Courses Guide

Learning and development opportunities for all staff across NHS South Central

• Leadership and Management
• Educator and Trainer Development
• Medical Specialty and Revision
• Learning Beyond Registration
• Public Health Development
• Dental Training
• E-Learning
• NVQs, Apprenticeships, Learning Accounts and Pre-registration
• Education Bursaries
• Libraries and Electronic Information Resources
New look NESC website

www.nesc.nhs.uk

Access on-line learning resources:
Register for your Athens account and search for journals, books, and e-learning

Workforce solutions to a service need?
See the range of assistant practitioner job descriptions and person specifications

Need career support?
Advice on CV writing, applying for posts and workshops

New job?
Information on medical and dental training posts

Ready to develop personally or professionally?
Browse and book our courses on leadership and management, medical speciality and revision, educator and trainer development, dental and more…

Thank you for taking the time to look at this guide.
We hope you have found something that interests you, that will enhance your knowledge and help you take the next step in your career.

Good luck!

If you have any questions or comments about this guide please contact guide@nesc.nhs.uk or telephone 01962 718552.
Welcome to our new Courses Guide 2009/10. In preparing this guide we wanted to bring together the hundreds of courses and events that NHS Education South Central (NESC) funds, commissions or endorses to make sure that you have can see as full a picture as possible of the education and training that we can offer you.

Find inspiration.
Find a way forward.

Something for everyone
NESC works closely with your organisation, whether you work for an acute or a mental health trust or a PCT. We also retain close contact with GP and dental practices to make sure that the training that we plan meets the service needs of your employer, your patients and clients.
So whether you are a doctor in training, a manager looking for some professional development, or you want to know about access to funding for an NVQ, there is something in this guide for you.

Quality is key
We aim high. We want to be a world-class education and training organisation so we make sure that we strictly manage the quality of the education and training that we commission from our provider universities or run through NESC Courses. Some of the courses in here – for example, most of the e-learning courses – are provided nationally and have also undergone a quality checking process. We are extremely grateful to the many experienced professionals who teach or lead on our programmes.

What’s your plan?
But this is really about you. What do you want from your career now, where do you want to go, and how will you get there.
I hope that you will find some inspiration within this guide and that it will signpost you to a course or programme which will give you a set of skills or the knowledge that you need to take your next step.
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About NESC

NHS Education South Central (NESC) is responsible for supporting the learning and development of all healthcare staff and trainees.

Our mission is to provide high quality and relevant training where and when it is needed, that meets the changing needs of the NHS and our workforce and leads to measurable improvements in patient care.

We work on behalf of the NHS across South Central. We are also responsible for postgraduate medical education in NHS South West and postgraduate dental education in Northamptonshire.

NESC incorporates the Oxford and Wessex Deaneries and is part of the South Central Strategic Health Authority.

Booking a course

Ideally your learning and development needs should have been identified in your personal development plan. This means that both you and your manager are clear about which courses you should take, how you will bring what you learn back into the workplace and who will support you.

Different organisations will have different systems for booking, so please make sure that you follow the right process. Before you book you need to make sure that your manager and any other person responsible – such as your education lead – supports your application.

Many employers already have an education and training handbook or information on their intranets where you can also find out more.

Most of the courses in this guide can be booked online, either directly through NESC or through the provider – particularly for e-learning. University courses must be booked directly through them.
Funding your education and training

NESC receives funding every year from the Department of Health to support staff training and development across South Central.

Many NESC Courses and e-learning courses are currently free, or may have a nominal charge.

Specific funding for NVQs (non Train to Gain) and NHS Learning Accounts is allocated to individual trusts and PCTs. This is managed by your organisation’s lead for NVQs and Learning Accounts. You should contact your local lead to discuss availability of funding.

For commissioned Learning Beyond Registration courses universities are paid directly and may have allocated a number of places per organisation, or work on a first come, first served basis. Your education and training lead will know which courses you can access.

NESC also offers a number of education bursaries to fund individuals who wish to undertake a particular course but can’t get funding by any other means, see page 95.

For more information about NESC or if you have any comments or feedback regarding this guide please visit our website www.nesc.nhs.uk or call us on 01962 718400.

The NESC Courses Guide 2009/10 is a limited print run printed on paper from sustainable sources.

We have also provided a pdf of this guide to NHS organisations in South Central to help make this document as accessible as possible.

To help give this guide a long shelf life, we have limited the information to the content, structure and benefits of each course, and signposted to where to find out more information.

If you have finished with this guide, please pass it on, and eventually recycle.
Challenging programmes to help you develop exceptional interpersonal skills
Leadership and Management

NESC Professional Programme

Lead or be Led

‘Lead or be Led’ offers managers and clinicians individual assessment of their leadership and management skills, to help them recognise their strengths and weaknesses. This is achieved through immediate one-to-one feedback of observed role play.

This is a two day residential course, the first in a series of programmes to support the personal development of healthcare professionals.

Who should attend?
Specialist registrars/St3+, MTS trainee managers, senior nurses, allied health professionals, biomedical and healthcare scientists, pharmacists, midwives and GP registrars.

Benefits to you
Develop self-awareness and awareness of others through:
• Exploring your impact on others and vice versa
• Exploring how the NHS functions
• Exploring what makes a good team and why it is important
• Insights into the structure of the NHS and its accountability to Parliament.

Course content
Practical exercises include:
• Role play with one-to-one feedback
• A realistic team exercise to examine, in practice, how important different roles and leadership are to an effective team
• A practical exercise, that demonstrates the complexity of running the NHS and gives you the opportunity to make corporate decisions in the face of competing demands.

Course Director
Peter Lees trained as an academic neurosurgeon and over the past 15 years has developed a parallel career firstly, in operational medical management and latterly in leadership development and coaching. He has recently been appointed Head of Leadership and Medical Director at South Central Strategic Health Authority and is Associate Dean in the Wessex Deanery. He is also Senior Lecturer in Neurosurgery at Southampton University and leads the regional pituitary surgery service at Southampton University Hospitals NHS Trust.

“Great insight into how to lead, structure of the NHS and running of facilities.”

“Some of the most useful things I learnt were from talking to the guests at dinner – I was given a lot of good ideas, people to contact, and ways to increase my skills and work on projects I am trying to implement.”

Book online at www.courses.nesc.nhs.uk
Leadership and Management

NESC Professional Programme
Leadership Development Centre

The ‘Leadership Development Centre’ is for managers and specialist registrars in the penultimate year of their training. The course runs over two days and is residential. It has been developed specifically for specialist registrars approaching the end of their specialty training, and for managers aiming to enhance their leadership skills.

