correctly, fairly and consistently. By its' nature, it will be a practical programme.

Learning objectives: By the end of this programme, delegates can:

- Understand what Work-placed based assessments are
- Identify their roles and responsibilities within the assessment
- Understand the roles and competencies required within the Medical Education Faculty
- Explain how to apply Millers Pyramid
- Understand and apply in-work assessment tools for both Foundation and Specialist trainees
- Demonstrate competence in providing educational feedback in a range of different clinical scenarios
- Assess colleagues in their assessments of others
- Practically apply the skills and receive feedback

The Programme Includes

- Welcome, introduction, review personal objectives
- What is Work-place based assessment (WPBA).
- The roles and responsibilities for **effective** WPBA
- Educational supervision-who can assess who?
- Assessment definitions & the key principles
- Understanding and using Millers pyramid
- Helping to build a learning portfolio and linking to PDP's
- Errors in assessment
- Feedback behaviours, barriers, reactions and principles
- Practical assessment skills and behaviours
- Practical assessments using recognised tools.

Certificate of Eligibility for Specialist Registration

Number of Days: ½ day

CPD Points: 3

Programme Introduction: This course has been designed for Doctors who wish to join the Specialist Register by applying for a Certificate of Eligibility for Specialist Registration.

The journey through CESR can often be long, and often people do not know the correct process or what the application fully entails. This half day programme has been designed in order to give delegates an overview of the application process in order to decide if this route is the right choice for them. Delegates will leave the session with a deeper understanding of what will be expected and the types of evidence they will be required to collect and submit.

Learning Outcomes: By the end of this programme, the delegate can:

- Explain the application process and the 3 specific parts
- Identify the types of supportive documentation required for submission
- Understand and list the 3 aspects of the appeals process if unsuccessful.

Programme Includes:

Module 1 – The process for Application

- Who can apply? Am I eligible?
- Planning to apply – what must be done
- Using the Application form

Module 2: Evidence

- Components of a successful CV
- The GMC Domains and supportive evidence
- Validating your evidence and certificates

Module 3: Successful and unsuccessful applications

- The process and time frames if you are successful
- The appeals process if your application is unsuccessful
- Additional resources and support

Review personal objectives and summary

Advanced Presentation Skills

Number of Days: ½ day

CPD Points: 3

Programme Introduction: This highly participative half day course has been specially designed to give participants the **practical** techniques, knowledge, skills and confidence necessary to enable them to deliver effective, high level presentations to a variety of audiences and situations.

Learning Outcomes: By the end of this programme, the delegate can:

- Explain how nerves manifest themselves and how to overcome them
- Demonstrate effective use of your voice and the techniques used to maximise its' impact
- Identify the key body language behaviours of a professional presenter, and also how to recognise what the audiences body language is saying to you
- Learn how to position questions from your audience to maximize and maintain control
- Write key headlines to deliver maximum impact
- Design and deliver a short presentation during the session

Programme Includes

The Fears of Presenting:

- The underlying fears of making presentations
- How do we overcome those fears?
- Practical tips and techniques

Know your Audience:

- Who is it aimed at?
- How can we research?
- What time have we got?

Use of the Voice/ Body language:

- Projecting into your audience
- Light and shade, pitch and tone
- Effective use of your own body and identifying and eliminating mannerisms
- Reading the language of your audience

Structuring a presentation:

- Using mind mapping as a planning tool
- Procedure/ Information / Summary
- Writing key headlines & attention grabbers

Questions & Answers

- Exercising control
- Dealing with awkward situations

Practical Exercise

- During the programme delegates will design and deliver a short presentation to colleagues

Building Personal Resilience

"The science says the more you feel in control, the less you'll get ill,"

– Prof Cary Cooper

Number of Days: 1 day

CPD Points: 6

Programme Introduction: The NHS has never been busier. Personal pressure exists throughout. How people ‘bounce back’ and how teams work together in such challenges is down to the way they pull together and adapt to the changes they face. Why is it we can deal with setbacks one day but not another? Why is it that individuals are motivated one day and not another? Why quality output is up to standard one day - but targets not met another?

Resilience is the ability to recover quickly from setbacks and adversity. Resilient people stay committed and increase their efforts when the going gets tough. It used to be thought that people were just born with “resilience”, but we now know that anyone can improve their resilience through effective training and development.

Developing Personal Resilience is suitable for anyone in any organisation. Many organisations choose this course for their staff, in conjunction with the Team / Manager’s version.

Learning Outcomes: By the end of this programme, the delegate can:

- Define resilience and explain its importance
- Apply resilience to a busy clinical workload
- Use cognitive tools to manage high pressure
- Develop a resilience grid
- Understand the assertiveness triangle and you
- Clarify the three types of saying “No”
- Identify further techniques to help you build resilience
- Help others to build resilience

Programme Includes

Welcome, introduction, review personal objectives

Module 1: Define Resilience

- Define resilience and its importance in the NHS
- What 50 years of research tells us
- The 4 C’s of Resilience that work
- Work related pressure

Module 2: Cognitive Tools to Help You

- The 7 keys of resilience
- 4 Psychological Techniques for mental agility
- Applying the tools
- The resilience grid
- Assertiveness
- Empowering yourself to say No

Module 3: Focus on your Future:

- Action Planning
- Next steps
- Resources to take away.
- Follow up

Review personal objectives, summary & close

Building Team Resilience

“We only have 3 things to look forward to – change, change and more change! “

– Winston Churchill

Number of Days: 1 day

CPD Points: 6

Programme Introduction: The NHS has never been busier. Over a third of employers reported that stress-related absence has increased over the previous year and the top causes of unhealthy pressure at work are workloads, external relationships, organisational change/ restructuring and management styles. Eight out of ten public service employers are taking steps to identify and reduce stressors in the workplace compared with about half of private sector employers.

In today's economic climate all organisations need to be resilient in the way they deal with adversity, reduced resources, tighter deadlines and increased competition. No less so than in the NHS. Managers and staff are asked to work harder to deliver higher targets for patients in less time but with less resources! It seems they need to DELIVER MORE WITH LESS! It is often said “A Manager is only as good as his or her team”. True success comes from the whole team - So how can that be done?

Learning Outcomes: By the end of this programme, the delegate can:

- Define resilience and explain its importance within Teams
- Apply the 4 C's of Resilience to manage Teams
- Apply resilience tools to bolster your teams success
- Recognise a high performing NHS team
- Identify which 7 keys can help you manage your team
- Develop a resilience grid
- Identify further techniques to help you build resilience
- Help others to build resilience

Programme Includes

Welcome, introduction, review personal objectives

Module 1: Define resilience and explain its importance to Teams

- Define resilience and its importance in the NHS
- What 50 years of research tells us
- Applying the 4 C's of Resilience within Teams
- Dealing with high pressure

Module 2: Tools to Help Build Resilience

- High performing Teams
- Medical v's non-medical delivery
- The 7 keys of resilience
- How teams are empowered
- The resilience grid
- Understanding the resilient NHS Trust
- Applying the tools to organisations

Module 3: Focus on your Future:

- Action Planning for your Team/s
- An effective approach
- Next steps
- Resources to take away
- Follow up

Review personal objectives, summary & close