



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

Course Catalogue

Version 1.3

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 that 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 in line 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 and Quality Improvement
Leadership
Neurodiversity
Personal Development and Welfare
NEW Courses
Supporting International Medical Graduates



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How to book onto a course

Step 1

Create a MaxCourse Account by clicking here

Be aware senior professions need to be approved and this can take up to 24 hours

Step 1

Already have an account. Log into MaxCourse by clicking here

Step 2

Go to the calendar

Click drop down box on the top right of the calendar "All subjects" click your respective profession group. Then either search by date or using a key word in the top right hand corner of the page i.e stress

Step 3

When you find the course that you would like to attend and click on the title for more information

Step 4

Beside the availability, click **add to basket**

Step 5

Click **View Basket** to check out on the far right hand side of the page

Step 6

Go through the check out procedure

Please complete the check process to ensure that you are booked onto the course.

Learning Ladder Strands

1

Coaching and Mentoring

2

Communication

3

Educational Teaching

4

Equality, Diversity, and Inclusion

5

Generic Skills and Quality Improvement

6

Leadership

7

Neurodiversity

8

Personal Development and Welfare

9

NEW Courses

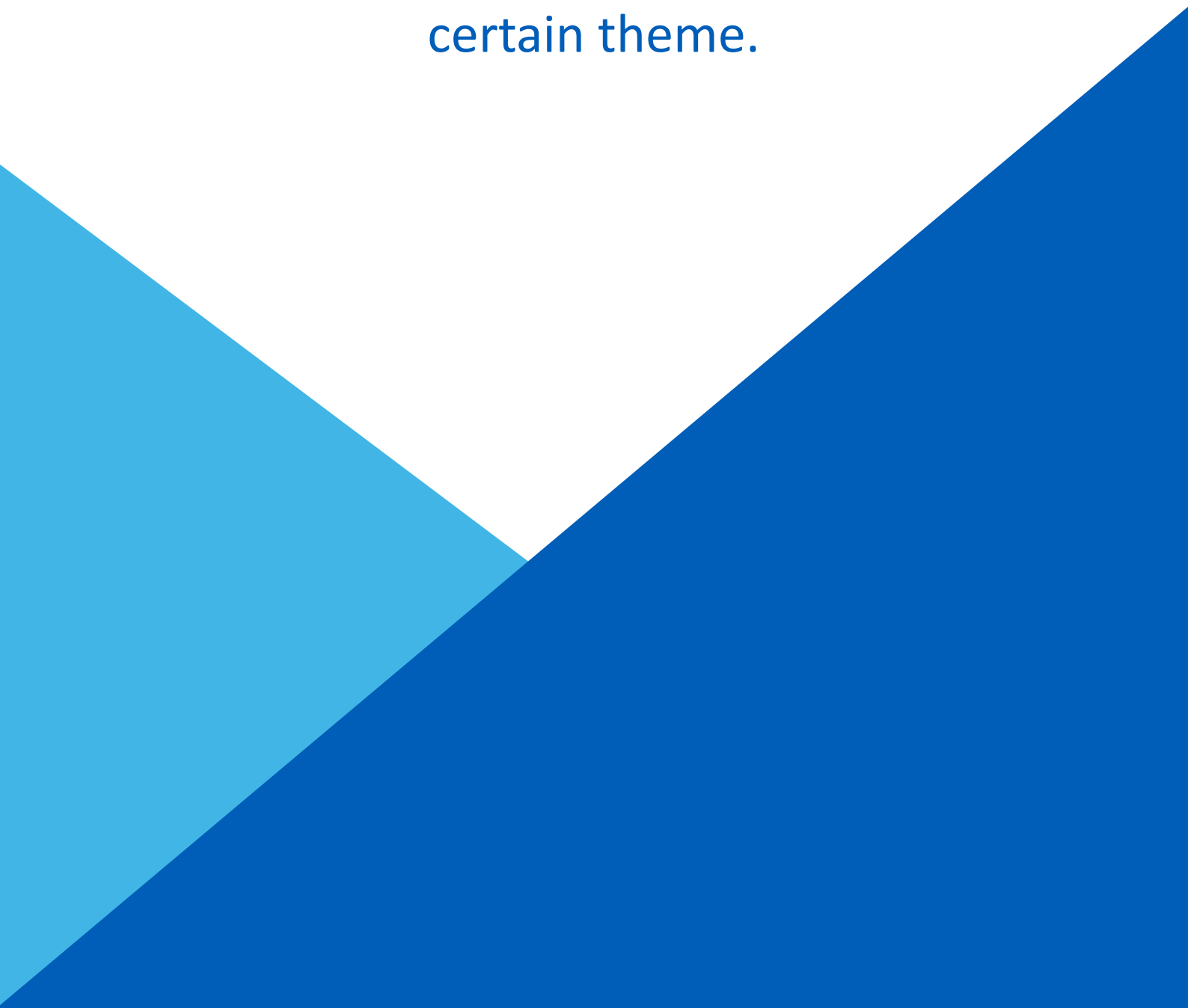
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Supporting International Medical Graduates

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.

The bottom of the page features two large, overlapping triangular shapes. The shape on the left is a light blue triangle pointing downwards, and the shape on the right is a darker blue triangle pointing upwards, meeting at a central point.

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

- [Enhanced Support: Supporting both you and your doctors in training](#)
- [Reflecting on and Learning from Feedback](#)

Communication

2

6

- Skilled Motivational Interviewing

5

- Providing Effective Feedback and Managing Difficult Conversations

4

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

3

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

2

- Influence and Negotiation Skills
- Influencing & Engaging for Change

1

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

Educational Teaching

3

4

- [Train the Trainer: Enhanced Support for the International Medical Graduate](#)

3

- [Providing Effective Feedback and Managing Difficult Conversations](#)

2

- [Improving Feedback & Reflection](#)

1

- [Supervisor Training Modules 1-5](#)

Equality, Diversity, and Inclusion

4

3

- Greater awareness of how racism affects you and your workplace
- Help prevent bullying and harassment within your workplace

2

- Break down unconscious bias within your workplace
- Develop and maintain an inclusive workplace

1

- Improve your knowledge, awareness, and acceptance of other cultures
- Understand how civility fits into your workplace

Generic Skills and Quality Improvement (QI)

5

3

- Introduction to Patient Safety and Human Factors
- Professional Capabilities Framework for Supervisors: Are you ready to assess your trainee
- Quality Improvement for Supervisors

2

- Demystifying NHS Finance
- Patient Safety and Human Factors

1

- Professional and Generic Skills Course

Leadership

6

- Senior 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 through a different paradigm

4

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

3

- Managing Change
- 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: Beyond the Foundation Years
- South West Medical Conference

Neurodiversity

7

1

- Neurodiversity Event—Support neurodivergent PG DiT

Personal Development and Welfare

8

6

- Skills for Managing Stress – how to support yourself and others within the workplace

5

- Genomics: A case based introduction & its relevance to your everyday practice
- Introduction to Motivational Interviewing
- Mindfulness at Work and in Life

4

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

3

- Beyond the Supervisor Workshop
- Emotional Intelligence
- Managing Stress and Improving Self-care
- Maximising your Personal Impact

2

- Mindfulness at Work
- Personal Effectiveness and Time Management

1

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

NEW Courses

9

Strand

10

- [Communication & Linguistics for IMGs](#)

Strand

8

- [Building Confidence In Your Interpersonal Skills](#)
- [Confidence Training](#)
- [How to process difficult emotions](#)
- [Introduction to Mindfulness](#)
- [The language and importance of trust in teams working in the NHS](#)
- [Wellbeing & Resilience Training](#)

Strand

7

- [Neurodiversity for Supervisors](#)
- [Understanding and Supporting Neurodiverse Trainees](#)

Strand

6

- [Cultural Safety](#)
- [Imposter Syndrome](#)
- [Safe Spaces - Navigating Sexual Safety](#)

Strand

5

- [Finance & Business Planning](#)

Strand

4

- [Active Bystander and Allyship Workshop](#)
- [Giving Feedback to Someone Senior](#)

Strand

2

- [Challenging Conversations and Effective Feedback](#)
- [Difficult Conversations](#)
- [Effective Communication Across Different Cultures](#)
- [Feedback skills for supervisors supervising IMG PG DiTs](#)
- [Giving Feedback to Someone Senior](#)
- [Managing Challenging Circumstances](#)
- [Negotiating and Influencing Skills](#)
- [Understanding human behaviour to communicate more effectively](#)

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](#)

1

- [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.

Active Bystander and Allyship Workshop

Associated Ladders of Learning



Overview

Our learning environment, relationships with our peers and teachers and the feelings of inclusion and belonging are key for achieving one's full potential. These are some of the key principles found to influence and address the differential attainment gap that exists. The Active Bystander training aims to empower educators and learners across our education community to recognise and challenge poor behaviours and practices that have a negative impact on an individual's experience. This is a powerful tool, evidenced to empower and help bring about cultural change and collectively create a safer and more supportive learning and working environment for all.

Content

1. Gain understanding of the bystander effect and what it is to be an active bystander
2. Understanding unconscious bias and cultural influences on behaviour
3. Understanding the effects of microaggression
4. Recognising unacceptable behaviours and microaggressions
5. Dealing with negative reactions and challenging conversations
6. Case scenarios and small group work

Audience

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

Course Length

This is a half day course starting at 09:20 and finishing at 12:00

Venue

Online via Zoom

Advanced Communication Skills: Masterclass for the International Medical Graduate

Associated Ladders of Learning



Overview

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 you communicate with greater clarity and assertiveness.

Content

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

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

Course Length

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

Venue

Online via Zoom

Assertiveness in Communication

Associated Ladders of Learning



Overview

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 and adopt a professional and assertive approach to their communications. It provides tools and techniques to help adapt your style to suit the audience.

Content

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

Audience

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

Course Length

This is a half day course lasting two and half hours

Venue

Online via Zoom

Beyond the Supervisor Workshop

Associated Ladders of Learning



Overview

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

Content

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

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, Public Health Supervisor, 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

Online via TEAMS

Break down unconscious bias within your workplace

Associated Ladders of Learning



Overview

This course will help participants 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 weak handshakes or tattoos, and of course gender issues, race, and 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 by not forming strong working relationships, inhibiting excellent performance, etc.

Content

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

CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, 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, Public Health Supervisor, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

Course Length

This is a half day course lasting up to three hours

Venue

Online via Zoom

Building Confidence In Your Interpersonal Skills

Associated Ladders of Learning



Overview

The aim of this interactive workshop is to improve the doctor-patient relationship by developing the doctor's communication skills. The workshop is delivered through teaching, role play and feedback. The NHS is focused on a more patient centred approach, so it is vital that medical professionals understand how to build an open, trusting rapport with their patient through active listening, understanding, clear speech and empathy. This interpersonal skills workshop has been designed to develop the participants' knowledge, skill and confidence in the different styles of communication. We address verbal, non-verbal and para-verbal communication and how all three need to work together and complement each other to produce effortless and effective communication.

Content

1. Body Language or Non-verbal Communication
2. Active Listening
3. Open and Closed Questions
4. Verbal Communication
5. Perspectives and Empathy – Understand when and how to show empathy

Audience

CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, 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, Public Health Supervisor, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

Course Length

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

Venue

Online via Zoom

Challenging Conversations and Effective Feedback

Associated Ladders of Learning



Overview

Our learning environment, relationships with our peers and teachers and the feelings of inclusion and belonging are key for achieving one's full potential. These are some of the key principles found to influence and address the differential attainment gap that exists. Facilitating challenging conversations with trainees about their progress is frequently cited as a key issue of difficulty, but feedback is the most powerful single modification that enhances achievement. This workshop aims to explore these challenges and offer some solutions.

Content

1. To provide resources and support for holding challenging conversations that arise because of issues related to differential attainment or working with colleagues or trainees who may be underperforming or struggling with work-based difficulties
2. To provide an inclusive and constructive forum to promote learning and develop skills in managing challenging conversations with individuals and with groups
3. To develop skills in group facilitation
4. Effective feedback

Audience

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

Course Length

This is a half day course starting at 09:30 and finishing at 12:00

Venue

Online via Zoom

Clinical Leadership: Essential Practices for a New World

Associated Ladders of Learning



Overview

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

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

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

Course Length

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

Venue

Online via Zoom

Clinical Leadership: Train the Trainer

Associated Ladders of Learning



Overview

In 2017, a '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

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

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

Course Length

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

Venue

Online via Zoom

Coaching Skills in the Workplace

Associated Ladders of Learning



Overview

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

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

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

Course Length

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

Venue

Online via TEAMS

Coaching Tools for a Compassionate Culture: Compassionate Leadership

Associated Ladders of Learning



Overview

This training package focuses on the human challenge of leadership in the NHS, whatever your role, and how to cultivate the skills of compassionate leadership. The challenge of being a leader in the NHS is to be able handle all the paradoxes and pressures whilst also dealing with moral injury and systems under strain. This workshop focuses on how you can manage your internal landscape and cultivate skills to support yourself.

Content

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

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

Course Length

This is a half day course lasting four hours

Venue

Online via Zoom

Coaching Tools for a Compassionate Culture: Introduction to NLP

Associated Ladders of Learning



Overview

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

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

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

Course Length

This is a half day course lasting four hours

Venue

Online via Zoom

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

Associated Ladders of Learning



Overview

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 considering how we as individuals can play a part in influencing team culture and behaviours. It will be an interactive day and will help us reflect on ways to work towards growing a functional team where psychological safety and compassion are the norm.

Content

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

Audience

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

Course Length

This is a half day course lasting four hours.

Venue

Online via Zoom

Coaching Tools for a Compassionate Culture: Understanding Organisations through a different paradigm

Associated Ladders of Learning



Overview

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 about forming meaningful relationships within the workplace.

Content

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

Audience

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

Course Length

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

Venue

Online via Zoom

Communication & Linguistics for Doctors in Training & IMGs

Associated Ladders of Learning



Overview

This programme will focus on communication and linguistics, and the different dimensions of culture, as well as cultural identity and cultural respect.

Content

1. Understanding British Values and Cultural norms.
2. The different dimensions of culture
3. Introducing 'British ways of doing things: hierarchy, timekeeping, humour etc
4. Assertion: Practical techniques that do not cause offence

Audience

CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, GP, GPST2, GPST3+, or Public Health Consultant

Course Length

This is a two and a half hour course starting at 14:00 and finishing at 16:30.

Venue

Online via Zoom

Confidence Training

Associated Ladders of Learning



Overview

The course provides an opportunity for you to explore the theme of confidence in a safe environment. We will probe what confidence looks, sounds, feels and acts like. Key component parts of confidence will be highlighted and how they work, including how you may have been getting in your own way. Once you understand these mechanisms and how to apply them, you will have access to a toolkit which can significantly increase your inner comfort and assurance. You will be empowered to cultivate more self-acceptance and a positive self-view. You will learn how to ground yourself, when anxiety or agitation arises. Elevating your personal confidence will impact your effectiveness in all of your activities, and allow you to bring your unique strengths, both in work and outside of work.

Content

1. Understand the different personality types and how this can affect behaviour.
2. Grounding and reducing anxiety
3. Taking stock – your starting point and desired outcome.
4. Embodying confident physiology
5. From self-doubt to self-belief
6. Healthy ways of relating to the external
7. Recognising your value
8. Taking action and stepping outside of comfort zones

Audience

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

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

Course Length

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

Venue

Online via Zoom

Cultural Safety

Associated Ladders of Learning



Overview

The workshops will cover a wide array of topics including understanding Equity, Diversity, Inclusion, and Belonging. The aim is to build towards Cultural safety through Psychological safety and Cultural competence, and to hone skills in compassionate, Inclusive leadership, and culturally sensitive communication and feedback.

Content

1. Understanding Psychological Safety: Gain insights into psychological safety and its impact on work performance.
2. Raising Cultural Awareness: Learn how cultural differences affect behaviour and performance, with strategies for sensitive navigation.
3. Active Bystander Training: Equipping participants with the skills to recognise and challenge discrimination safely and effectively.
4. Empowering Team Members: Discover strategies to support and empower colleagues, fostering trust and belonging.
5. Compassionate and Inclusive Leadership: Explore compassionate leadership and how to be more inclusive.
6. Action Planning: Create an action plan to foster cultural safety, enhancing patient care and staff well-being.

Audience

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

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

Course Length

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

Venue

Online via Zoom

Demystifying NHS Finance

Associated Ladders of Learning



Overview

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

Content

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

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

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

Course Length

This is a half day course which lasts three hours

Venue

Online via Zoom

Develop and maintain an inclusive workplace

Associated Ladders of Learning



4

Overview

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

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

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

Online via Zoom

Difficult Conversations

Associated Ladders of Learning



Overview

This 2.5 hour webinar will question the different types of difficult conversations you need to make, both with colleagues and with patients. Every conversation is unique, and the pandemic has caused stressful situations, with challenges that need to be discussed. The webinar focuses on understanding our own communication preferences and how we may need to change our style of communication to suit the preferences of others. Additionally, the training will help you to deal with complex and challenging behaviours and be able to give effective feedback that does not cause offence.

Content

1. Recognise when a colleague is in crisis and support is required
2. Consider the key elements of effective communication
3. Review the barriers to effective communication with colleagues/trainees and consider practical solutions
4. Understand different personalities, preferences, and values by analysing your own 'social style' and
5. being able to adapt this in order to be more influential with colleagues and trainees
6. Deal with complex and challenging behaviours and/or belief systems
7. Give constructive feedback which is effective and does not cause offence
8. A 10-15 minute Q&A session (unrecorded) to deal with personal issues and challenges

Audience

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

Course Length

This is a two and a half hour course .

Venue

Online via Zoom

Effective Communication Across Different Cultures

Associated Ladders of Learning



Overview

Arriving in the UK from abroad to work within the NHS could be intimidating all on its own but throw in cultural differences and this can create all sorts of challenges. This interactive workshop concentrates on understanding the British culture surrounding the NHS and the challenges faced by doctors starting their career.

Content

1. What do we mean by cultural communication.
2. NHS Culture
3. Patient expectations
4. Why are communication skills so important.
5. Rapport building / Small talk
6. Improving verbal communication
7. Idioms and colloquialisms
8. Accent softening
9. Perspectives
10. Effective body language and gestures
11. How to show empathy
12. Breaking bad news

Audience

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

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

Course Length

This is a full day course starting at 09:30 and finishing at 15:00.

Venue

Online via Zoom

Emotional Intelligence

Associated Ladders of Learning



Overview

This workshop focuses on the popularised concept of emotional intelligence (EQ) by Daniel Goleman in the 1990s. A business operating with an emotionally intelligent strategy and emotionally intelligent staff will have an 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

1. Emotional Intelligence—What it is and its impact on work and business relationships
2. Self-Awareness and Self Management
3. Social Awareness and Relationship Management
4. Action Planning—Johari Window and Empathy Mapping

Audience

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, Public Health Supervisor, 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 a half hours

Venue

Online via Zoom

Enhanced Communication Skills for challenging situations at work

Associated Ladders of Learning



Overview

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

Content

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

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

Course Length

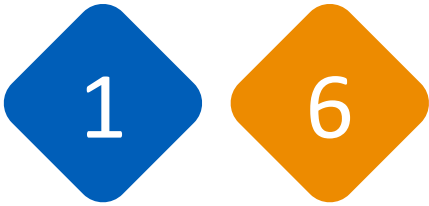
This is a half day course lasting three hours

Venue

Online via Zoom

Enhanced Support: Supporting both you and your doctors in training

Associated Ladders of Learning



Overview

This is an interactive course designed to help you further support yourself and those doctors and dentists in training that you supervise. We will recap what was taught on your original supporting doctors-in-training - course with regard to recognising those in difficulty and will focus a little more on moral distress and burnout. Your experienced facilitators, who both work within the Professional Support and Wellbeing (PSW) team at NHSE SW and are trained coaches, will take you through some support tools, allow you to ask plenty of questions, and show you what support is available. The day will finish on a positive note: how to help your DiTs flourish and achieve their goals!

Content

1. Know how to spot the doctor in need of support.
2. Be aware of the current data and support concerns.
3. Know about moral distress and burnout and how to look out for and support those experiencing this.
4. Know what support is available.
5. Know how to help you support your doctor-in-training (DiT) to flourish and achieve their goals.

Audience

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

Course Length

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

Venue

Online via TEAMS

Feedback skills for supervisors supervising IMG PG DiTs

Associated Ladders of Learning



Overview

This course focuses on developing intercultural competence and communication skills, with the express aim to facilitate better interactions with IMGs in all settings. We will do this by learning about different intercultural theories and ideas, looking at how these apply to us personally and how we engage with the world around us, before using this same information to consider how this might apply to those we work with. We'll look at examples of how intercultural differences might present in the workplace and how we can better read and understand different behaviours so that we can better support and manage IMGs. We'll also touch on considerations for clearer communication when dealing with those who have other first languages and how we can deliver information and feedback clearly while in a culturally sensitive manner.

Content

1. Exploration of Intercultural Competencies and Awareness
2. Considering our own (global) cultural background
3. Considering how global culture impacts interactions in the workplace
4. Using intercultural competencies to better support IMGs
5. Intercultural Communication and Clearer Communication for Inter-lingual setting

Audience

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

Course Length

This is a half day course starting at 09:30 and finishing at 12:00

Venue

Online via Zoom

Finance & Business Planning

Associated Ladders of Learning



Overview

The ability to understand finance and write a business plan has never been more important within the NHS. Are your knowledge and skills good enough? This webinar provides an introduction to finance and business planning within the National Health Service and explains why a good grasp of these disciplines is so important within the current context. There is also the opportunity for some practical teamwork – constructing an outline business case

Content

1. The time and space in which to work with other doctors in understanding and exploring many of the issues around this complex subject
2. The opportunity to develop and practice key skills with the support of colleagues and valuable input from an experienced facilitator
3. Allows access to an experienced facilitator who can guide and explain in clear detail how you deal with unexpected Situations.
4. A valuable contribution towards your ongoing learning as the course delivers three external CPD points.

Audience

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

Course Length

This is a two and a half hour course.

Venue

Online via Zoom

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

Associated Ladders of Learning



Overview

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

Content

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

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

Course Length

This is half day course lasts three hours

Venue

Online via Zoom

Giving Feedback to Someone Senior

Associated Ladders of Learning



Overview

This workshop is provided to give doctors in training the confidence to approach and give feedback to someone at an equal or senior level. It is recognised that this can be daunting and something we can be tempted to avoid doing, but in a safety-critical industry like the NHS, it's important we have the courage, confidence, and competence to do it and do it in such a way that it's not just accepted by the other person, but they take notice and respond appropriately and professionally.

Content

1. The consequences of turning a blind eye to unsafe, unacceptable, risky behaviours, to the person concerned, patients, the reputation of the NHS and of course yourself.
2. Why we avoid it - what holds us back from having challenging conversations.
3. How to establish trust, build confidence, assertiveness and practical strategies.
4. Choosing your own boundaries, so you know when and how to let the other person know the way they are addressing you is unacceptable.
5. How to approach a peer or someone more senior in the hierarchy.
6. How to structure the conversation, observe, not interpret and to de-personalise the feedback.
7. Deliver feedback assertively, considerately, timely and consistent.
8. Dealing with resistance and what to do with total dismissal, rudeness or aggression.

Audience

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

Course Length

This is a half day course starting at 09:30 and finishing at 13:30.

Venue

Online via Zoom

Greater awareness of how racism affects you and your workplace

Associated Ladders of Learning



4

Overview

This engaging and interactive workshop creates a safe space for you to feel confident talking about race. We will dive into the realities of race and racism within the medical field, supported by real-life examples and data. This workshop will provide skills, confidence, and practical tools to be actively anti-racist from an informed perspective.

Content

1. Understand the terminology relating to race, ethnicity, and culture.
2. Recognise what is meant by medical racism, racial discrimination, and bias.
3. Appreciate the reality of racism and privilege in healthcare for both service users and staff members.
4. Explore the impact of racism within healthcare on medical practice, society, and service users.
5. Know our responsibilities in challenging the status quo.
6. Have a set of actions to encourage anti-racism beyond the session.

Audience

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

Online via Zoom

Help prevent bullying and harassment within your workplace

Associated Ladders of Learning



Overview

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

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

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

Online via Zoom

How to Process Difficult Emotions

Associated Ladders of Learning



Overview

In this course, we will look at how to process difficult emotions in healthy and constructive ways, so that you can enjoy more ease and equanimity. In our everyday work and personal lives, we experience a range of emotions, including potentially challenging ones such as anxiety, frustration, apprehension, anger, fear, inadequacy, sadness, and overwhelm. However, many of us have not yet learned the best ways to approach these feelings and it can be easy to go into emotional reactivity. You will learn how to recognise, regulate and process your emotions, and you'll be able to respond constructively. You will leave the course with a set of strategies to apply when difficult emotions arise and an understanding of proactive possibilities to help reduce the likelihood of turbulence. As a result, you will access greater calm, balance, and clarity. These shifts will help you to navigate life's ups and downs, support your own well-being, enhance cognitive capacity, and increase effectiveness in the workplace and in your personal life. This training is approached with sensitivity and with care.

Content

1. Common reactions to difficult emotions
2. Healthy ways of relating to difficult emotions: Embracing emotions, Regulating emotions, Meeting emotions with mindful presence and compassion, Responding constructively
3. Preventative approaches - creating mindful habits and ongoing calm

Audience

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

Course Length

This is a four and a half hour course.

Venue

Online via Zoom

Imposter Syndrome

Associated Ladders of Learning



Overview

Imposter Syndrome is extremely common in medicine with reportedly 97% of medical students admitting to struggling with it. This is probably not surprising, as medicine is an area of achievement where knowledge is ever expanding and growing, so there is pressure on medical staff to keep pace. There is a tendency for those struggling with Imposter Syndrome to keep quiet and hide this fact, even though it is a completely normal phenomenon. This failure to acknowledge Imposter Syndrome can mean that it develops into anxiety and stress, which can in turn lead to more sick leave. This programme looks at what Imposter Syndrome is and how simple techniques can make a difference.

Content

1. To understand what Imposter Syndrome is and its various forms
2. To understand why it is important to not leave Imposter Syndrome unchecked
3. To be able to recognise it in yourself and others
4. To understand what the different types are
5. To recognise and deal with Imposter Syndrome at work
6. To understand what practical techniques can be used to overcome Imposter Syndrome

Audience

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

Course Length

This is a two and a half hour course.

Venue

Online via Zoom

Improve your knowledge, awareness, and acceptance of other cultures

Associated Ladders of Learning



4

Overview

Our world today is characterised by communities encompassing of people belonging to a diversity of cultural backgrounds. Sometimes, where there are cultural differences, tension can arise and mistakes can be made. This course explores the importance of self-reflection and looks at ways we can grow our cultural and global knowledge. We consider some practical ways we can make meaningful connections across common barriers and leave participants with tangible actions to develop their own culture.

Content

1. Understand the variety of ways culture is understood and experienced by different people.
2. Understand how our lived experiences can influence biases and stereotypes.
3. Know the importance and practicalities of practising self-awareness.
4. Explore the importance of self-education and having an informed perspective.
5. Investigate the barriers to communication across cultures

Audience

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

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, Public Health Supervisor, 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

Online via Zoom

Improving Feedback & Reflection

Associated Ladders of Learning



Overview

This workshop focuses on 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 it.

Content

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

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, Public Health Supervisor, 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

Online via TEAMS

Influence and Negotiation Skills

Associated Ladders of Learning



Overview

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

Content

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

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, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, Public Health Supervisor, 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

Online via Zoom

Influencing & Engaging for Change

Associated Ladders of Learning



Overview

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

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

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

Course Length

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

Venue

Online via Zoom

Introduction to Coaching & Mentoring Skills

Associated Ladders of Learning



Overview

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

Content

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

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

Course Length

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

Venue

Online via Zoom

Introduction to Mindfulness

Associated Ladders of Learning



Overview

This training provides a clear overview of mindfulness and meditation, with practical take-aways to promote your well-being and effectiveness. This is an informative and experiential session which provides an introductory outline of what mindfulness is, why it's useful and how you can be more mindful. You will be guided through some meditation, which increases your general levels of presence, giving you natural access to the benefits of mindfulness. We'll also look at easy-to-apply, everyday ways that you can be more mindful. You will learn how mindfulness helps you to slow down, pay attention, connect to yourself and your life, gain insight and make wise choices. It also helps you to reduce stress and anxiety, centre yourself, be less reactive, and increase well-being in general. Discover the power of presence in this nurturing and life-enhancing course. This session is suitable for those who are brand new to mindfulness or for those who have some experience. For those with some familiarity already, the training session will provide valuable clarity and reminders and is likely to bring fresh tools and ideas.

Content

1. What is mindfulness?
2. Benefits of mindfulness
3. Everyday ways of being more mindful: A mindful pause – stepping out of automaticity and stress reactivity, Mindfulness for life-enhancement, Taking care of yourself with mindfulness
4. An introduction to meditation – to increase your general levels of presence

Audience

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

Course Length

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

Venue

Online via Zoom

Introduction to Motivational Interviewing

Associated Ladders of Learning



Overview

This workshop provides an introduction to 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

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

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, Public Health Supervisor, 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

Online via Zoom

Introduction to Patient Safety and Human Factors

Associated Ladders of Learning



Overview

This workshop will explore patient safety and human factors covering advanced domains within the new Patient Safety Syllabus. No prior knowledge of safety science, human factors and non-technical skills is required. You will learn how key system and human factors principles inform a human factors proactive system review alongside gaining and insight into the difference and use of several human factor's methods. You will also gain knowledge of how to plan and apply human factors methods to consider a healthcare safety issue.

Content

1. Error in medicine and how to approach it
2. Introduction to PSIRF and the new safety framework
3. How to make an incident (SI) investigation worthwhile and effect change
4. Fundamentals of human factors and systems thinking
5. System I and System II learning
6. Importance of culture and our responsibilities in establishing and maintaining
7. Supporting trainees by understanding a model for error and implementation of HF methodologies

Audience

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

Course Length

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

Venue

Online via Zoom

Keele Leadership Course

Associated Ladders of Learning



Overview

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

Content

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

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

Course Length

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

Venue

In person?

Leadership, Teamworking & Influencing Skills: Beyond the Foundation Years

Associated Ladders of Learning



Overview

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

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
6. Consider influence versus authority, Learn about 8 (ethical) influencing tactics and understand how to pick the right tactic in a given situation.
7. The essential ingredients of an effective team and be able to distinguish and deal with the three types of conflict in teams

Audience

CT1, CT2, CT3, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, or Public Health Trainee

Course Length

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

Venue

Online via Zoom

Leading as a Trainee: A Clinical Leadership Workshop for ST3-5 Trainees

Associated Ladders of Learning



Overview

This workshop provides an introduction to leadership from the perspective of trainees. It will be most relevant to those who have had little experience with 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

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

ST3, ST4, ST5

Course Length

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

Venue

Online via Zoom

Lean Thinking

Associated Ladders of Learning



Overview

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 of human-led errors for the customers.

Content

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

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

Course Length

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

Venue

Online via Zoom

Managing Challenging Circumstances

Associated Ladders of Learning



Overview

We are living in turbulent times and in what can only be described as a VUCA (Volatile; Uncertain; Complex; Ambiguous). This webinar focuses on our behaviours during these challenging times, applying assertiveness skills to stay in control and gaining an understanding of situational leadership and when to apply authority. The course also includes elements of managing change and models associated with this to help individuals through a period of instability.

Content

1. How to be assertive in challenging times
2. Staying in control – the circle of concern
3. Applying situational leadership and leading with authority during turbulent times
4. Understanding change
5. A 10-15 minute Q&A session to deal with personal issues and challenges

Audience

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

Course Length

This is a two and a half hour course.

Venue

Online via Zoom

Managing Change

Associated Ladders of Learning



Overview

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

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

Audience

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, Public Health Supervisor, 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

Online via Zoom

Managing Stress and Improving Self-care

Associated Ladders of Learning



Overview

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

Content

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

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

Course Length

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

Venue

Online via Zoom

Maximising Your Personal Impact

Associated Ladders of Learning



Overview

Everything we do has an impact, but does it bring us the results we want? This course, for 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.

Content

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

Audience

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, Public Health Supervisor, 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 half hours

Venue

Online via Zoom

Mindfulness at Work

Associated Ladders of Learning



Overview

Mindfulness is the buzz-word of the moment with good reason. Proven to promote concentration and creativity, it helps to reduce stress and anxiety as well as promoting wellbeing and improving resilience. It is increasingly used widely and is growing in popularity because it works. In this introduction, 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

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

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, Public Health Supervisor, 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

Online via Zoom

Mindfulness at Work and in Life

Associated Ladders of Learning



Overview

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

Content

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

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

Online via Zoom

Negotiating and Influencing Skills

Associated Ladders of Learning



Overview

The complexity of today's NHS means that doctors need to be more influential in their approach and must be able to negotiate effectively and professionally with colleagues. Quality and safety standards are rising, medical problems may be complex and resources are under pressure. This programme is designed to explore all the key aspects of effective influencing and negotiation. It also includes a number of practical exercises that demonstrate how delegates can put theory into practice.

Content

1. Define and understand the key principles of negotiation
2. Recognise what makes good negotiators successful
3. Explore different negotiation styles
4. Understand how the negotiation process works
5. Practice negotiation skills

Audience

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

Course Length

This is a two and a half hour course.

Venue

Online via

Neurodiversity for Supervisors

Associated Ladders of Learning



Overview

Increasing numbers of people are being diagnosed with neurodiverse conditions in later life. Behavioural traits that were previously interpreted as a lack of engagement or poor self regulation are now being recognised as a consequence of genetic and developmental factors which create challenges both personally and professionally. This programme provides an overview of neurodiverse conditions and their manifestations in behaviour. It explores ways in which supervisors might recognise those behaviours and support staff members who may or may not be aware of conditions that could be causing difficulties in the workplace. The course will encourage delegates to consider, in the context of clinical safety, situations where the environment could and should be adjusted to enable the benefits of increased diversity in the clinical workforce and where neurodiversity might present a barrier to achieving competency required for a role. It will also encourage consideration of our own unconscious biases in this area.

Content

1. Overview of common manifestations of neurodiversity and their causes
2. Understanding of how neurodiversity may be an advantage in certain roles
3. Strategies for supervisors when training and managing neurodiverse staff
4. Adjustments in the workplace and their limitations
5. Legal implications and considerations

Audience

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

Course Length

This is an half day course starting at 09:00 and finishing at 13:00.

Venue

Online via Zoom

Neurodiversity Event—Support neurodivergent PG DiT

Associated Ladders of Learning



Overview

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

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

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

Course Length

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

Venue

In person

Patient Safety and Human Factors

Associated Ladders of Learning



Overview

This workshop will explore patient safety and human factors covering the new Patient Safety Syllabus as its foundation. No prior knowledge of safety science, human factors and non-technical skills is required. You will gain an introduction to system theory and non-technical skills training. You will gain 'tricks' to make you more effective and learn how to approach errors and avoid making mistakes.

Content

1. Understanding the macroeconomics of patient safety
2. How to approach error and avoid making mistakes
3. Introduction to system theory
4. Introduction to non-technical skills training and 'tricks' to make you more effective

Audience

CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, Public Health Trainee, GPST2, GPST3+, or Dental Trainee

Course Length

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

Venue

Online via Zoom

Personal Effectiveness and Time Management

Associated Ladders of Learning



Overview

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

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

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

Online via Zoom

Professional and Generic Skills Course

Associated Ladders of Learning



Overview

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 the time required to write a final reflection.

Content

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

ST3, ST4, ST5+

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

Course Length

This course is split over nine days

Venue

Online via Zoom

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

Associated Ladders of Learning



Overview

This training package focuses on developing trainers skills to enable them 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

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

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

Course Length

This is half day course lasting two and half hours

Venue

Online via Zoom

Providing Effective Feedback and Managing Challenging Conversations

Associated Ladders of Learning



Overview

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

Content

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

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, Public Health Supervisor, 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

Online via Zoom

Quality Improvement—Supervisors

Associated Ladders of Learning



Overview

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

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

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, Public Health Supervisor, 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

Online via Zoom

Recognising and Developing Leadership Skills in Colleagues and Doctors in Training (PGDiTs)

Associated Ladders of Learning



Overview

The session is aimed at providing leadership skills for yourself as part of faculty development in leadership and at the same time equip you with some ideas to develop them in postgraduate doctors in training. The ideas have been developed following research into leadership programmes in the NHS to identify skills that are genuinely useful in bringing about healthcare change. These influencing skills are based on simple rules of thumb (otherwise known as heuristics) that enable you to make better decisions when faced with complex problems.

Content

1. A six task-based model of leadership – Useful for running any sized enterprise.
2. Identify different teamworking styles, how they might be perceived positively and negatively by others and identify your own style.
3. Universal communication heuristic – Useful for managing challenging situations, handling interview questions, exam viva questions, writing medical articles, indeed any communication issue. This is based on the trainees needs to develop a way to speak up when witnessing inappropriate behaviour such as bullying and harassment.
4. Simple heuristics to obtains better negotiated outcomes – Support trainees to negotiate their wishes such as their rotas with patient treatment options.
5. Provide some important ideas about how to access support and help your trainees understand how to achieve organisational and political alignment for their Quality Improvement projects.

Audience

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

Course Length

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

Venue

Online via TEAMS

Reflecting on and learning from feedback

Associated Ladders of Learning



Overview

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 it. 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

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

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

Course Length

This is a half day course lasting three hours

Venue

Online via Zoom

Return to Training - Ready, Steady, Go!

Associated Ladders of Learning



Overview

This course is designed to help doctors who have had an extended absence from training 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

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

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

Course Length

This is a half day course lasting three hours

Venue

Online via Zoom

Safe Spaces - Navigating Sexual Safety

Associated Ladders of Learning



Overview

“Safe Spaces” zeroes in on the critical issue of sexual safety within healthcare settings, with a special focus on interactions between doctors, staff members, and trainees. This workshop is grounded in the principles of the Sexual Safety Charter, aiming to empower participants with the understanding, skills, and courage to act as active bystanders who can effectively identify, prevent, and address inappropriate behaviours.

Content

1. Core Principles of the Sexual Safety Charter: An overview of the charter’s guidelines and how they apply to everyday interactions within healthcare settings.
2. Active Bystander Training: Equipping participants with the skills to recognise and challenge sexual misconduct safely and effectively.
3. Creating Safe Environments: Strategies for developing workspaces where everyone feels secure and valued, focusing on prevention and response to sexual safety breaches.
4. Effective Response Strategies: How to respond to disclosures of sexual misconduct with sensitivity and support, ensuring appropriate actions are taken.
5. Fostering a Culture of Respect: Building a community within healthcare that prioritises consent, mutual respect, and professionalism among all staff and trainees.
6. Interactive Scenarios: Engaging exercises to practice the principles of active bystander intervention and apply them in realistic

Audience

CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, 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, Public Health Supervisor, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

Course Length

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

Venue

Online via Zoom

Senior Faculty Leads Development Programme

Associated Ladders of Learning



Overview

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

Content

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

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

Course Length

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

Venue

Online via Zoom

Skilled Coaching & Mentoring

Associated Ladders of Learning



Overview

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

Content

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

Audience

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

Course Length

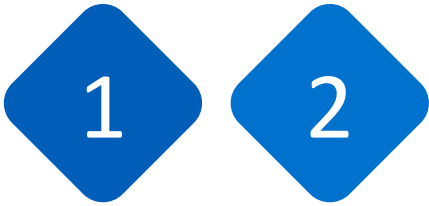
This is a two day course both starting at 09:30 and finishing at 15:00

Venue

Online via Zoom

Skilled Motivational Interviewing

Associated Ladders of Learning



Overview

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 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 who are ambivalent about making change and increasing readiness.

Content

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

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

Course Length

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

Venue

Online via Zoom

Skills for Managing Stress – how to support yourself and others within the workplace

Associated Ladders of Learning



Overview

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

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

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

Course Length

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

Venue

Online via Zoom

South West Medical Conference

Associated Ladders of Learning



Overview

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

Content

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

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

Course Length

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

Venue

In person

Specialty Tutor/College Tutor Development Day

Associated Ladders of Learning



Overview

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

Content

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

SAS Tutor, or College Specialty Tutor

Course Length

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

Venue

Online via Zoom

Supervisor Training Modules 1-5

Associated Ladders of Learning



Overview

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

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

ST6+

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

Course Length

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

Venue

Online via TEAMS

Support the Doctor Returning to Training

Associated Ladders of Learning



Overview

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

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

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, Public Health Supervisor, 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

Online via Zoom

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

Associated Ladders of Learning



Overview

This training package will help you become better equipped to support your trainees in developing 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

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

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

Course Length

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

Venue

Online via Zoom

Supporting the International Medical Graduate through Peer Mentorship

Associated Ladders of Learning



Overview

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

Content

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

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

Course Length

This is a half day course lasting three hours.

Venue

Online via Zoom

The language and importance of trust in teams working in the NHS

Associated Ladders of Learning



Overview

This workshop looks at four aspects of trust, the importance of self-awareness around trust and how we enable trust to build in teams. We also look at what gets in the way of trust.

Content

1. To clarify what is trust / distrust (based on Charles Feltman's work)
2. Starting with looking at self trust
3. Thinking about how we show up in the trust space
4. Then building on mutual trust and what gets in the way - Looking at friends and enemies of trust
5. Understanding of trust as foundation of good team functioning (Lencioni pyramid)
6. Looking at how trust is foundational in psychological safety and team functioning

Audience

CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, GP, 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, Public Health Supervisor, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

Course Length

This is a half day course starting at 09:30 and finishing at 12:30.

Venue

Online via Zoom

Train the trainer: Enhanced Support for the International Medical Graduate

Associated Ladders of Learning



Overview

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

1. Have a better understanding of 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

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, Public Health Supervisor, 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

Online via Zoom

Understand how civility fits into your workplace

Associated Ladders of Learning



4

Overview

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, while the opposite has been proven to damage health, motivation, and performance.

Content

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 are 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

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

Associate Dean Secondary Care, Associate DME, College/Specialty Tutor, Dental Educational/Clinical Supervisor, Deputy Dean, DME, Educational/Clinical Supervisor Secondary Care, HoS, Public Health Supervisor, 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

Online via Zoom

Understanding and Supporting Neurodiverse Trainees

Associated Ladders of Learning



Overview

The objective of this initiative is to promote understanding of neurodiversity among doctors, and to identify effective strategies for supporting both neurodiverse and neurotypical trainees and colleagues.

Content

1. Defining Neurodiversity: Explore what the term “neurodiverse” means, and why it is important to embrace neurodiversity in healthcare settings
2. Overcoming Bias: Address the negative stereotypes that often surround neurodiversity and identify strategies for challenging these biases
3. Managing Triggers: How to recognize triggers that can lead to unhealthy behaviours, and how to mitigate their impact
4. Coaching Skills: Key areas such as self-care, calming techniques, time management, reducing procrastination, and enhancing communication, to help support their neurodiverse colleagues
5. Legal and Ethical Obligations: We will review the legal and ethical obligations that apply to all doctors, and how they can promote neurodiversity in their practice
6. Reasonable Adjustments: We will explore practical solutions for making reasonable adjustments to accommodate the needs of neurodiverse individuals in healthcare settings
7. Psychological Safety: We will emphasize the importance of creating a psychologically safe environment for all individuals, regardless of their neurodiversity status

Audience

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

Course Length

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

Venue

Online via Zoom

Understanding human behaviour to communicate more effectively

Associated Ladders of Learning



Overview

There are nearly 8 billion people on the planet. That is a lot of different people with a lot of different personalities. Medical professionals come across so many different personalities, presenting different behaviours, day in and day out. Some people (and their behaviour) are easy to communicate with and others are not. They don't understand what you are trying to say, they don't do what you ask of them and use behaviour that makes no sense to the other person. This interactive workshop is designed to shed light on the different personality and behaviour types so we can learn to adapt the way we communicate to accommodate others, allowing for confident, assertive and effective communication.

Content

1. Understand the different personality types and how this can affect behaviour.
2. Become more confident and assertive.
3. Improve your communication with colleagues and seniors.
4. Build resilience.
5. Handle conflict and difficult conversations with confidence.

Audience

CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, 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, Public Health Supervisor, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

Course Length

This is a full day course starting at 09:30 and finishing at 15:00.

Venue

Online via Zoom

Wellbeing & Resilience Training

Associated Ladders of Learning



Overview

Life and work contain challenge and uncertainty and addressing stress is a top priority. This course helps you to take great care of yourself, manage the ups and downs, and cultivate a positive and resilient mindset. You will leave the course feeling nourished and uplifted, and armed with strategies that make a real difference to your well-being and resilience. “An estimated 17 million working days were lost due to work-related stress, depression, or anxiety in 2021/22. This is over half of all working days lost due to work-related ill health.” Health & Safety Executive report. In this restorative training, you’ll connect with others, share, and learn key tips for feeling calm, well and resilient. We will explore proactive approaches to boost your general well-being, as well as effective strategies to apply at times of stress. You’ll become more self-aware and will be able to recognise some of the main mechanisms that create stress, as well as knowing their antidotes. This Well-Being & Resilience Training is an essential and pragmatic toolkit, which draws on the best of my 18 years’ experience of working in this field.

Content

1. Taking care of yourself: Creating a resourceful state, Attending to self-care basics, Cultivating positive habits of mind
2. Effective strategies when stress hits: Knowing your stress and wellness signatures, Having effective coping strategies, Developing a resilient mindset

Audience

CT1, CT2, ST1, ST2, ST3, ST4, ST5, ST6+, IMT1, IMT2, IMT3, 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, Public Health Supervisor, SAS Doctor (Associate Specialist, Specialist, Speciality Doctor, Staff Grade, Tutor), or TPD Secondary Care

Course Length

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

Venue

Online via Zoom

Section Three

Course Index

The courses are listed in alphabetical order

The bottom half of the page features a decorative design with two overlapping triangular shapes. The larger triangle on the right is a dark blue, and the smaller triangle on the left is a lighter, sky-blue color. They meet at a point in the center, creating a white triangular space between them.

Courses A to L

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[Advanced Communication Skills: Masterclass for the International Medical Graduate](#)

[Assertiveness in Communication](#)

[Beyond the Supervisor Workshop](#)

[Break down unconscious bias within your workplace](#)

[Building Confidence In Your Interpersonal Skills](#)

[Challenging Conversations and Effective Feedback](#)

[Clinical Leadership: Essential Practices for a New World](#)

[Clinical Leadership: Train the Trainer](#)

[Coaching Skills in the Workplace](#)

[Coaching Tools for a Compassionate Culture: Compassionate Leadership](#)

[Coaching Tools for a Compassionate Culture: Introduction to NLP](#)

[Coaching Tools for a Compassionate Culture: Leadership Skills for a Healthy Teams Dynamic](#)

[Coaching Tools for a Compassionate Culture: Understanding Organisations through a different paradigm](#)

[Communication & Linguistics for IMGs](#)

[Confidence Training](#)

[Cultural Safety](#)

[Demystifying NHS Finance](#)

[Develop and maintain an inclusive workplace](#)

[Difficult Conversations](#)

[Effective Communication Across Different Cultures](#)

[Emotional Intelligence](#)

[Enhanced Communication Skills for challenging situations at work](#)

[Enhanced Support: Supporting both you and your doctors in training](#)

[Feedback skills for supervisors supervising IMG PG DiTs](#)

[Finance & Business Planning](#)

[Genomics: A case based introduction & its relevance to your everyday practice](#)

[Giving Feedback to Someone Senior](#)

[Greater awareness of how racism affects you and your workplace](#)

[Help prevent bullying and harassment within your workplace.](#)

[How to Process Difficult Emotions](#)

[Introduction to Patient Safety and Human Factors](#)

[Imposter Syndrome](#)

[Improve your knowledge, awareness, and acceptance of other cultures](#)

[Improving Feedback & Reflection](#)

[Influence and Negotiation Skills](#)

[Influencing & Engaging for Change](#)

[Introduction to Coaching & Mentoring Skills](#)

[Introduction to Mindfulness](#)

[Introduction to Motivational Interviewing](#)

[Keele Leadership Course](#)

[Leadership Teamworking & Influencing Skills : Beyond the Foundations Skills](#)

[Leading as a Trainee: A Clinical Leadership Workshop for ST3-5 Trainees](#)

[Lean Thinking](#)

Course M to Z

[Managing Challenging Circumstances](#)

[Managing Change](#)

[Managing Stress and Improving Self-care](#)

[Maximising Your Personal Impact](#)

[Mindfulness at Work](#)

[Mindfulness at Work and in Life](#)

[Negotiating and Influencing Skills](#)

[Neurodiversity Event—Support neurodivergent PG DiT](#)

[Neurodiversity for Supervisors](#)

[Patient Safety and Human Factors](#)

[Personal Effectiveness and Time Management](#)

[Professional and Generic Skills Course](#)

[Professional Capabilities Framework for Supervisors: Are you ready to assess your trainee](#)

[Providing Effective Feedback and Managing Challenging Conversations](#)

[Quality Improvement — Supervisor](#)

[Recognising and Developing Leadership Skills in Colleagues and Doctors in Training \(PG DiT\)](#)

[Reflecting on and learning from feedback](#)

[Return to Training - Ready, Steady, Go!](#)

[Safe Spaces - Navigating Sexual Safety](#)

[Senior Faculty Leads Development Programme](#)

[Skilled Coaching & Mentoring](#)

[Skilled Motivational Interviewing](#)

[Skills for Managing Stress – how to support yourself and others within the workplace](#)

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[Support the Doctor Returning to Training](#)

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