Who should attend?
Specialist registrars/St3+ and managers.

Benefits to you
- Gain clear personal insight into your performance in a variety of common and relevant non-clinical challenges.
- Build on your strengths and address areas of weakness prior to completing your training.

Course content
Through a range of individual and team exercises you will:
- Identify your development needs
- Through individual and group feedback, enhance understanding of your style in handling a variety of challenges, scenarios and situations
- Become more self-aware and aware of the preferences of others
- Explore and practise in a safe environment, solutions to issues of importance to the individual
- Take part in a managerial challenge as a team and produce recommendations for action.

Course Director
Julia Harris qualified in Sheffield from a First MB entrance. She did house jobs in Sheffield and then moved to London for surgical training. Julia worked as a registrar in neurosurgery and then moved to emergency medicine. She spent five years as a consultant at the Chelsea and Westminster Hospital before moving to Southampton University Hospitals NHS Trust. Julia has been a clinical tutor for eight years and currently looks after the F1 year at Southampton. She chairs the STC in emergency medicine.

Programme Partners
Practive
NPP Faculty

Venue
Various in Southampton area & Milton Hill House Hotel, Abingdon

Duration
2 days

Frequency
18 per year over 2 locations

Fee
Please visit our website

Book online at www.courses.nesc.nhs.uk
NESC Professional Programme
Service Improvement

This Course was developed to provide specialist registrars and senior health care professionals with a better understanding of what service improvement means. One of the most frequently asked questions on the day is: ‘Where do I begin?’ This day aims to answer that question and provide participants with the confidence to undertake small-scale improvement projects before taking on the world.

Who is this course for?
Specialist registrars/St3+, managers, senior nurses, allied health professionals, biomedical and healthcare scientists, pharmacists, midwives and GP registrars.

Benefits to you
- Increased understanding of service improvement and its relevance to leadership in the NHS.
- Knowledge as to how to identify opportunities to improve patient care.
- Introduction to a useful and practical model of service improvement.
- Confidence to lead a service improvement project in your area of practice.
- Where to go for support with a project and to develop further knowledge and expertise in service improvement.
- To have fun and network with other practitioners.

Course content
This one-day course will provide you with a lively introduction to service improvement. Drawing on the skills of two actors from Big Wheel Theatre Company we promise to bring fun and energy to your learning without you having to do any of the role-play. We will help you to start thinking about how you might improve patient care – directly or indirectly – in your area of practice and inspire you to become involved in larger scale projects within your organisation.

Course Leader
Claire Johnston has worked within the NHS for over 30 years; primarily as a nurse in hospital and primary care settings and then transferred her clinical and leadership skills into project management, clinical governance and service improvement work at senior management level.

Big Wheel works extensively for a wide cross-section of NHS agencies and associated bodies.
NESC Professional Programme
Medico Legal Workshop

Health professionals carry personal, professional and corporate liabilities in their everyday practice (as well as ethical and moral accountability). Traditionally both the courts and regulatory bodies apply standards based on “usual reasonable” practice (the civil courts apply legal precedent based on cases such as Bolam and Bolitho). Service redesign potentially introduces significant change to historical working practice. This can introduce a conflict with traditional practice and create risk when decisions or actions are subsequently scrutinised. As increasingly service redesign aims to create systems that apply across a whole patient journey, multi-professional and multi-agency conflicts can arise.

Who should attend?
All doctors St1+.

Benefits to you
• Gain a practical overview of medico legal issues as they relate to practising clinicians.
• Understand how medico legal issues in general and specifically relate to the impact of service redesign.

Course content
The day is highly interactive. We will invite delegates to consider various scenarios either within their own experience or hypothetical and we will be looking to provide delegates with an informed and practical understanding of the medico legal implications for their future practice.

The morning of this one day course will provide you with an introduction to the medico-legal framework and rules in relation to your individual practice.

Through discussion, use of examples from practice and small group work the afternoon session will demonstrate the impact of these rules when your practice is changed as a result of service redesign.

Course Presenter
Steve Hicks has practiced as a general medical practitioner since 1982 and has been a medico-legal consultant since 1994, acting as an expert witness in a number of scenarios including matters of medical negligence and professional conduct investigations including fitness to practice allegations.

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NESC Professional Programme
Legal Aspects of Consent

A Glasgow Ice Cream parlour, an Australian underwear manufacturer, a young FBI agent, a meticulous journalist with a bad back... we visit the stories behind the legal cases which shape the modern civil law position on consent to treatment. It is a story of international law, and is designed to give insight into the logic and reasoning top judges have applied to this apparently simple transaction between a doctor and her patient. It may want to make you study law...

Who should attend?
Specialist registrars/St3+.

Benefits to you
The law of consent can be consulted in many current publications, but this course goes beyond knowledge, and gives fascinating insights into how it has evolved in different international courts. Armed with these insights, you may be able to develop your own practice to address not just the letter of the law, but the concerns of the law makers; you may also feel able to predict where the English and/or Scottish law will go next, and be better prepared to join in the ongoing debate.

Course content
• You are invited to bring one or two cases that have troubled you, and we will attempt to understand how the law might approach such dilemmas.
• We read the court transcripts of a major English case, and discuss how well the doctor concerned performed.
• Self determination or family responsibility, how will the law handle consent to disclose genetic information?

Course Presenter
Tom Woodcock has been a consultant in anaesthesia and intensive care medicine in Southampton University Hospitals NHS Trust since 1987. While serving on the Research Ethics Committee he was inspired by legal academic member of the Committee to study medical law, and graduated MPhil from the University of Glasgow in 2002. He was founder Chairman of the Trust’s Clinical Ethics Group, and lectures at home and abroad on medical law and ethics from a practising physician’s perspective. He has debated at the Royal College of Physicians, and was a keynote speaker for Australian’s Donate in December 2007, and maintains a consistent stand against “presumed consent”, whatever Gordon Brown and the BMA may think!

Venue
Southern House, Otterbourne

Duration
1 day

Frequency
2 per year

Fee
Please visit our website

Book online at www.courses.nesc.nhs.uk
leadership and management

NESC professional programme
So how does the NHS work?... Quick, before it changes again

The NHS is a huge and complex organisation. Many decisions about how it is run are interdependent. Better understanding of how the NHS works will enable healthcare professionals to work more effectively and influence within the systems.

This course is part of the NESC professional programme helping to support the transition from specialist registrars to consultant.

Who should attend?
Specialist registrars/St3+, managers, senior nurses, allied health professionals, biomedical and healthcare scientists, pharmacists, midwives and GP registrars.

Benefits to you
This masterclass will help you understand the structure of the NHS, and introduces the processes involved in commissioning a secondary care service.

Course content
The day will include the following sessions:
• NHS structure and finance
• Understanding the ‘commissioning’ loop
• How to work with a PCT to encourage it to commission an aspect of your service
These sessions will include small group work and plenty of discussion.

“Very useful. Should have the course earlier in training. So much makes sense now!”

“Great course. I have learnt a lot about the NHS today! I had a good time.”

“For all parts of the day my interest was held in areas where it would have been very easy to lose interest and attention. Excellent course.”

“Good group work. Makes it more ‘real’ to think through the issues ourselves. A very useful day. Thank you very much.”

Course Presenter
Helen Walters is a consultant in public health medicine in Portsmouth City PCT. Before she discovered public health she was a GP and a health authority medical advisor. She has worked at the Department of Health and is a panel member for the GMC.

Venue
Southern House, Otterbourne & Milton Hill House Hotel, Abingdon

Duration
1 day

Frequency
4 per year over 2 locations

Fee
Please visit our website
At ‘Speaking With Power and Authenticity’ we are interested in how we communicate, why we sometimes do it badly, and the best way to improve it. Learning to communicate well is not about tricks or new skills, it is about returning to a place when we connected our breath, our bodies, our eyes, our hearts, were willing to connect with others and to say what we felt and what we thought.

Who should attend?
Specialist registrars/St3+, managers, senior nurses, allied health professionals, biomedical and healthcare scientists, pharmacists, midwives and GP registrars.

Benefits to you
• Help understand and control nerves.
• Teaches ‘stage craft’ skills to become more memorable.
• Offers alternatives to ‘death by power point’.
• Offers coaching in a safe non critical environment.
• Develops story telling skills.
• Encourages people to be authentic and powerful while engaging audiences.
• Works on improving voice, breathing and posture.
• Turns groups of people into teams.
• Improves the communication skills of the organisation.
• Allows people to be themselves while presenting.

Course content
• The number one phobia for modern professional people is having to speak in public.
• Working in a group is the quickest way to improve your communication skills, because it is being watched by ‘others’ that frightens us.

• These courses are used very consistently as team building days because, essentially, they are about learning to communicate well with other human beings.
• At Speaking With Power and Authenticity we explore the physical and emotional blocks that hold us back from expressing ourselves fully and passionately.
• Our courses offer businesses and individuals a road map for becoming the presenter they truly want to be; confident, intimate, articulate, funny, powerful and persuasive.
• We challenge the habitual behaviour around designing and delivery of presentations using power point slides.

Course Presenter
Michael Charlesworth studied drama and English at London University before becoming an actor. His professional acting career took him all over Europe and the UK, London’s West End and also many TV and radio drama credits in the 80’s and 90’s.
He moved into management training in 1999 working for Najberg Milne for a number of years. His primary role was working with personal impact and improving communication skills. He started his own business ‘Speaking with Power and Authenticity’ in 2003.
NESC Professional Programme
Houston we have a Problem!

A one day course focusing on patient safety in the context of practice at the level of a core trainee. The day uses examples from the airline industry as well as high profile medical cases to highlight the safety messages.

Who should attend?
F1/2 and St1/2.

Benefits to you

- Opportunity for core trainees to refresh their knowledge of some of the key National Patient Safety Authority concepts around risk.
- Confidential reflection on personal experience.
- Focus on key messages of communication, teamwork and leadership and what this means at the core trainee level.

Course content

- The course focuses on lessons from high profile patient safety cases with an emphasis on communication, teamworking and leadership.
- A lot of emphasis is placed on ways of introducing the skills into clinical practice.
- The courses use DVDs of airline pilot interactions to illustrate key messages and facilitate reflection.
  Be prepared to discuss good and less good experience from your own practice.

Course Director

Julia Harris qualified in Sheffield from a First MB entrance. She did house jobs in Sheffield and then moved to London for surgical training. Julia worked as a registrar in neurosurgery and then moved to emergency medicine. She spent five years as a consultant at the Chelsea and Westminster Hospital before moving to Southampton University Hospitals NHS Trust. Julia has been a clinical tutor for eight years and currently looks after the F1 year at Southampton. She chairs the STC in emergency medicine.

Course Director
Dr Julia Harris
Venue
Southern House, Otterbourne
Duration
1 day
Frequency
4 per year
Fee
Please visit our website

Book online at www.courses.nesc.nhs.uk
NESC Professional Programme

Personal Impact

Whether we like it or not, we are all being judged and assessed by others all the time. It is tempting to say that this doesn’t matter and the only thing that really counts is the knowledge, skills and ability we have to do our jobs as a doctor, clinician or manager. However, competence on its own is no longer enough. The impact you make on colleagues at work and on patients makes a real difference to your working life and your effectiveness.

Who should attend?

Specialist registrars/St3+, managers, senior nurses, allied health professionals, biomedical and healthcare scientists, pharmacists, midwives and GP registrars.

Benefits to you

Focuses on your leadership skills that involve self-awareness, communication and relationship building.

Course content

The aims of the day are:

• To identify and deal with blocks and assumptions that might be getting in the way of you making a more positive impact on others.
• To start putting into practice more useful ways of thinking and behaving
• To plan how you’ll develop and sustain these habits and behaviours when back at work with colleagues and patients.

Course Presenters

Carol Parkes has worked as a doctor in the NHS for over 20 years. She specialised in public health medicine and has had consultant posts at health authority, PCT and Strategic Health Authority level. Latterly she focused on leadership development, clinical engagement and organisational psychology and now works independently as a consultant, trainer and coach.

Julia Williams has been coaching senior executives in Personal Impact for over 25 years in all sectors of the market place, both public and private. Her work frequently enables highly qualified leaders and technical experts to increase their self-awareness for promotional opportunities, more powerful influencing skills and for highly effective team building.
NESC Professional Programme
Conflict Resolution and Challenging Conversations

In an increasingly complex and demanding environment, managing conflict and engaging in conversations that will help to bring about positive change is critical to our ability to deliver a quality service. Whether it is a conversation with a colleague, clinician, manager or team; around under-performance, inappropriate behaviour, conflicting priorities or any other issues that cause conflict, we can all learn to manage these situations well.

Who should attend?
Specialist registrars/St3+, managers, senior nurses, allied health professionals, biomedical and healthcare scientists, pharmacists, midwives and GP registrars.

Benefits to you
• To give greater confidence to participants to engage in situations or having the conversations that we often avoid or feel unable to manage appropriately.
• To deal with conflicting situations more positively.
• To reduce the escalation of conflicting situations.

Course content
This one-day course will provide an opportunity to start thinking differently about conflict and challenging some of the myths we have about conflict and difficult conversations. Key objectives include:
• To identify the common causes of conflict
• To understand one’s own approach to conflict and one’s triggers
• To identify the five common conflict management styles (avoid, accommodate, compromise, compete, collaborate)
• To recognise assertive, aggressive and passive behaviours
• To develop skills in assertive language and behaviour
• To develop active listening skills and the ability to see things from other people’s perspective
• How to reframe language to reduce conflict
• How to plan for a challenging conversation using the Harvard Negotiation Framework

The workshop will be highly interactive and use clinical case study examples. Delegates are also encouraged to bring their own examples of challenging situations to work with during the day.

Course Presenter
Amanda Layton has worked in the NHS for 30 years, starting her career as a general nurse and specialised in acute mental health. She has over 17 years experience in quality improvement and redesign and now works independently for the NHS. She is a qualified coach, and is licensed to use MBTI (Steps 1&2), Firo-B and the NHS Leadership Qualities Framework 360° feedback tool. She was part of the design team on a number of the NHS Improvement Leaders’ Guides and is also an NLP advanced practitioner, which supports her skills as a change agent and her work with leading and developing teams.

Book online at www.courses.nesc.nhs.uk
NESC Professional Programme
Time Management Skills

There are many benefits to good time management, getting more done, having less stress, feeling better about yourself and others and having more time to do the things you like to do. Contrary to popular belief, time management is not about changing things ‘out there’ it’s more about becoming aware of your own personal tendencies and being willing to change some of them. Time management is synonymous with self management.

Who should attend?
Specialist registrars/St3+, managers, senior nurses, allied health professionals, biomedical and healthcare scientists, pharmacists, midwives and GP registrars.

Benefits to you
• Be more productive.
• Lead a more balanced life.
• Be a more effective team player.

Course content
This is a highly interactive course, and will highlight a number of practical techniques for you to take positive action on. These include:
• Finding out what time means to you and how you are currently managing it.
• How to develop practical techniques on:
  – Prioritisation
  – The difference between urgent tasks and important tasks
  – How and when to delegate
  – Planning ahead
  – Learning to say ‘no’.

The workshop will focus on a clinical setting. Delegates are encouraged to bring examples of their own time management challenges to work with during the day.

Course Presenter
Amanda Layton has worked in the NHS for 30 years, starting her career as a general nurse and specialised in acute mental health. She has over 17 years experience in quality improvement and redesign and now works independently for the NHS. She is a qualified coach, and is licensed to use MBTI (Steps 1&2), Firo-B and the NHS Leadership Qualities Framework 360° feedback tool. She was part of the design team on a number of the NHS Improvement Leaders’ Guides and is also an NLP advanced practitioner, which supports her skills as a change agent and her work with leading and developing teams.
NESC Professional Programme
Influencing with Integrity

This course supports the transition from specialist registrar to consultant by focusing on one of the most important non-clinical skills. This one-day course explores advanced communication models and techniques so that consultants and health professionals don’t simply use authority to get their ideas across.

Who should attend?
Specialist registrars/St3+, managers, senior nurses, allied health professionals, biomedical and healthcare scientists, pharmacists, midwives and GP registrars.

Benefits to you
This course covers the essential skills of how to make your voice heard and persuade others to follow your ideas, whilst being clear about the limitations. Better communication builds better relationships with colleagues and patients.

Course content
Topics covered include:
- Exploring communication models
- Developing advanced rapport skills
- Introduction to clean language
- Models of motivation
These techniques will be applied to work-based scenarios.

Course Presenter
Dave Thornton has held various senior positions in and around healthcare in a career spanning more than 24 years. Much of his early work concentrated on mental health services.

Amongst other roles he went on to become a director in the NHS Leadership Centre and then Director of Building Leadership Capacity within the Institute for Innovation and Improvement. He took strategic responsibility for ensuring that the NHS had a constant supply of able talent progressing through to its most senior positions.

In 2008 Dave moved on to set up his own business coaching and developing senior teams, he dedicates much of his time to working with agencies both within and outside healthcare developing the effectiveness of their senior workforce. He is passionate about building the skills of the individual and enhancing the personal impact people have on others when navigating their way through complex working environments.

Book online at www.courses.nesc.nhs.uk
NESC Professional Programme
Run up to the Interview

Feedback from newly qualified consultants reveal that the job is totally different from what they expected, with the non-clinical aspect being the greatest shock. In many parts of the country a brief management course is slotted in just prior to CCT date, whereafter the question is usually “Why did no-one tell me this before?”

We now start the process in year one, culminating in a series of one-day courses in the final year. Feedback has confirmed the value of these during the transition of specialist registrar to consultant.

Who should attend?
Senior specialist registrars.

Benefits to you
- Helps prepare you for the role of consultant.
- Better understanding of the non-clinical aspects of the job.

Course content
This course covers the practical elements of becoming a consultant. Topics include:
- The grey area between specialist registrars and consultant
- What trusts want from new consultants – from the perspective of a chief executive and medical director
- Interview skills
- The new consultant.

Regular speakers for the course are:
- Dr Diana Hulbert
- Dr John Heyworth
- Dr Sean Weaver
- Professor Peter Brennan
- Chief executives and medical directors (one of each from various trusts)
- Other key speakers.

Course Leader
Don Strange has been the Courses Centre Manager since 2003 and leads on this course.

“Focuses the mind! Gained a real appreciation of what I need to do to prepare for interview.”

“Excellent course will recommend this to colleagues.”

“Very useful for planning for interview.”

“Most relevant and valuable and informative course I have yet attended. All speakers very good.”

“Brilliant day, all SpR/Sts should attend prior to interview.”
Nuts and Bolts in Health Service Management

This course is designed to give an overview of NHS management to specialist registrars prior to them taking up a consultant post. The course aims to be contemporary and relevant.

Who should attend?
The course is primarily for Oxford specialist registrars but others are welcome.

Benefits to you
- Develop an understanding of management in the NHS.
- Develop an awareness of the skills needed in management.
- Fulfil CCT requirements.
- The course provides a “snap shot” of management to improve awareness rather than a comprehensive overview.

Course content
- NHS management – local and national.
- The new consultant contract.
- How to prepare for a consultant post.
- The chief executive’s view.
- Business planning.
- Risk management.
- The clinician in management: including dealing with difficult colleagues, negotiation, working on committees etc.

The resident faculty
Anne Edwards: Associate Post Graduate Dean, Head of the Foundation School and Consultant Physician at the John Radcliffe Hospital, Oxford.
Barbara Thornley: Associate Post Graduate Dean, retired consultant anaesthetist and former Medical Director.
Tony Jefferis: Deputy Post Graduate Dean, Head of School of Surgery and Consultant Otolaryngologist at Heatherwood and Wexham Park.

“Very good indeed, was engaging and relevant and would highly recommend the course to my colleagues.”

“Good, useful building blocks.”

“Well-priced worthwhile course.”

“Thank you very much for your enthusiasm and great efforts and to the organising team.”

“The teacher is excellent – thanks.”

“An excellent course which comprehensively covers important aspects of being a consultant.”
Leadership 2

The aim of the programme is to support and facilitate the development of participants’ leadership knowledge, skills and attributes. The programme is multi-professional and crosses health and social care boundaries.

The programme helps leaders to:
• Develop skills, knowledge and understanding
• Tackle real issues of clinical service
• Create a peer support network within the health economy
• Gain a better understanding of their development needs.

Who should attend?
This course is for health and social care professionals who have significant leadership and managerial responsibilities within their roles. The programme is multi-professional and caters for both clinical and non-clinical staff.

Benefits to you
After completion of the programme participants should be able to:
• Recognise their strengths and limitations
• Demonstrate a commitment to working with key stakeholders
• Recognise and demonstrate the importance of openness and honesty
• Employ a variety of leadership approaches in a creative manner
• Understand the culture and climate of their own organisations
• Set appropriate goals as a means of raising their own
• Show a willingness to allow others to take the lead
• Employ strategies to influence outcomes.

Course Directors

Jo Mountfield is a consultant obstetrician and Director of Education in Southampton University Hospitals NHS Trust. She led the development of an integrated directorate of education and learning and is responsible for the education of all staff and students.

Jo was appointed as Course Director at the NESC Courses Centre several years ago to develop new leadership programmes. Jo has overseen the development of this programme into a cross boundary interprofessional programme with consistently excellent feedback.

Chris Gale has been leading development programmes as a consultant for the past 20 years, both in the NHS and private sector environments. He currently runs corporate programmes for Warwick and Lancaster University business schools, and has tutored on the Leadership 2 programme for the past 5 years or so.

John Gatrell’s major areas of interest are leadership and organisation development, team-working and healthcare management. He works as a consultant and coach with healthcare professionals and managers up to board level. He also runs leadership development programmes for a number of NHS organisations.
Course content
The programme is structured around four two-day modules, over a six month period, and is delivered with a mixture of active presentations, discussion, group-work, learning sets, and experiential activity. As a developmental programme there is no assessment process, and it includes opportunity to undertake a 360° feedback.

Opening event – personal leadership.

Day 1
- Setting the scene – what is leadership?
- Challenging the heroic approach to leadership.
- Establishing effective learning practices.

Day 2
- Personal leadership – MBTI.
- Tackling practical leadership issues – first learning set.
- Leadership – a framework of thinking and approaches.
- Establishing the 360° process.

Day 3
- Building effective working relationships.
- Managing performance.
- The challenge of communication.
- Developing effective personal influence.

Day 4
- Reflections on relationships and leadership.
- Managing ‘difficult colleagues’ – the four strategies.
- Contemporary leadership perspectives.
- Learning sets – project development.

Day 5
- Leading through change.
- A personal perspective.
- Organisational views of change management.
- Tools for managing change.

Day 6
- Working across boundaries.
- Learning sets – working on live issues.
- Working together as a team.
- Using the Team Development Audit.

Day 7
- Understanding organisational cultures.
- Practical collaborative working – developing services.
- Governance and personal accountability.
- Leadership open forum – senior leaders’ views.
- Review of the day.

Day 8
- Reflections on relationships and leadership.
- Learning sets – project development – review and planning.
- What next? – putting leadership into practice!
- Planning learning sets and follow up day.
- Summary and review.

Follow-up day
- Updating and sharing experience.
- Final formal learning sets.
- Outstanding agenda issues.
- Developing networks and future opportunities.
- Whole programme evaluation.
Lead or be Led

Develop your leadership and management skills to deliver better, safer healthcare.

Lead or by Led is the first part of the **NESC Professional Programme** – a series of courses designed to build on each other as you grow in experience and knowledge.

For specialist registrars/St3+, MTS trainee managers, senior nurses, allied health professionals, biomedical and healthcare scientists, pharmacists, midwives and GP registrars.

**Book online and find out more at**
[www.courses.nesc.nhs.uk](http://www.courses.nesc.nhs.uk)
Supportive programmes to develop your capabilities and confidence

Educator and Trainer Development
Educational Supervisor Development Programme

Educational Supervision – The Essentials

All educational supervisors need to have the right skills to train junior doctors. This course covers the basic skills and if completed you will be Accredited as an Educational Supervisor, along with 12 CPD points.

Who should attend?
Senior specialist registrars and consultants.

Benefits to you
- Understand the roles of an educational supervisor.
- Recognise the changes in postgraduate medical education.
- Understand trainee appraisal and develop the necessary skills.
- Appreciate the importance of feedback and learn how to use it effectively.
- Recognise and respond to common problems.
- Understand the importance of the educational supervisor in career development for trainees.

Course Director
Antonia Calogeras is a consultant rheumatologist at Southampton University Hospitals NHS Trust, has been an educational supervisor for many years and until recently a programme director for rheumatology in the Wessex Deanery. She is the Deanery lead for educational supervision and academic programmes and also the clinical tutor for careers at Southampton University Hospitals NHS Trust, a case manager for the Wessex Professional support team and has just embarked on a Postgraduate Certificate in Managing Medical careers.

“I have been an educational supervisor for some years. This has been a useful update and refresher for me. I am feeling rejuvenated and think that my current practice will be improved. Hope to give useful feedback to dept.”

“Very good course – enthusiasm and experience of the faculty carries the material well.”

“Very good. Thank you for all the effort and preparation.”

Book online at www.courses.nesc.nhs.uk
Educational Supervisor Development Programme

Clinical Supervision for Doctors in Training – What’s it all About?

The changing nature of clinical practice and medical training means that clinical supervision, i.e. the supervision of doctors in training within the workplace, is essential to maintain patient safety and to ensure that appropriate standards of care are maintained.

Who should attend?

- Consultants.
- Any other doctor at or above ST1 level.
- Nurses or other healthcare professionals who supervise doctors.
- Medical directors/managers to help in considering their arrangements for clinical supervision.

Benefits to you

- Explore how good clinical supervision is essential to maintain patient safety and to ensure that appropriate standards of care are maintained.
- Better supervision leads to an improved educational experience for doctors in training.
- High quality supervision should be part of a healthcare organisation’s clinical governance and risk management structures.
- Supervision of other doctors by other healthcare professionals can be facilitated and made more transparent.

Course content

- Interactive, lots of discussion – get involved!!
- Complementary to other Educational Supervisor Development Programme (ESDP) courses.

Course Facilitator

Mike Masding is a consultant physician in medicine and diabetes at Poole General Hospital, where he is also foundation programme director. He qualified from St Mary’s Hospital Medical School in 1992, and trained in general medicine, diabetes and endocrinology in Wessex, being appointed as a consultant in 2003. He is currently writing his dissertation (on clinical supervision) for the MA(Ed) degree at the University of Winchester, and is also a visiting fellow to the School of Health and Social care at Bournemouth University, where he has been involved in devising an innovative foundation programme professional skills scheme.

Course Director

Dr Antonia Calogeras

Venue

Southern House, Otterbourne

Duration

1 day

Frequency

Over 10 per year

Fee

Please visit our website

This one-day course is available in trusts for clinical supervisors. The course is also available in central locations for educational supervisors wishing to sit on RITA/ARCP panels. This will include details of RITA and ARCP processes.

Book online at www.courses.nesc.nhs.uk
Educational Supervisor Development Programme

Assessment of Doctors in Training

Most doctors are expected to have the skills necessary to assess doctors in training. The courses are interactive, practical and enjoyable, and the facilitators have extensive experience in teaching and training educational supervisors.

Who should attend?
These one-day courses are for delegates in all specialties; consultants, GPs and specialist registrars, ST1/2 and AHPs involved in performing WBAs.

Benefits to you
Aims:
• Understand the principles of Assessment of Doctors for doctors in training – what is it for?
• Using feedback – helping doctors in training to develop
• Applying these principles to Work Based Assessment (WBA):
  – Mini-CEX
  – DOPS
  – Case Based Discussion (CBD).

Course Facilitator
Antonia Calogeras is a consultant rheumatologist at Southampton University Hospitals NHS Trust, has been an educational supervisor for many years and until recently a programme director for rheumatology in the Wessex Deanery. She is the Deanery lead for educational supervision and academic programmes and also the clinical tutor for careers at Southampton University Hospitals NHS Trust, a case manager for the Wessex Professional support team and has just embarked on a Postgraduate Certificate in Managing Medical careers.

“Very useful – I feel my assessment of trainees will be more useful to them. As a trainee I now know why I’m doing them.”

“Very useful, good insight into the process of assessment.”

“Helped me understand the principles/objectives to trainee assessment.”

“Good/informative.”

The ESDP is also run as a hospital trust based programme in the postgraduate centres for doctors within that particular trust.
Educational Supervisor Development Programme
Selection and Interview Skills for the Educational Supervisor

Selecting the right candidates for the right training posts is critical to ensuring that patients get the best possible treatment, and that individuals follow the right career path.

Who should attend?
Educational supervisors involved in the selection and interviewing of doctors.

Benefits to you
- Explore the key success factors in the selection of trainees.
- To prepare effectively for interviews and practice skills in eliciting information with due regard for equal opportunities policies and regulations.

Course content
- Plan a selection interview.
- Adopt effective techniques for obtaining appropriate information about candidates before and during interviews.
- Practise skills for medical selection interviewing.
- Recognise key issues relating to equal opportunity and other legal requirements.

Course Director
Antonia Calogeras is a consultant rheumatologist at Southampton University Hospitals NHS Trust, has been an educational supervisor for many years and until recently a programme director for rheumatology in the Wessex Deanery. She is the Deanery lead for educational supervision and academic programmes and also the clinical tutor for careers at Southampton University Hospitals NHS Trust, a case manager for the Wessex Professional support team and has just embarked on a Postgraduate Certificate in Managing Medical careers.

John Gatrell’s major areas of interest are leadership and organisation development, team-working and healthcare management. He works as a consultant and coach with healthcare professionals and managers up to board level. He also runs leadership development programmes for a number of NHS organisations. He previously held senior roles in business and in higher education.
Educational Supervisor Development Programme
Teaching and Learning in the Clinical Setting

Teaching and learning in a clinical setting can be very different from teaching and learning in a classroom. The clinical setting offers a huge range of learning opportunities but it takes a skilled educational supervisor to really make the most of them.

Who should attend?
The one-day courses are for delegates in all specialties. Consultants, GPs and specialist registrars in their final year of training are the usual participants.

Benefits to you
- Understand the nature and range of clinical practice.
- Appreciate the trainer’s role in learning clinical practice.
- Identify learning opportunities in clinical and non-clinical work.
- Practise using learning opportunities.
- Enhance the trainee’s recognition of teaching and learning.
- Become familiar with teaching methods for procedures, interpretation and judgement.
- Understand and develop the concept of a ‘learning organisation’ in your unit.

Course content
The courses are interactive, practical and enjoyable. The facilitators have extensive experience in teaching and training educational supervisors.

Course Director
Antonia Calogeras is a consultant rheumatologist at Southampton University Hospitals NHS Trust, has been an educational supervisor for many years and until recently a programme director for rheumatology in the Wessex Deanery. She is the Deanery lead for educational supervision and academic programmes and also the clinical tutor for careers at Southampton University Hospitals NHS Trust, a case manager for the Wessex Professional support team and has just embarked on a Postgraduate Certificate in Managing Medical careers.

“The ESDP is also run as a hospital trust based programme in the postgraduate centres for doctors within that particular trust.”

“Very useful – gave time and opportunity to reflect on my personal teaching practices.”
“Very appropriate and interactive.”
“Very useful for basics.”
“Good day, learnt a lot. Enjoyable and friendly.”

Book online at www.courses.nesc.nhs.uk
The ESDP is also run as a hospital trust based programme in the postgraduate centres for doctors within that particular trust.

Educational Supervisor Development Programme
Understanding and Resolving Problems with Doctors in Training

It’s critical that doctors in training get the best support from their educational supervisor when experiencing problems. It’s also critical that educational supervisors are well supported when dealing with problems with doctors in training.

Who should attend?
The one-day courses are for delegates in all specialties. Consultants, GPs and specialist registrars in their final year of training are the usual participants.

Benefits to you
- Recognise the early signs of problems.
- Understand how and why problems should be tackled at an early stage.
- Explore the local support mechanisms.
- Understand the strategy for trainees in difficulty.
- Be familiar with the regulations and disciplinary procedures related to employment.

Course content
The courses are interactive, practical and enjoyable. The facilitators have extensive experience in teaching and training educational supervisors.

Course Director
Antonia Calogeras is a consultant rheumatologist at Southampton University Hospitals NHS Trust, has been an educational supervisor for many years and until recently a programme director for rheumatology in the Wessex Deanery. She is the Deanery lead for educational supervision and academic programmes and also the clinical tutor for careers at Southampton University Hospitals NHS Trust, a case manager for the Wessex Professional support team and has just embarked on a Postgraduate Certificate in Managing Medical careers.

Venue
Various

Duration
1 day

Frequency
Over 5 per year

Fee
Please visit our website

Book online at www.courses.nesc.nhs.uk
**Tomorrow’s Teachers**

This course has been developed by ‘trainees for trainees’, with the aim of increasing your confidence and expertise as a teacher. Teaching and supervising your colleagues is an important part of your career, within an environment of ever increasing demands on your clinical time. This course will help to encourage your enthusiasm and confidence to provide this educational role in the most effective and efficient way.

**Who should attend?**

This course is more suited to FY2, SHOs (ST1–2) and specialist registrars 1–4 (ST3–6).

**Benefits to you**

- Understand the basic principles of learning and teaching.
- Learn how to identify educational opportunities in day to day practice.
- Practice your teaching skills in a supportive group and receive feedback.
- Explore your teaching dilemmas.

**Course content**

At the end of the course, participants will be able to:

- Identify how principles relate to good and not so good learning or teaching practice.
- Apply basic principles to clinical teaching sessions in a variety of settings.
- Give and receive feedback within a group.
- Maximise learning and teaching on the job.

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**Course Director**

Paula Hunt is a GP registrar coming towards the end of her training. As a mature student medical graduate, she developed a keen interest in medical education early in her SHO years. She is now half way through a Masters in Medical Education at Winchester University, and is also a Deanery Medical Education Fellow or MEF.

Denzil May is currently a general surgical registrar, approximately half way through his training. He has been enthusiastic about medical education for several years and is studying for a Masters in Medical Education for Surgeons with the University of Dundee. He is a Medical Education Fellow with the Wessex Deanery.

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**Course Directors**

Dr Paula Hunt
Mr Denzil May

**Venue**
Southern House, Otterbourne

**Duration**
1 day

**Frequency**
12 per year

**Fee**
Please visit our website
GP Trainer Development

Modular Course for Prospective GP Trainers

This course provides prospective trainers with the opportunity to consider in depth the roles and responsibilities of a GP trainer with a view to applying to become a trainer.

Who should attend?
Prospective GP trainers.

Benefits to you
• To appreciate the contribution to GP training of contemporary learning theory.
• To understand, and to feel confident in establishing, another person’s educational needs and learning agenda.
• To appreciate the value of and to practise, the various educational methods and approaches available to the GP trainer.

Course content
There are three modules of two days each that make up the course. All three modules must be attended.

Course Director
Johnny Lyon-Maris chairs the tutor group for ‘training the trainers’ courses. He works as the Associate Director for Postgraduate Education in Southampton University Hospitals NHS Trusts and is a GP and trainer in Lyndhurst.

His educational interests include developing educators and the use of actors to simulate doctors. He has a Masters in Medical Education.

“The course worked well and was best spread over several months.”

“Good networking with other prospective GP trainers.”

“The course was very useful especially the registrars attending Day 4.”
GP Trainer Development

Trainer Course

This GP Trainer course is aimed at trainers in their first two years of training. Its purpose is to iron out practical sides of being a new trainer. It is facilitated by a Senior Medical Educator and the agenda is entirely learner led, and feedback is universally excellent.

Who should attend?

This course is aimed at new GP trainers as they get their first GP registrar.

Benefits to you

• Gain confidence in dealing with difficult patients and trainees.
• Share your experiences and learn from others.

Course content

• This modular course consists of four half days.
• Practical and reflective learning.
• Bring your own examples and experiences.

Course Director

Johnny Lyon-Maris chairs the tutor group for ‘training the trainers’ courses. He works as the Associate Director for Postgraduate Education in Southampton University Hospitals NHS Trusts and is a GP and trainer in Lyndhurst.

His educational interests include developing educators and the use of actors to simulate doctors. He has a Masters in Medical Education.

“We reflected very effectively on how to deal with difficult patients and trainees”

“Excellent – very informative and enjoyable”

“Really excellent course. Thank you!”

“Very helpful to share concerns and ideas”

“Very useful session – practical and had a go at doing ‘SET-GO’, good forum for exchanging ideas and keeping up to date with all the changes”
GP Trainer Development

**Experienced Trainer Course**

All GP Trainers have to be revalidated every three years. This course is designed to ensure their compliance with this.

**Who should attend?**

All GP trainers who need revalidation.

**Benefits to you**

- Review your educational needs as trainers.
- Work in a small group of experienced trainers to meet your own and others’ educational objectives.
- Tackle your current issues in general practice education, including MRCGP, video analysis, critical incident analysis and portfolio learning.
- Practise new educational techniques on actors simulating GP registrars and work through problem scenarios with the group.

**Course content**

Designed to ensure that you can be revalidated as a GP trainer.

**Course Director**

Johnny Lyon-Maris chairs the tutor group for ‘training the trainers’ courses. He works as the Associate Director for Postgraduate Education in Southampton University Hospitals NHS Trusts and is a GP and trainer in Lyndhurst.

His educational interests include developing educators and the use of actors to simulate doctors. He has a Masters in Medical Education.

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“Excellent group work and facilitation.”

“We had a small group – which felt safe and enabled risk-taking.”

“Good contributions from all members of the group enabling instant feedback and learning experience.”
GP Trainer Development

Out of Hours Clinical Supervision Course

To offer support for GPs who are involved with Out of Hours services.

Who should attend?
GPs with an interest in offering Out of Hours services.

Benefits to you
- Effectively communicate to GP registrars in training a clear understanding of the structure of Out of Hours Service, delivering clinical care in Out of Hours settings and how it relates to traditional general practice.
- Develop educational skills that will help increase the necessary clinical skills of GP registrars to work more confidently in Out of Hours settings.
- Understand educational principles sufficient to become professional educational supervisors.

Course content
This is a stimulating and interactive course that not only offers you opportunity to learn about supervising GP registrars in Out of Hours settings but also gives you opportunity to reflect on professional and clinical skills used by Out of Hours practitioners.

Course Director
Johnny Lyon-Maris chairs the tutor group for ‘training the trainers’ courses. He works as the Associate Director for Postgraduate Education in Southampton University Hospitals NHS Trusts and is a GP and trainer in Lyndhurst.

His educational interests include developing educators and the use of actors to simulate doctors. He has a Masters in Medical Education.

“Very helpful course to understand through discussion that a supervisor role is one of observation and feedback. Holds a different dimension to training. Not to judge or pass or fair.”

“Impressed by role of teacher/mentor that supervisor can fill – inspired!”
Focused study days and teaching programmes to develop your clinical skills
Fellowship of the Royal College of Anaesthetists

Introduction to Obstetric Anaesthesia Management

This course aim is to provide a practical introduction to obstetric anaesthesia for trainees who have just started or are about to start undertaking anaesthetic duties on the labour ward.

Who should attend?
ST 1/2 in Anaesthesia.

Benefits to you
Gain confidence about approaching your attachment in obstetric anaesthesia.

Course content
The course is run twice a year by members of Wessex Obstetric Anaesthetists (WOA). It is a one-day course and consists of lectures interspersed with practical scenarios linked to the lectures. Teaching is by consultants from the Wessex region who have an active interest in obstetric anaesthesia.

Course Directors
This is a three-year rolling programme and the current Course Directors will be involved for 2008, 2009 and 2010 under the Wessex Region Obstetric Anaesthesia.

Sarah Hughes: Consultant Anaesthetist in Southampton University Hospitals NHS Trusts with an interest in anaesthesia for obstetrics and gynaecology. Dr Hughes is Chair of the Wessex Obstetric Anaesthetists.

Hilary Swales: Consultant Anaesthetist in Southampton Southampton University Hospitals NHS Trusts with an interest in obstetric anaesthesia. Until recently Dr Swales was secretary of Wessex Obstetric Anaesthetists and currently a committee member of the national Obstetric Anaesthetists Association.
Child Health Surveillance

This is a three day course on child health surveillance, aimed at GPs and GP registrars. The course will also be of benefit to paediatricians training in general or community paediatrics. It is based around the 6-8 week check, and also includes the knowledge needed to carry out child health surveillance for children of all ages.

Who should attend?
GPs/GP registrars, F1/2s and specialist registrars in Paediatrics/Community Child Health.

Benefits to you
The course content is based on the recommendations made by the Health for All Children report, which lays down the national programmes for screening children in line with recommendations made by the National Screening Committee.

Course content
The course includes:
- Examination for developmental dysplasia of the hip
- Growth monitoring
- Examination of the heart
- Common elective surgical and orthopaedic problems
- Vision and hearing screening
- Blood spot screening
- Aspects of child development
- Child protection.

The course also covers the increasing emphasis on child health promotion and primary prevention, including immunisations. It is designed to be as interactive as possible. Participants are encouraged to bring their own learning needs and to have their individual objectives met by the end of the three days. The course is concluded with a session on how you might go about setting up and managing a child health surveillance clinic.

Course Directors
Helen Daley is a Community Paediatrician with an interest in child health promotion, working in the Portsmouth district.

Steve Buckley trained in Nottingham and moved to Portsmouth for his GP training, mainly so he could be by the sea. He became a GP partner in Petersfield in 1994 and soon after took over responsibility for the practice’s child health surveillance work. In response to the Hall report he instigated a modernisation of the practice child surveillance service. This brought him into contact with the community paediatrics and he has been involved in teaching child surveillance ever since. His practice has a long history of involvement in GP education, with both F2’s and SP3’s. Steve has been a GP trainer since 2000.

Book online at www.courses.nesc.nhs.uk
Diabetes and Endocrinology

This course involves one full day of teaching per month. This is a two-year rolling programme, which covers all aspects of the college curriculum in diabetes and endocrinology.

The sessions are compulsory for Year 1 and 2 specialist registrars, but those further into their training are still able to attend the sessions if they wish to do so. Each day involves a morning and an afternoon session, each on a separate subject.

There are no relevant examination dates to this course as all attendees are post-MRCP.

Who should attend?

• ST3/4 in diabetes and endocrinology.
• The course is compulsory for all Wessex trainees in endocrinology and diabetes.

Benefits to you

Ongoing teaching gives you the opportunity to share your experiences and develop a good support network.

Course content

Individual sessions are consultant led and involve active participation by the registrars in discussions, case presentations, literature reviews, etc. Guest speakers are also invited whenever possible.

Course Coordinator

Georgina Page is a specialist registrar training in endocrinology and diabetes currently working at St Mary's Hospital, Newport, Isle of Wight and rotating within the Wessex region. She has a keen interest in medical education.
Royal College of Obstetrics and Gynaecology/ Faculty of Sexual and Reproductive HealthCare
Registered Trainers Update

The aim of the course is to update and maintain knowledge base and teaching skills for doctors who provide practical training for the Diploma of the Faculty of Family Planning (Instructing Doctors) – these may work for specialist services and/or be trainers in General Practice.

Who should attend?
By invitation.

Benefits to you
At the end of the course participants will be able to:
• Describe current FFP requirements and paperwork for the DFFP and LoCs for IUD and IUT
• Use the Institute of Psychosexual medicine training video and package as a resource for instructing trainees in psychosexual medicine
• Explain to trainees the law with respect to child protection and the Sexual Offences Bill.

Course content
The exact content will vary each year and a programme will be sent to all registered trainers in this region each autumn.
• Faculty update.
• Educational session.
• Interactive learning session.
• Forum.

Course Director
Sylvia Ellis is the faculty Deanery Advisor for General Training and is a contraception and sexual health consultant at the Ella Gordon Unit in Portsmouth.

Course Directors
Dr Sylvia Ellis

Venue
Southern House, Otterbourne

Duration
1 day

Frequency
1 per year

Fee
Please visit our website

“Thank you for a very useful day.”
“Useful, relevant and a subject that scares us all.”
“Excellent roleplay and group work.”
“Good interaction between group members.”
“Very relevant topics on programme.”
Neurology Study Days

The primary aim of the course is to ensure that each specialist registrar is exposed to core teaching during their four years training in accordance with the curriculum for a National Postgraduate Study Course as proposed by the Association of British Neurologists.

Who should attend?
Neurology specialist registrars.

Benefits to you

- Presentations from experts within the field; covering the neurology curriculum, both core topics and allied subspecialties.
- Opportunities to meet StR colleagues from neighbouring deanery.
- Opportunities for case based discussions.

Course content

The whole curriculum is covered over a four-year period of specialist registrar training. The venue alternates between Oxford and Southampton to enable registrars from each centre to benefit from teaching and peer contact outside their own training centre. