



NHS England South West  
Workforce, Training, and Educational  
Postgraduate Medical Education

# Course Catalogue

Version 1.0

# Welcome

Our aim is to ensure that all trainers have sound educational and clinical supervisor training to fulfil core medical responsibilities in keeping with good medical practice and they feel skilled in supporting their PG DiT. Ensuring our trainers are trained and able to undertake their role is of high priority to us as an organisation and for the GMC as the regulator. We are proud that the South West is consistently rated highly in the annual GMC training survey.

Our other aim is to provide postgraduate doctors in training with ongoing support in a wide range of educational and developmental CPD opportunities that lie outside their School Specialty curriculum.

Educational developmental training also extends to S/AS doctors and Postgraduate Doctors in Training.

Faculty Development regularly updates training and events according to feedback and as part of its training needs analysis (TNA) every five years.

**This booklet offers dedicated ladders of learning to help doctors plan their development inline with ten core strands. Each learning ladder generally starts with courses only available to Doctors in Training before heading to Supervisor only courses at the top of the learning ladders. Each course page displays who is eligible for the course. Where courses are available for both PG DiT and Supervisors, the courses are run separately for each cohort.**

The ten core strands are:

Coaching and Mentoring  
Communication  
Educational Teaching  
Equality, Diversity, and Inclusion  
Generic Skills  
Leadership  
Neuro-Linguistic Programming (NLP)  
Personal Development and Welfare  
Quality Improvement  
Supporting International Medical Graduates



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# Learning Ladder Strands

1

Coaching and Mentoring

2

Communication

3

Educational Teaching

4

Equality, Diversity, and Inclusion

5

Generic Skills

6

Leadership

7

Neuro-Linguistic Programming (NLP)

8

Personal Development and Welfare

9

Quality Improvement

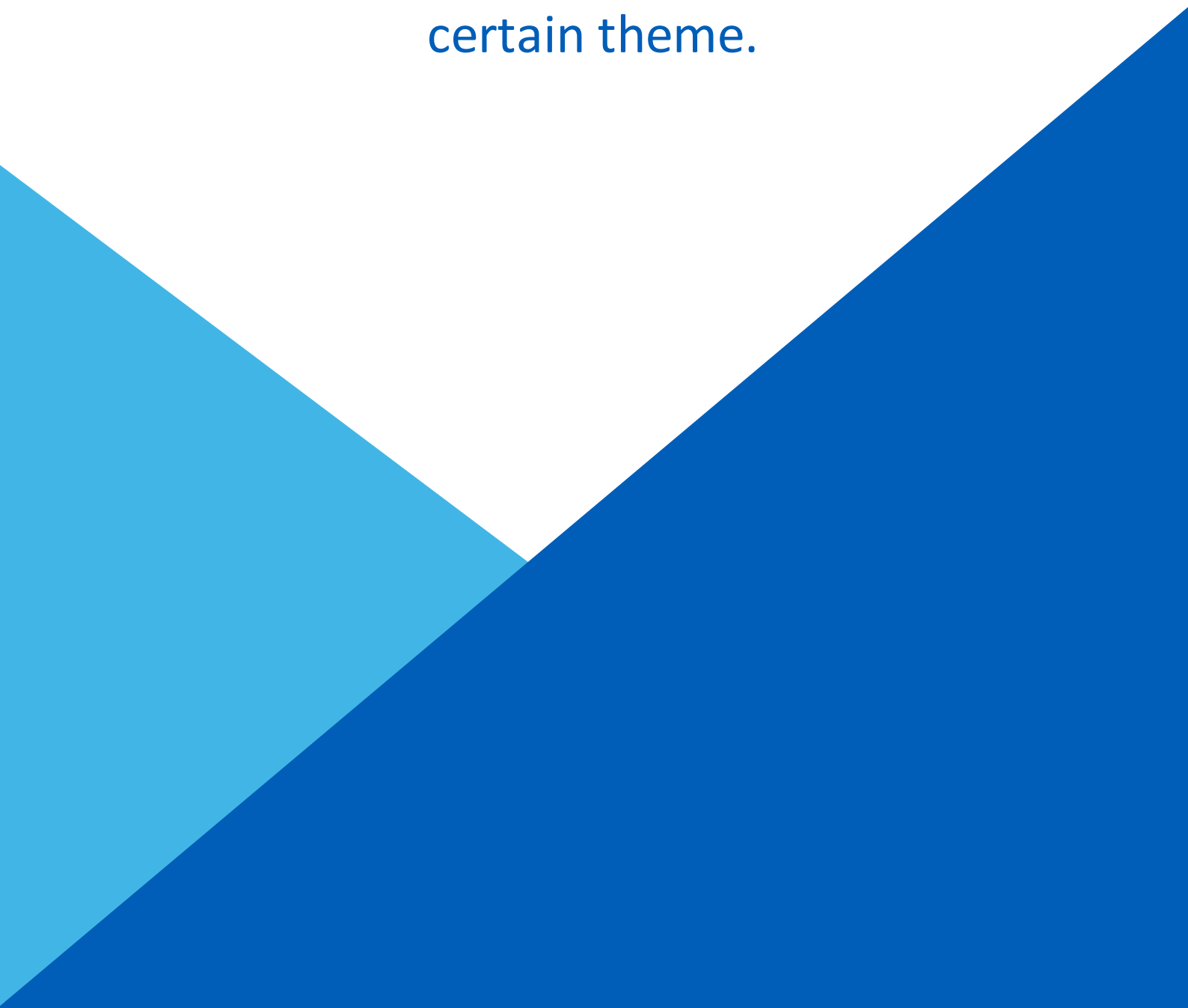
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Supporting International Medical Graduates

# Section One

## Learning Ladders

The Learning Ladders have been devised to offer a suggested pathway of progression through our suite of courses based on a certain theme.

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# Coaching and Mentoring

1

6

- Coaching Skills in the Workplace

5

- Providing Effective Feedback and Managing Difficult Conversations
- Skilled Coaching & Mentoring
- Skilled Motivational Interviewing
- Specialty Tutor/College Tutor Development Day

4

- Coaching Tools for a Compassionate Culture: Leadership Skills for a Healthy Team Dynamics

3

- Improving Feedback & Reflection
- Managing Change
- Support the Doctor Returning to Training

2

- Introduction to Coaching and Mentoring Skills
- Introduction to Motivational Interviewing

1

- Building Trust & Rapport
- Enhanced Support: Supporting both you and your doctors in training
- Reflecting on and Learning from Feedback

# Communication

2

6

- Presenting in a Hybrid World
- Skilled Motivational Interviewing

5

- Managing Difficult Conversations
- Providing Effective Feedback and Managing Difficult Conversations

4

- Building Trust & Rapport
- Enhanced Communication Skills for Challenging Situations at Work
- Improving Feedback & Reflection
- Neurodiversity Event - support neurodivergent PG DiT

3

- Introduction to Communicating with NLP
- Coaching Tools for a Compassionate Culture: Introduction to NLP
- Managing Change

2

- Influence and Negotiation Skills
- Influencing & Engaging for Change
- Presentation Skills
- Teaching Skills

1

- Advanced Communication Skills: Masterclass for International Medical Graduates
- Assertiveness in Communication
- Emotional Intelligence

# Educational Teaching

3

6

- Train the Trainer: Enhanced Support for the International Medical Graduate

5

- Train the Trainer: Optimising Learning in the Virtual Classroom

4

- Presenting in a Hybrid World

3

- Providing Effective Feedback and Managing Difficult Conversations

2

- Improving Feedback & Reflection
- Supervisor Training Modules 1-5
- Teaching Skills

1

- Presentation Skills

# Equality, Diversity, and Inclusion

4

3

- Bullying and Harassment
- Racism

2

- Inclusivity

1

- Civility



# Generic Skills

5

3

- Human Factors: Next Steps
- Professional Capabilities Framework for Supervisors: Are you ready to assess your trainee

2

- Demystifying NHS Finance
- Human Factors, Patient Safety and Non-Technical Skills Training

1

- Professional and Generic Skills Course

# Leadership

6

6

- Faculty Leads Development Programme
- Specialty Tutor/College Tutor Development Day

5

- Beyond the Supervisor Workshop
- Coaching Tools for a Compassionate Culture
  - Compassionate Leadership
  - Leadership Skills for a Health Team Dynamics
  - Understanding Organisations

4

- Clinical Leadership: Train the Trainer
- Leadership Skills for Managing Stress
- Recognising & Developing Leadership Skills in PG DiT
- Support your Trainee to Improve Self Care, Manage Stress and enhancing resilience

3

- Managing Change
- Remote and Restorative Course
- Supervisor Training Modules 1-5
- Enhanced Support: Supporting both you and your doctors Training

2

- Emotional Intelligence
- Enhanced Communication Skills for challenging situations at work
- Influencing & Engaging for Change
- Keele Leadership

1

- Clinical Leadership: Essential Practices for a New World
- Leading as a Trainee
- Leadership, Teamworking, & Influencing Skills for CT2
- Medical Management Course

# Neuro-Linguistic Programming (NLP)

7

2

- Introduction to Communicating with NLP

1

- Coaching Tools for a Compassionate Culture:  
Introduction to NLP

# Personal Development and Welfare

8

6

- Leadership Skills for Managing Stress

5

- Genomics: A case based introduction & its relevance to your everyday practice
- Introduction to Motivational Interviewing
- Mental Health Awareness
- Self-Care and Mindfulness in Medicine

4

- Lean Thinking
- Managing Change
- Support your Trainee to Improve Self-Care, Manage Stress and Enhancing Resilience

3

- Beyond the Supervisor Workshop
- Emotional Intelligence
- Improve Self-Care, Manage Stress & Enhance Resilience
- Maximising your Personal Impact

2

- Interview Course for S/AS doctors
- Mindfulness at Work
- Personal Effectiveness and Time Management

1

- Improving Feedback & Reflection
- Reflecting on and Learning from Feedback
- Return to Training—Ready, Steady, Go!

# Quality Improvement (QI)

9

4

- Quality Improvement (QI): Development sessions for clinical and educational Supervisors

3

- Lean Thinking

2

- Quality Improvement (QI) - Silver

1

- Quality Improvement (QI) - Bronze

# Supporting International Medical Graduates

10

3

- Train the Trainer: Enhanced Support for the International Medical Graduate

2

- Supporting the International Medical Graduate through Peer Mentorship

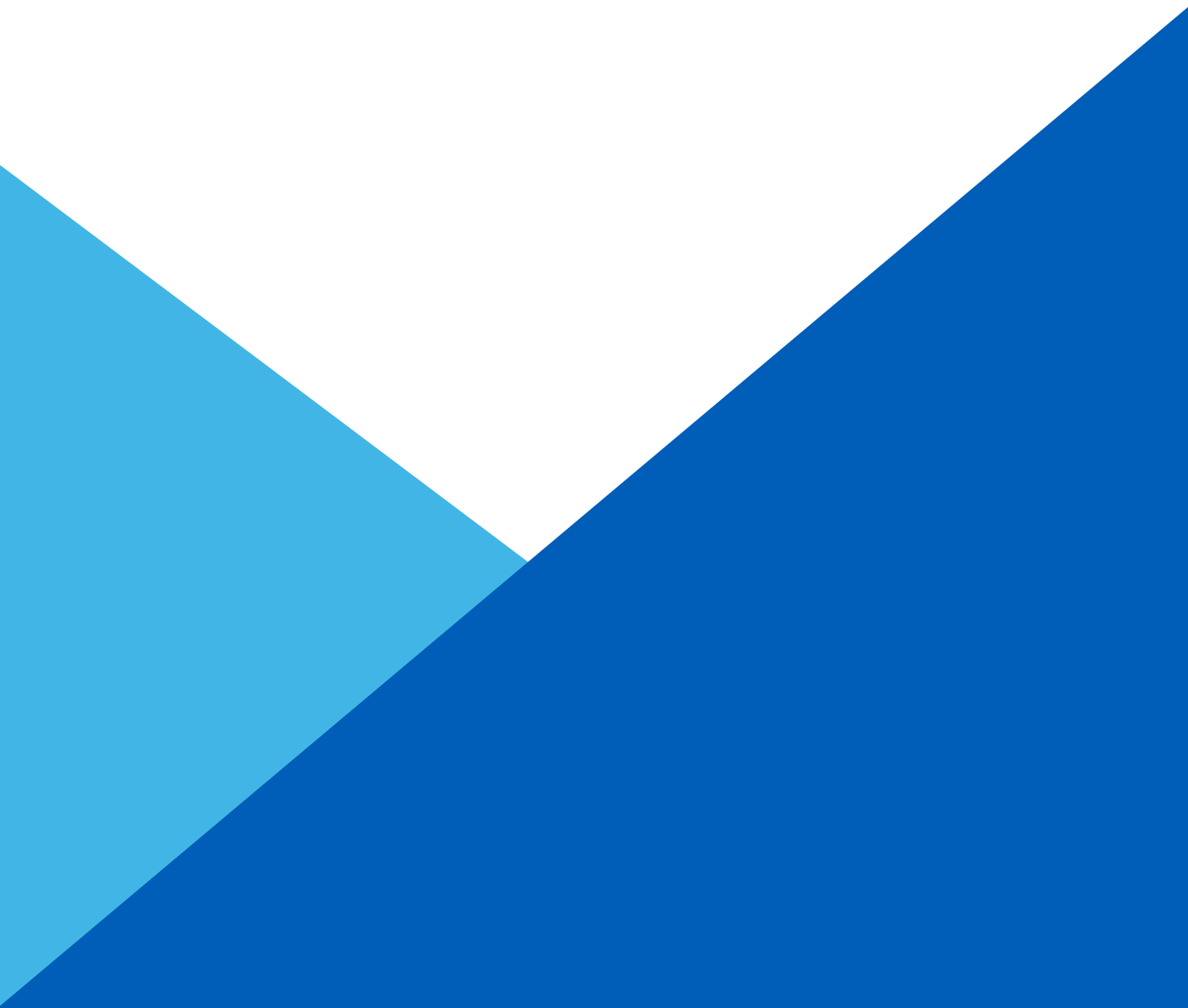
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- Advanced Communication Skills: Masterclass for International Medical Graduates

# Section Two

## Course Information Sheets

The courses below are listed in alphabetical order and contain the information about each course.

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# Advanced Communication Skills: Masterclass for the International Medical Graduate

## Associated Ladders of Learning

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## Overview

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This training package provides the International Medical Graduate the opportunity to become better equipped to use advanced communication skills within their clinical practices. This course will help communication with greater clarity and assertiveness.

## Content

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1. Understand the value of effective communication for patients, staff and organisations
2. Recognise potential barriers to effective communication
3. Demonstrate skills that facilitate effective communication
4. Demonstrate different approaches and strategies to communication challenges

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, or Public Health Trainee

## Course Length

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This is an all day course starting at 09:30 and finishing at 15:30

## Venue

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Online via Zoom



# Assertiveness in Communication

## Associated Ladders of Learning

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## Overview

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Whatever your role in the workplace, a clear and assertive communication style will prevent misunderstandings and ensure that your message is heard. This course is most suitable for those looking to increase their personal effectiveness, assist participants to adopt a professional and assertive approach to communications. It provides tools and techniques to help adapt your style to suit the audience.

## Content

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1. Understanding Assertiveness
2. Expressing yourself assertively
3. Understanding body language
4. Using the appropriate communication style
5. Highlighting intentions

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, or Public Health Trainee

## Course Length

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This is a half day course lasting two and half hours

## Venue

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Online via Zoom

# Beyond the Supervisor Workshop

## Associated Ladders of Learning

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## Overview

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This workshop will allow supervisors to focus on how to enhance and develop their professional educational portfolios and establish a pathway for future success and help plan and navigate the opportunities in medical education, leadership and management.

## Content

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1. To develop a wider understanding of the non-clinical roles and responsibilities available in a clinical career
2. To highlight the skills required to excel in non-clinical roles and how these can be developed
3. To identify the opportunities that interest the attendees and how best to pursue them
4. To introduce the concept of a non-clinical portfolio and how to build this
5. Develop an understanding of NHS England funding processes and how to utilise resources effectively

## Audience

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Educational/Clinical Supervisor Secondary Care, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), ST6+, or Dental Educational/Clinical Supervisor

## Course Length

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This is a half day course lasting three hours

## Venue

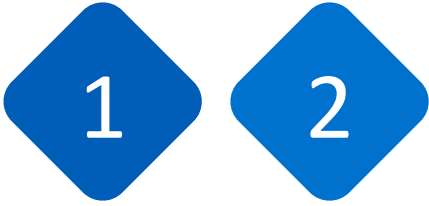
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Online via TEAMS

# Building Trust & Rapport

## Associated Ladders of Learning

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## Overview

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Establishing and building rapport from the first point of contact, is the skill that distinguishes exceptional business people from the rest. This course focuses on forming effective relationships, building trust and developing tools and techniques to achieve and maintain rapport. Participants will enhance their ability to adapt their style to control meetings, overcome objections and develop sustainable relationships.

## Content

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1. First impressions
2. Building trust
3. Developing rapport and controlling the meeting
4. A practical tool to manage meetings effectively
5. Room 101
6. Objections

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, Educational/Clinical Supervisor Secondary Care, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care.

## Course Length

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This is an half day course lasting two and a half hours

## Venue

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Online via TEAMS

# Bullying and Harassment

## Associated Ladders of Learning

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4

### Overview

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This workshop focuses on preventing bullying and harassment and the legal aspects of this critical subject. With a lens on equality and diversity in this context, this session will explore how to successfully apply the legal elements. It will address personal responsibility and clarify legal boundaries.

The module will demystify Equality legislation and help delegates understand what is required of them. It will explore the 'what' and offer pragmatic and realistic ideas on the 'how' to implement actions to achieve a sustainable and respectful workplace that benefits everyone. The session will consider the key elements of the legal perspective and what they mean to strategic leaders.

### Content

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1. Bullying, harassment and victimisation
2. Observations from legal employment focussed case studies
3. The Equality Act - my responsibilities
4. Discrimination – direct/indirect
5. Understand the protected characteristics
6. The Equality Duty for public sector organisations
7. Understand where the Equality Act does not apply

### Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, or Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is a half day course lasting three hours.

### Venue

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Online via Zoom

## Associated Ladders of Learning

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4

### Overview

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Based on the latest behavioural science research, this workshop will help delegates better understand 'why' and 'how' civility is such an integral element of organisational culture. Civility in the workplace is vastly underestimated. Powerful levels of these interpersonal qualities can boost wellbeing, engagement and commitment to common objectives whilst the opposite has been proven to damage health, motivation and performance.

### Content

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1. The definition of civility and behavioural indicators and characteristics
2. Predictors and triggers of incivility within health care teams
3. Targets of incivility
4. Situational influences on incivilities
5. How to respond rather than react to incivility
6. The three modes of interacting with colleagues: proactive civility, neutrality and incivility
7. Understand the costs of incivility, as well as the rewards of civility, within the workplace
8. Learn skills in understanding and diagnosing the causes of uncivil behaviour
9. The Dominance Behavioural System

### Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, or Public Health Consultant

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is a half day course lasting three hours.

### Venue

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Online via Zoom

# Clinical Leadership: Essential Practices for a New World

## Associated Ladders of Learning

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## Overview

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In 2017 'Generic professional capabilities framework' was published and it emphasises that to achieve a UK certificate of completion of training (CCT), doctors must demonstrate an 'appropriate and mature professional identity appropriate to their level of seniority'. This workshop will introduce you to the concepts of leadership that you'll need as you progress in your clinical career by covering the required Domain 5 - 'Capabilities in leadership and team working' competencies.

## Content

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1. Background and context to management, leadership and their place in your clinical world
2. What is leadership and what is management?
3. Personal leadership and how to master it
4. Teams, team development and the leader's role
5. Political awareness: the structure of the NHS & where money comes from
6. Problem solving and leading through change

## Audience

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ST6+, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade)

## Course Length

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This is a two day course both days starting at 09:30 and finishing at 16:00

## Venue

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Online via Zoom

# Clinical Leadership: Train the Trainer

## Associated Ladders of Learning

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### Overview

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In 2017 'Generic professional capabilities framework' was published and emphasises that to achieve a UK certificate of completion of training (CCT), doctors must demonstrate an 'appropriate and mature professional identity appropriate to their level of seniority'. This workshop will introduce you to the concepts of leadership required by PG DiTs as they progress through their specialty training. Your own knowledge and understanding of the Domain 5 - 'Capabilities in leadership and team working' competencies will be broadened.

### Content

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1. Background and context to management, leadership and their place in your clinical world
2. What is leadership and what is management?
3. Personal leadership and how to master it
4. Teams, team development and the leader's role
5. Political awareness: the structure of the NHS & where money comes from
6. Problem solving and leading through change

### Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), TPD Secondary Care, Public Health Supervisor.

### Course Length

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This is a two day course both starting at 09:30 and finishing at 16:00

### Venue

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Online via Zoom

# Coaching Skills in the Workplace

## Associated Ladders of Learning

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### Overview

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This training package covers the core skills, mindset and techniques of coaching and we propose building in both practical work and challenge. We can also touch on some recent topics of interest in coaching including the neuroscience of rapport and the importance of ethical codes and CPD.

### Content

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1. When to use coaching and when not to
2. Coaching v. other forms of help
3. Useful principles of coaching and core skills
4. The snapshot wheel
5. The coaching process
6. Contracting and boundary issues
7. When and how to use challenge
8. Extended practice with feedback
9. Coaching in short conversations
10. Working with values and what is important
11. Handling block and barriers
12. Coaching practice and feedback

### Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is a three day course with each day starting at 09:00 and finishing at 16:00

### Venue

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Online via TEAMS



# Coaching Tools for a Compassionate Culture: Compassionate Leadership

## Associated Ladders of Learning

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### Overview

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This training package focuses on the human impact of being a Consultant in the NHS and how to manage emotions in the workplace. The challenge of being a leader is being able to hold the tensions of duality- the paradoxes and absurdities, without being paralysed by them. This workshop focuses on how you can manage your internal landscape and help protect yourself from trauma.

### Content

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1. The challenges of leadership
2. Physiology of compassion
3. Threat/Drive/Soothe Systems
4. Techniques to support self/others
5. Dealing with difficult emotions
6. Exploring boundaries
7. Equanimity

### Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is a half day course lasting four hours

### Venue

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Online via Zoom

# Coaching Tools for a Compassionate Culture: Introduction to NLP

## Associated Ladders of Learning

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## Overview

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This training package focuses on understanding that Neurolinguistic Programming (NLP) is defined as a collection of models, techniques and strategies for modelling excellence, in order to help us better understand how our thought processes and behaviour, including how the language we use, influences the way we think and the results we get. Modelling excellence in any field enables us to bring about a positive change in ourselves and others.

## Content

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1. Explore the NLP communication model
2. Learn about the presuppositions of NLP and how they can help
3. Look at challenging our limiting beliefs
4. Recognise the importance of our words and our non verbal communication
5. Develop skills in setting personal goals that we are likely to achieve

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting four hours

## Venue

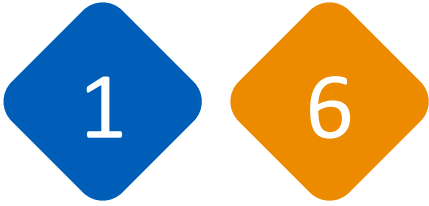
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Online via Zoom

# Coaching Tools for a Compassionate Culture: Leadership Skills for a Healthy Teams Dynamic

## Associated Ladders of Learning

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## Overview

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This training package focuses on developing approaches for healthy team dynamics. This day will include strategies for creating a healthy team environment, managing team dynamics, facilitating effective communication and consider how we as individuals can play a part in influencing team culture and behaviours. It will be an interactive day and will help us to reflect on ways to work towards growing a functional team where psychological safety and compassion are the norm.

## Content

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1. Creating a team environment
2. Managing team dynamics
3. Facilitating good communication
4. Qualities of a lead or team member

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting four hours.

## Venue

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Online via Zoom

# Coaching Tools for a Compassionate Culture: Understanding Organisations

## Associated Ladders of Learning

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### Overview

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This training package focuses on bringing practical approaches to developing collaborative teams, systems and cultures within an organisation to achieve organisational outcomes. This approach encourages a new way of thinking where forming meaningful relationships.

### Content

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1. Understanding a different organisational paradigm
2. Purpose/Vision/Outcomes
3. Developing meaningful relationships
4. Creating accountable systems

### Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is a full day course starting at 09:30 and finishing at 16:30.

### Venue

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Online via Zoom

# Demystifying NHS Finance

## Associated Ladders of Learning

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## Overview

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This course is aimed at clinicians that have minimal knowledge of how finance works in the NHS and want to find out more.

## Content

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1. Basic overview of the NHS Structure and how it has changed/ is changing.
2. Simple Understanding around the flow of money in the NHS including local and national commissioning.
3. Details of the Structure of function of the regulatory and other Arm's length bodies
4. Understand the financial pressures facing the NHS
5. Overview of different types of NHS payment systems and contracts
6. Overview of NHS Costing and PLICS

## Audience

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ST5, ST6+, GPST3+

## Course Length

---

This is a half day course which lasts two and a half hours

## Venue

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Online via Zoom

# Emotional Intelligence

## Associated Ladders of Learning

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## Overview

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This workshop focuses on the popularised Emotional Intelligence (EQ) by Daniel Goleman in the 1990s. A business operating with an emotionally intelligent strategy and with emotionally intelligent staff will have the edge over competitors. This workshop is designed to enable participants to understand and utilise emotional intelligence to maximise their effectiveness in the work environment.

## Content

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1. Emotional Intelligence
2. Managing personal emotional and responses
3. Managing and responding to others
4. Developing an EQ workplace culture

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, or Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course which lasts two and a half hours

## Venue

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Online via Zoom

# Enhanced Communication Skills for challenging situations at work

## Associated Ladders of Learning

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## Overview

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This workshop has been designed to support both PG DiTs and supervisors with being able to communicate more effectively in challenging situations at work by developing leadership skills through reflecting on complex scenarios. Participants will learning useful tools and phrases and how to apply them in their own practice.

## Content

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1. Communicate more effectively in challenging situations at work e.g. responding to conflict, giving constructive feedback, breaking bad news, handling a complaint or error etc.
2. Develop your leadership skills through reflecting on complex scenarios, learning useful tools and phrases and putting these into practice.
3. Demonstrate increased self-awareness and understanding, from learning and feedback received, which will enable you to communicate with greater clarity and assertiveness.

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, or Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting three hours

## Venue

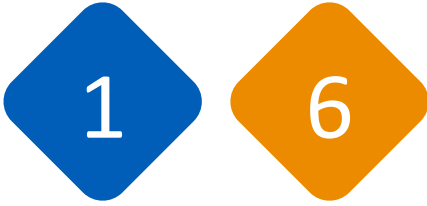
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Online via Zoom

# Enhanced Support: Supporting both you and your doctors in training

## Associated Ladders of Learning

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## Overview

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This workshop will be to build upon your initial 'How to Support PG DiT' training, by further developing your insight and understanding regarding support, including what support means for you. This is an experiential workshop, in which we will explore models and approaches for support. We will be working within the principle of “working from the inside out”, so there will be opportunity for you to try out the models for your own development before considering how they may apply to supporting your PG DiT. There will be time to consider blocks to wellbeing for both you and your trainee. The facilitators are trained coaches with considerable experience of training doctors at all stages of their career. This knowledge will be integrated into the day.

## Content

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1. Recap of ‘How to Support your PG DiT’
2. Why support? The literature on well-being
3. Psychological safety
4. Supporting from the inside out
5. What this all means for supporting trainees—scenarios

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is an all day course starting at 09:30 and finishing at 16:30

## Venue

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Online via Zoom



# Faculty Leads Development Programme

## Associated Ladders of Learning

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## Overview

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This workshop has been developed for senior leaders in medical education. This workshop focuses on how to support, lead and develop the faculty, enhance educational governance with the aim to provide high quality training.

## Content

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1. Time to reflect on the past 2 year's challenges and how this has impacted the delivery of training
2. Review your own role as an education leader
3. Explore strategies to improve the local learning environment
4. Gain confidence in your approach to build relationships with trainees, supervisors and service leads
5. Enhance your active listening skills
6. Reinforce/expand your own skills using a range of educational tools
7. Explore how the educational tools can be used when trainees experience difficulty.

## Audience

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Associate Dean Secondary Care, Associate DME, DME, HoS, TPD Secondary Care

## Course Length

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This is an all day course starting at 09:30 and finishing at 15:30

## Venue

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Online via Zoom

# Genomics: A case based introduction & its relevance to your everyday practice

## Associated Ladders of Learning

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## Overview

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This workshop is an introduction into Genomics and its relevance to your everyday practice.

## Content

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1. What is precision medicine?
2. How is it relevant for my patients with rare disease and cancer?
3. How does genomics influence prescribing?
4. How do I talk to patients and families about genomics?
5. Where can I find more information about genomics?

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3

Public Health Trainee, GPST2, GPST3+, or Dental Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is half day course lasts three hours

## Venue

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Online via Zoom

# Human Factors: Next Steps

## Associated Ladders of Learning

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### Overview

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This workshop will consider how to consider human factors principles to understanding issues in healthcare. The course will be designed around scenarios in healthcare to work through and consider how to define the problem using system thinking.

**\*Please note, this course is only for those who have already attended the "Human Factors, Patient Safety & Non-Technical Skills" course.\***

### Content

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1. Recap of what is human factors
2. Systems and system thinking in healthcare
3. Applying SEIPs to understand healthcare systems
4. Considering the concept of the hierarchy of controls

### Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3

Public Health Trainee, GPST2, GPST3+, or Dental Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is an all day course starting at 10:00 and finishing at 16:00

### Venue

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Online via Zoom

# Human Factors, Patient Safety and Non-Technical Skills Training

## Associated Ladders of Learning

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## Overview

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This exciting course is aimed at specialty trainees from all disciplines. This full day course will explore patient safety and human factors with the new Patient Safety Syllabus as its foundation.

## Content

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1. Error in medicine and how to approach it
2. Fundamentals of human factors and systems thinking
3. System I and System II learning
4. How to review incidents and the context of culture on safety
5. Advanced non-technical skills and how to utilize these to improve your practice.

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3

Public Health Trainee, GPST2, GPST3+, or Dental Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is an all day course starting at 10:00 and finishing at 16:00

## Venue

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Online via Zoom

# Improve Self Care, Manage Stress & Enhance Resilience

## Associated Ladders of Learning

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## Overview

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This Workshop will better equip you to support your PG DiT develop effective self-care strategies to improve their wellbeing and maintain high levels of resilience.

## Content

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1. Time and space to reflect on recent challenges
2. Effects of Health, Illness, Stress and Fatigue on Work
3. Learn to manage energy not time
4. Explore work life balance and develop positive intelligence
5. Strategies for self-care and enhancing our resilience and that of others
6. Creating a supportive culture in the workplace
7. Recognising & Supporting colleagues in difficulty

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is an all day course starting at 09:30 and finishing at 15:30

## Venue

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Online via Zoom

# Improving Feedback & Reflection

## Associated Ladders of Learning

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## Overview

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This workshop focuses how PG DiT self-reflection, feedback from the trainer and trainer reflection can improve the performance and values of feedback, both formal and informal. It will also go on to explore why receiving feedback is so hard and how we can help overcome this.

## Content

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1. How we can use them to improve the learning process – practical information for trainers to use feedback & reflection
2. Purposes of Feedback
3. Advantages of Feedback
4. What is reflection
5. What is feedback
6. How to use them together
7. Why receiving feedback is so hard and how to overcome this
8. Psychological safety
9. Inclusion
10. Johari's Window
11. The Four Responses to Fear
12. Triggers

## Audience

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ST6+, Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting three hours

## Venue

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Online via TEAMS

# Inclusivity

## Associated Ladders of Learning

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### Overview

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This workshop has been designed for participants who are looking to enhance their skills and awareness of inclusivity. Delegates will leave with the knowledge required to transfer learning back to the workplace, through the development of their own personal action plan.

### Content

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1. The Equality Act 2010 legislation, discrimination, harassment and victimisation
2. Identifying equality, diversity and inclusion issues and the inclusion framework
3. Vertical and Horizontal inequalities
4. Acknowledging and managing our unconscious bias cues
5. The role and impact of inclusion
6. Information processing - system one and system two thinking
7. Active strategies and tools for improving alignment with corporate values
8. Field Theory and Doxa (Bourdieu)

### Audience

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C1, C2, ST1, ST2, ST3, ST4, ST5, ST6+, Public Health Consultant, Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is a half day course lasting three hours

### Venue

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Online via Zoom

# Influence and Negotiation Skills

## Associated Ladders of Learning

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### Overview

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This workshop focuses on improving the participants ability to manage challenging discussions, deliver difficult feedback and negotiate effectively.

### Content

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1. Become more confident handling challenging conversations and negotiating to make positive changes in practice
2. Think critically about decision making, reflecting on decision making processes and explain those decisions to others in an honest and transparent way
3. Undertake stakeholder analysis and understand the different sources of power and how these impact on the ability to effectively influence change
4. Appreciate the psychological stages involved in bringing about change and transition

### Audience

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C1, C2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, Public Health Consultant, or Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

---

This is a half day course lasting three hours

### Venue

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Online via Zoom



# Influencing & Engaging for Change

## Associated Ladders of Learning

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## Overview

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This workshop focuses on how to offer others the invitation to change (behaviour, attitudes, thoughts and beliefs) and embrace new ways in a committed way.

## Content

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1. What influencing is
2. What influential leaders focus on
3. How to use different methods/strategies to influence effectively
4. How to gain respect through your communication
5. When to 'push' and when to 'pull' with your communication so you become an influential communicator
6. How to analyse and influence key stakeholders based on how committed/informed/influential they are
7. The power you have and how to use it rather than abuse it
8. Linking your style of influencing/leading to suit and influence your stakeholder
9. Understanding unique personalities and adapting influencing strategies to suit them
10. An insight into how we can use mentoring and coaching skills to effectively influence others

## Audience

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C1, C2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, Public Health Consultant, or Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a two half day course with both lasting three hours

## Venue

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Online via Zoom

# Interview Course for S /AS doctors

## Associated Ladders of Learning

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## Overview

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This workshop focuses on developing SAS doctors ability to perform at an interview or key presentations giving them increased confidence and ability.

## Content

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1. Consider ways to present oneself at formal meetings and interviews
2. Identify and articulate strengths, skills & unique experiences
3. Identify areas to focus on to improve your communication
4. Opportunity for 1:1 interview practice and feedback

## Audience

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Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor),

## Course Length

---

This is a half day course lasting three hours

## Venue

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Online via Zoom

# Introduction to Coaching & Mentoring Skills

## Associated Ladders of Learning

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## Overview

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This workshop focuses on introducing the concepts relating to Coaching and Mentoring and providing participants with practical models to utilise.

## Content

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1. What is Coaching and Mentoring
2. Creating a thinking and learning environment
3. The first meeting
4. Skills of Mentoring and Coaching
5. Group feedback
6. Practical sessions

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is an all day course starting at 09:30 and finishing at 16:30

## Venue

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Online via Zoom

# Introduction to Communicating with NLP

## Associated Ladders of Learning

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## Overview

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In this introduction, participants gain an insight into the key principles behind Neuro Linguistic Programming (NLP). The course shows how our thinking, use of language, and assumptions about the world around us can impact our outcomes. Participants will also learn how to use these principles for improved communication, increased influence and better results.

## Content

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1. Background and benefits
2. Communication skills
3. Framing and reframing
4. Beliefs, filtering, editing and deleting
5. Anchors
6. Planning for change

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

---

This is a half day course which lasts two and half hours

## Venue

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Online via Zoom

# Introduction to Motivational Interviewing

## Associated Ladders of Learning

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## Overview

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This workshop provides an introduction into the widely applied psychological method that supports change in others. This course focuses on the spirit of the method and the theory behind it while introducing some of the skills that underpin it.

## Content

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1. Introduction to Motivational Interviewing
2. Theory that underpins Motivational Interviewing
3. Recognise the use of this skilled approach compared to current practice
4. Understand the concept of helping people change
5. Some opportunity to have some deliberate practice

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting three hours

## Venue

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Online via Zoom

# Keele Leadership Course

## Associated Ladders of Learning

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### Overview

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This training package is designed for senior PG DiT and SAS Doctors in mind to develop their key leaderships and management skills alongside building confidence in applying for a Consultant post. The course also aims to develop the doctors working knowledge of the NHS structure, policy and finance to support the early years as a Consultant.

### Content

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1. examining what leading and managing mean in the context of the Consultant role
2. creating a sound understanding of how the NHS operates and is financed
3. helping course members to prepare for successful interviews and their early years as a Consultant
4. enhancing personal effectiveness through a menu of leadership and management skills and techniques.

### Audience

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ST6+, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor),

### Course Length

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This is a two day course starting at 09:00 and finishing at 17:00 on both days

### Venue

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In person?

# Leadership Skills for Managing Stress

## Associated Ladders of Learning

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## Overview

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This workshop focuses on the varying principles and beliefs of managing stressful situations while discussing the help available to NHS colleagues to ensure that everyone can gain assistance when required.

## Content

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1. The nature of stress at work, and at home
2. The legal framework and rationale for managing stress
3. The theory and application of risk assessment for managing stress at work
4. The available help, support, and guidance for NHS colleagues expressing stress
5. Exploring neuroscience, epigenetics, and mindfulness principles to help change perceptions, self limiting beliefs, and negative thinking patterns during stressful events
6. Utilising the latest evidence based methods and techniques for reducing stress and increasing resilience

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is an all day course starting at 09:15 and finishing at 15:15

## Venue

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Online via Zoom

# Leadership Teamworking & Influencing Skills for CT2s

## Associated Ladders of Learning

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## Overview

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This workshop provides you with some simple, effective and practical generic teamwork, management and leadership skills that you can immediately start thinking about and using in complex situations at work, and for that matter in your personal life.

## Content

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1. Gain an understanding of a generic model of management and leadership and evaluate where your strengths lie
2. Identify your own preferred working style and be able to improve your team working skills
3. Be able to use a framework for effective clear communication, especially useful in difficult situations
4. Use an appreciative management approach
5. Become a more effective negotiator

## Audience

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CT2

## Course Length

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This is an all day course starting at 09:00 and finishing at 16:00

## Venue

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Online via Zoom



# Leading as a Trainee

## Associated Ladders of Learning

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### Overview

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This workshop provides an introduction to leadership from the perspective of trainees. It will be most relevant to those who have little experience of leadership training in the past. It will be an interactive, reflective day providing an understanding of clinical leadership, its role within the NHS and practical actions for trainees development.

### Content

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1. Importance of clinical leaderships and the underlining evidence base
2. Reflect and identify skills and qualities of a leader
3. Influence of rank and power in working relationships and systems
4. The importance of inclusive leadership
5. Leadership models and styles
6. Recognise own preferences and strengths and those of others
7. Conflict situations and learn different approaches to managing conflict
8. Compassionate leadership and what it means in practice
9. Increase knowledge of further opportunities available for leadership development

### Audience

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ST3, ST4, ST5

### Course Length

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This is an all day course starting at 09:00 and finishing at 15:00

### Venue

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Online via Zoom

# Lean Thinking

## Associated Ladders of Learning

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## Overview

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This training package focuses on how to adjust your ways of thinking to understand how to maximise your input to ensure that your service can maximise their input ultimately reducing the risk for human led errors for the customers.

## Content

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1. Effective rather than efficient
2. Understand how 'world class' organisations distinguish themselves from the rest through 'Lean principles'
3. Recognise how to prioritise around the most important things
4. Maximise value to your 'ultimate customers' and reduce human led risk
5. Understand how to make a commitment to personal and organisational continuous improvement
6. Understand how to maximise individual and collective potential to achieve upgraded results
7. Know how to reduce/eliminate risk/errors/near misses

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

C1, C2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, Public Health Consultant, or Public Health Trainee

## Course Length

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This is a two half day course with both days lasting four hours each

## Venue

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Online via Zoom

# Managing Change

## Associated Ladders of Learning

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## Overview

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This workshop teaches you the fundamentals for managing change. High performing teams not only embrace change but actively seek it in their quest for excellence and perpetual improvement. An effective leader will build success with his team by responding positively to necessary change and by constantly seeking to raise the bar. This programme, for all leaders, provides a robust framework that can be applied equally to significant complex change as to minor performance improvement.

## Content

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1. The nature of change
2. Change Killers
3. Communicating Change
4. Making change happen—The 8 Cs of change

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting two and a half hours

## Venue

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Online via Zoom

# Managing Difficult Conversations

## Associated Ladders of Learning

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### Overview

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This training package assists with managing the performance of individuals within the team whilst understanding the challenges faced. The pressures of delivery can mean that difficult conversations are put off. This module not only provides a framework for dealing with those tough conversations about changes, performance or conduct, but also helps the leader to catch up on conversations that should have been had before.

### Content

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1. What makes a conversation difficult?
2. Preparing for a difficult conversation
3. DELIA—the framework for a difficult conversation
4. Dealing with emotional responses
5. Building for the future

### Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is a half day course lasting two and a half hours

### Venue

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Online via Zoom

# Maximising Your Personal Impact

## Associated Ladders of Learning

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## Overview

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This training package covers how those wishing to interact with others more effectively, helps us to identify how we are perceived, overcome barriers that hold us back and improve our personal impact. Using a four step framework for positive personal impact, the course provides techniques to help you sound, embody, look and feel the part you want to be known for.

## Content

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1. What gives people good personal impact?
2. Sounding the part
3. Embody the part
4. Feeling the part
5. Action Planning

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, or Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting two and half hours

## Venue

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Online via Zoom

# Medical Management Course

## Associated Ladders of Learning

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## Overview

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This training package is been designed for senior doctors and SAS grade doctors to gain the knowledge and skills to be effective clinical managers.

## Content

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1. NHS structure, organisation & finance
2. Healthcare policy & workforce planning
3. Processes in medical error
4. How to submit a business case proposal
5. Clinical governance
6. Effective leadership and personality preferencing
7. The Consultant career & application
8. Interview hot topics

## Audience

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ST5, ST6+, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade)

## Course Length

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This is two all day course starting at 08:30 and finishing at 17:00 both days

## Venue

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In person

# Mental Health Awareness

## Associated Ladders of Learning

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## Overview

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This training package has been designed to enable learners to debunk the myths and explore the facts about mental health. 1 in 4 of us will be diagnosed with a mental illness and considerably more of us will experience undiagnosed symptoms. We are happy to discuss physical illness, but shy away from any discussion of mental illness.

## Content

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1. Background and Basics—Mental health, what it is and why its important; debunking the myths, exploring the facts and understanding the stigma
2. Mental ill health—Examining personal and work triggers for mental ill health, and understanding the science of stress and how to spot key warning signs of a range of mental illnesses
3. Support for mental ill health—Exploring how to provide support for mental ill health, including how to approach, assess and assist someone in distress
4. Promoting mental health—Considering adaptive strategies for promoting mental wellbeing at home and at work

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, or Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting two and half hours

## Venue

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Online via Zoom

# Mindfulness at Work

## Associated Ladders of Learning

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## Overview

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This training package is an introduction where participants will gain insight into the basic principles and practices of mindfulness, discover how to implement it for themselves and learn how it can benefit everyone in the business environment.

## Content

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1. Background and benefits — What mindfulness is and what it isn't, including, who uses it, and why
2. Brain Science —Understanding how the brain works and how we can use it to maximise performance through mindful awareness
3. Mindfulness basics —Introducing the principles of mindfulness, including simple, mindful practices designed for easy use and maximum benefit
4. Mindfulness at work —Learning how to manage yourself, others and your work mindfully by reducing stress, maximising wellbeing and promoting productivity

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, or Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

---

This is a half day course lasting two and a half hours

## Venue

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Online via Zoom



### Associated Ladders of Learning

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### Overview

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This training package is to advise educational and clinical supervisors on how they can best support their neurodivergent doctors in training and colleagues to reach their potential.

### Content

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1. What is meant by neurodiversity
2. The common strengths and challenges of those with attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD) and dyslexia
3. Tools available to help doctors in training
4. What 'reasonable adjustments' are, the Equality Act 2010 and what yours and the Trust or practice's obligations are
5. Understand what it is like to be a neurodivergent doctor
6. Which organisations can support neurodiversity
7. What support is available at NHSE SW Workforce, Training and Education

### Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is an all day course starting at 09:00 and finishing at 16:00.

### Venue

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In person

# Personal Effectiveness and Time Management

## Associated Ladders of Learning

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## Overview

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This training package allows you time and space to reflect on your own work life balance while exploring strategies to become more productive and reduce procrastination.

## Content

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1. Time and space to reflect on your work life balance
2. Understand your values, strengths and what drives you in and out of work
3. Setting goals and key milestones
4. Explore strategies for more productive working and reduce procrastination
5. Learn to manage energy not your time

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting three hours

## Venue

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Online via Zoom

# Presentation Skills

## Associated Ladders of Learning

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## Overview

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Michael Klepper famously wrote “I’d rather die than give a speech.” This module is for people who would rather develop skills to deliver powerful and memorable presentations that engage an audience. It provides techniques to overcome nerves, perform with punch, make the best use of slides and other props and handle setbacks & challenges. Participants will have the opportunity to present and receive feedback.

## Content

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1. Planning - setting and refining the presentation objective, designing content for the audience, average attention span
2. Polishing your presentation— Effective notes, use of visual aids and avoiding ‘death by PowerPoint’, Build confidence
3. Performing with punch—Pitch, tone, passion, enthusiasm, interacting and engaging with the audience
4. Dealing with setbacks and problems—Strategies for responding to difficult questions and situations, buying time and retaining control
5. Practice and feedback— Opportunity to deliver a short presentation.

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is an all day course starting at 09:30 and finishing either at 15:30 or 16:30

## Venue

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Online via Zoom

# Presenting in a Hybrid World

## Associated Ladders of Learning

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## Overview

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This training package focuses on developing key skills of excellent presentations and how we can then adapt these to suit a hybrid world. As our work environment becomes increasingly dispersed, our ability to connect and engage with the people around us has never been more important. Staying visible, making an impact and getting our voice heard is integral to success.

## Content

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1. Preparing for your presentation
2. Improving your on-screen presence
3. Connecting with your audience

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is half day course lasting two and half hours

## Venue

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Online via Zoom

# Professional and Generic Skills Course

## Associated Ladders of Learning

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## Overview

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The Professional and Generic Skills Programme is fully aligned with the GMC's Generic Professional Capabilities framework, and therefore provides a unique combination of practice skills, knowledge and thinking to develop your career as a clinical leader within an evolving NHS.

Consisting of seven modules, you will be expected to commit to nine days throughout the academic year for the delivery sessions, plus time required to write a final reflection.

## Content

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1. Patient safety, quality systems and personal responsibilities
2. Communication, partnership and team-working (teaching and learning)
3. Communication, partnership and team working (communication)
4. Maintaining trust (medical ethics, medicine and the law)
5. Leadership and Management (NHS structures and funding)
6. Leadership and Management (personal skills) (two days)

## Audience

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ST3, ST4, ST5+

SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This course is split over nine days

## Venue

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Online via Zoom

# Professional Capabilities Framework for Supervisors: Are you ready to assess your trainee

## Associated Ladders of Learning

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### Overview

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This training package focuses on developing trainers skills to enable them to be able to demonstrate that they have the necessary skills and understanding of these generic professional capabilities to assess them, and be able to provide specific comments and feedback on a PG DiT's performance. Trainers will become confident and feel supported in expressing their professional judgement about generic outcomes alongside specialty outcomes for their PG DiTs, as well as being able to give feedback to PG DiT to identify areas for improvement and highlight areas of excellence.

### Content

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1. Raise awareness of the Framework
2. Explore language and presentation of competencies (notably 'Leadership')
3. Capture current practice
4. Professional & Generic Skills Programme

### Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is half day course lasting two and half hours

### Venue

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Online via Zoom

# Providing Effective Feedback and Managing Challenging Conversations

## Associated Ladders of Learning

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## Overview

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This workshop will allow you to become better equipped to provide effective feedback, manage challenging conversations, and support reflective practice.

## Content

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1. Demonstrate the ability to give constructive feedback that is tailored to the educational context
2. Support individuals to reflect safely on their practice and critical incidents, enabling them to develop a deeper understanding of their strengths and areas for improvement
3. Appreciate the factors that can impact an individual's performance and how to address them in a supportive and constructive manner
4. Develop increased self-awareness and understanding, through learning and feedback received, which will enable attendees to communicate with greater clarity and assertiveness
5. Develop skills in assertive communication to effectively manage challenging conversations and achieve positive outcomes

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting three hours

## Venue

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Online via Zoom

# Quality Improvement—Bronze

## Associated Ladders of Learning

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## Overview

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This course is designed to give those who are new to Quality Improvement (QI) or have a basic understanding a base knowledge inline with the GMC's Generic Professional Capabilities Framework. This course also supports Doctors in Training demonstrate significant personal contribution to a quality improvement project.

This course will focus on QI theory, tools and discuss real life scenarios to explore what makes a project successful. You will also learn about strategies that can be implemented to overcome common

## Content

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1. Why Quality Improvement in health and social care is important
2. How QI improves patient safety, experience and health outcomes
3. The complex health and social care system you work in

## Audience

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FY2, C1, C2, ST1, ST2, ST3, ST4, ST5, ST6+, SAS Doctors (Associate Specialist, Specialty, Staff Grade), Dentists in Training

## Course Length

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This is a half day course lasting three and a half hours.

## Venue

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Online via Zoom



# Quality Improvement—Silver

## Associated Ladders of Learning

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## Overview

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This course is provided to those who have completed the Quality Improvement—Bronze course. This course assists you with getting a quality improvement project onto your CV and develop your QI portfolio through discussion with peers and deepening your knowledge in the process.

## Content

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1. QI systems thinking approach
2. Further QI tools: problem solving, measurement and stakeholder engagement
3. Creating the perfect 'elevator pitch' for your QI ideas to be heard
4. Change management
5. Adopt and spread

## Audience

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FY2, CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, SAS Doctors (Associate Specialist, Specialty, Staff Grade)

## Course Length

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This is an all day course starting at 09:00 and finishing at 16:30

## Venue

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Online via Zoom

# Quality Improvement—Supervisors

## Associated Ladders of Learning

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## Overview

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This workshop will help inform you, as a supervisor, about QI context and methodology to enable you to support your Postgraduate Doctors in Training with Quality Improvement Projects (QIPs). It will provide you with the knowledge required to understand how Quality Improvement (QI) impacts positively on doctors, patients, the NHS, and wider society.

## Content

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1. Context for QI
2. The fundamentals of how QI methods work
3. How QI differs from an Audit
4. How to support, encourage, and supervise good quality improvement experiences for trainees
5. Review examples of good projects and how trainees can become effective and successful in this component of their programme

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting three hours

## Venue

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Online via Zoom

# Racism

## Associated Ladders of Learning

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### Overview

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This workshop will help you understand more about the history and background of race. It deals specifically with issues concerning those in the black minority ethnic category. The workshop draws heavily on latest developments in socio-cultural systems in addition to learning from classical and contemporary sociologists.

### Content

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1. The Veil
2. Social Evaluative Threat
3. 1st Class and 2nd Class BAME
4. Doxa
5. Field Theory
6. Double consciousness
7. Benevolent Discrimination
8. Homophily
9. The Labyrinth

### Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, or Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is a half day course lasting three hours

### Venue

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Online via Zoom

# Recognising and Developing Leadership Skills in PG DiT

## Associated Ladders of Learning

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### Overview

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This training package allows you to understand how to develop leadership skills in your PG DiTs, supporting them in bringing about improvements to your educational programme and possibly clinical services in your department, understand how effective leadership functions in complex healthcare systems, how you can access resources for them and yourself that you never realized were available, and discovering this can be fun and interesting, then this might be the course for you.

### Content

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1. Simple useful leadership model
2. Characteristics of functioning teams
3. Communicating clearly
4. How to raise difficult issues appropriately
5. Negotiate effectively
6. How to understand and manage the many stakeholders in health care
7. How to access additional resources

### Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is an all day course starting at 09:00 and finishing at 16:30

### Venue

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Online via TEAMS

# Reflecting on and learning from feedback

## Associated Ladders of Learning

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## Overview

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This training package will help guide doctors through reflection and provide the opportunity to practice. We will focus on how self-reflection, feedback from the trainer and a feedback conversation can improve the performance and values of feedback, both formal and informal. We will also go on to explore why receiving feedback is so hard and how we can help overcome this. Covering psychological safety, thinking about how we can overcome some of the barriers to hearing and using feedback in a clinical and learning environment.

## Content

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1. How we reflect and how can we enhance this
2. How we can use reflection in feedback
3. How to receive feedback well
4. How to use feedback in the future to enhance performance

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, or Public Health Trainee

## Course Length

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This is a half day course lasting three hours

## Venue

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Online via Zoom

# Remote and Restorative Course

## Associated Ladders of Learning

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### Overview

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This training package provides clinical remote medicine simulation training with a focus on crew resource management (CRM), teamwork and leadership as well as structured mental health and resilience workshops.

Wellbeing is woven in throughout the course through open discussions, campfire chats along with activities such as yoga, nature walks and kayaking taking place.

### Content

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1. Leadership and Human Factors (DiT) or Team working and Human factors practical (Trainers)
2. Moving Packaging casualties (DiT) or Fallen climber and evacuation Workshop (Trainers)
3. Resilience discussion
4. Global Health and Sustainability
5. Hypothermia practical
6. Mental Health workshop
7. Hyperthermia practical
8. Wellbeing

### Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, or Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is an two residential day course starting at 09:00 and finishing at 17:00

### Venue

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Residential course

# Return to Training - Ready, Steady, Go!

## Associated Ladders of Learning

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## Overview

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This course is designed to help doctors who have had an extended absence from training, to transition back into the workplace with confidence. It provides strategies for managing health, stress, and fatigue, while developing skills to manage energy and work-life balance.

## Content

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1. Reflect on recent changes in your own circumstances and how they may impact your return to training
2. Explore opportunities and develop an individualised plan to support your return to training
3. Understand the effects of health, illness, stress, and fatigue on work and learn strategies for managing them
4. Learn to manage your energy rather than your time, and develop strategies for prioritising
5. Explore work-life balance and develop positive intelligence
6. Develop strategies for self-care and wellbeing, and stress reduction techniques
7. Understand the importance of seeking support and building networks to aid your return to training

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, or Public Health Trainee

## Course Length

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This is a half day course lasting three hours

## Venue

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Online via Zoom

# Self-care and Mindfulness in Medicine

## Associated Ladders of Learning

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## Overview

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This workshop will raise your awareness of mindfulness as a practice and a trait and to understand its role in navigating the work-life continuum and the management of stress .

## Content

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1. To become aware of the meaning of mindfulness and the evidence base
2. To understand the role of mindfulness in the management of stress
3. To experience the practice of meditation to develop mindfulness
4. To apply the principles of mindfulness at work and in life
5. To be signposted to resources on mindfulness and self-care

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting three hours.

## Venue

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Online via Zoom



# Skilled Coaching & Mentoring

## Associated Ladders of Learning

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## Overview

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This two day training package is a follow-on course from “Introduction to Coaching and Mentoring Skills for Educational & Clinical Supervisors”. You will deepen the skills of coaching to support meaningful conversations and explore tools and techniques to help others build in their development and self belief.

## Content

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1. Review of Introduction to Coaching and Mentoring
2. Coaching mindsets
3. Asking effective questions
4. Actively listening
5. Non-verbal Language
6. OSKAR Model
7. Practices
8. Coaching in your role
9. Coaching models
10. Being aware of your style and the coachee’s style

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a two day course both starting at 09:30 and finishing at 15:30

## Venue

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Online via Zoom

# Skilled Motivational Interviewing

## Associated Ladders of Learning

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## Overview

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This two day training package is a follow up course for “Introduction to Motivational Interviewing”. Picking up from the 1-day course, this training will help participants to focus on the Spirit of the method, the relational aspects of building a helpful collaborative partnership, and move onto considering key skills and strategies to focus on and elicit Change Talk, which in turn leads to the potential for change to happen. The training will also focus on supporting those ambivalent about making change and increasing readiness.

## Content

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1. Recap of processes and skills in Motivational Interviewing
2. Engaging as a process in Motivational Interviewing—Including skills practice
3. Raising the topic—Advising and informing in Motivational Interviewing
4. Focusing as a Process in Motivational Interviewing—Agenda mapping
5. Evoking as a process—what is change talk, and Recognising and Responding to change talk
6. Pulling it all together
7. Change talk revisited; Strategies to evoke CT
8. Planning as a process in Motivational Interviewing
9. People less ready to change—working with those less ready, skills and strategies
10. Pulling it all together—where from here?

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a two day course both starting at 09:00 and finishing at 16:00

## Venue

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Online via Zoom

# Specialty Tutor/College Tutor Development Day

## Associated Ladders of Learning

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## Overview

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This course is for senior leaders in medical education and aims to support you to lead, develop the faculty and enhance educational governance with the aim of providing high quality training.

## Content

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1. Reflection on the challenges of the past two years and its impact on delivery of training
2. Review your own role as an education leader
3. Explore strategies to improve the local learning environment
4. How improve your approach to build relationship with trainees, supervisors and service leads in order to positively influence training
5. Enhanced active listening skills
6. Various educational tools to use within the workplace
7. Understand how to support trainees when they experience difficulty

## Audience

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SAS Tutor, or College Specialty Tutor

## Course Length

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This is an all day course starting at 09:30 and finishing at 15:30

## Venue

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Online via Zoom

# Supervisor Training Modules 1-5

## Associated Ladders of Learning

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## Overview

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This training package covers the core accreditation requirements for trainer recognition over 5 modules, which covers the Academy of Medical Educators Professional standards for medical, dental and veterinary educators (AoME 2014).

## Content

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1. Training and trainee supervision
2. Successful learning environments for supervisors
3. Workplace-based assessments, appraisal, and feedback
4. How to support trainees
5. ARCP

## Audience

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ST6+

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is an all day course starting at 09:00 and finishing at 16:00

## Venue

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Online via TEAMS

# Support the Doctor Returning to Training

## Associated Ladders of Learning

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### Overview

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This workshop will assist you in helping support a PG DiT return to training after a period of absence and those who are completing their training working less than full time (LTFT).

### Content

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1. Effectively support a PG DiT returning to training after a period of prolonged absence
2. Demonstrate knowledge of and familiarity with the process to support transition to less than full time training (LTFT)
3. Better understand the challenges and benefits for doctors working LTFT
4. Formulate useful learning objectives and work schedules for doctors working LTFT and those returning to work after a period of significant absence

### Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is a half day course lasting three hours

### Venue

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Online via Zoom

# Support your Trainee to Improve Self Care, Manage Stress and Enhancing Resilience

## Associated Ladders of Learning

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## Overview

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This training package will help you become better equipped to support your trainees develop effective self-care strategies to improve their wellbeing and maintain high levels of resilience. We recognise from the GMC review (Caring for Doctors Caring for Patients) that there are considerable challenges faced by all doctors working within the NHS, with 1 in 3 doctors suffering work related stress and 1 in 4 trainees experiencing burnout.

## Content

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1. Time and space to reflect on recent challenges
2. Effects of Health, Illness, Stress and Fatigue on Work
3. Learn to manage energy not time
4. Explore work life balance and develop positive intelligence
5. Strategies for self-care and enhancing our resilience and that of others
6. Creating a supportive culture in the workplace
7. Recognising & Supporting colleagues in difficulty

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is an all day course starting at 09:30 and finishing at 15:30

## Venue

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Online via Zoom

# Supporting the International Medical Graduate through Peer Mentorship

## Associated Ladders of Learning

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## Overview

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This workshop is designed for colleagues who would like to help support new international medical graduates settle into their training posts by providing you an introduction to mentoring and coaching skills .

## Content

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1. Describe the similarities and differences between coaching and mentoring approaches.
2. Develop enhanced skills including active listening, supportive and challenging questioning
3. Build rapport and respectfully challenge assumptions, perceptions and limiting beliefs to enable wider perspectives and generate more options.

## Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, GP, IMT1, IMT2, IMT3, or Public Health Trainee

## Course Length

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This is a half day course lasting three hours.

## Venue

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Online via Zoom

# Teaching Skills

## Associated Ladders of Learning

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## Overview

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This workshop explores education theory, learning needs analysis, learning outcomes, constructive alignment and provide time to design an effective teaching session. There will be an opportunity to look at different teaching strategies and modalities to understand the relative strengths, challenges, and opportunities to develop a full set of tools as an educator.

## Content

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1. Demonstrate knowledge of the basic principles of adult learning
2. Understand how to adapt your teaching to different learners, methods and situations
3. Formulate useful learning objectives and suggest ways in which they might be addressed
4. Evaluate different ways of dealing with teaching challenges
5. Describe the roles of Educational & Clinical Supervisors
6. Demonstrate the ability to give constructive educational feedback
7. Consider how to cultivate a positive learning environment by role-modelling good professional behaviours

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is an all day course starting at 09:30 and finishing at 15:30

## Venue

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Online via Zoom



# Train the trainer: Enhanced Support for the International Medical Graduate

## Associated Ladders of Learning

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## Overview

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This workshop explores the challenges and unique opportunities faced by international medical graduates and how you as an education supervisor can provide effective support during this important transition.

## Content

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1. Have a better understand the challenges and unique opportunities faced by International Medical Graduates
2. Feel more confident in supporting new doctors, providing an enhanced induction and more structured supervision
3. Be aware of ways of optimising training opportunities to support career progression for International Medical Graduates
4. Have reflected on the importance of protective factors to maintain wellbeing when adapting to a new healthcare service

## Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

## Course Length

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This is a half day course lasting three hours

## Venue

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Online via Zoom

# Train the trainer: Optimising Learning in the Virtual Classroom

## Associated Ladders of Learning

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### Overview

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This workshop is for trainers who wish to enhance their skills and confidence delivering engaging and interactive live virtual workshops using a range of platforms (Zoom / Teams).

### Content

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1. Have a better understanding of the benefits and advantages of virtual workshops
2. Improved your knowledge and skills on how to design engaging and interactive teaching specifically for the online environment
3. Gained confidence navigating the different platforms and using their advanced features
4. Screen share, chat, voting polls, breakout rooms, whiteboard, jamboard, and streaming video cases

### Audience

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Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is a half day course lasting three hours

### Venue

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Online via Zoom

# Unconscious Bias

## Associated Ladders of Learning

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### Overview

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This course will help participants to manage their biases and develop skills for overcoming them.

Evolutionary psychologists report that we have learned to make up our minds, in a split-second, about whether we are encountering friend or foe and are hard-wired to be suspicious of those different from ourselves. Overweight people, those with a weak handshake or tattoos, and of course gender issues, race, LGBT (to name just a few!). This undermines confidence and may result in poor performance, disengagement and conflict. As a result, individuals and organisations are missing out on great talent; not forming strong working relationships, inhibiting excellent performance etc.

### Content

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1. Understand where unconscious bias stems from and the difference between bias, stereotyping and discrimination
2. Recognise the numerous formats in which unconscious biases exist
3. Understand the consequences to individuals and teams when unconscious biases influence behaviour
4. Identify personal unconscious biases and how they may contrast with conscious views
5. Adopt techniques for overcoming and challenging unconscious bias in order to be more inclusive

### Audience

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CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, Public Health Trainee

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

### Course Length

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This is a half day course lasting up to three hours

### Venue

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Online via Zoom

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- [Assertiveness in Communication](#)
- [Beyond the Supervisor Workshop](#)
- [Building Trust & Rapport](#)
- [Bullying and Harassment](#)
- [Civility](#)
- [Clinical Leadership: Essential Practices for a New World](#)
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- [Coaching Skills in the Workplace](#)
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- [Coaching Tools for a Compassionate Culture: Leadership Skills for a Healthy Teams Dynamic](#)
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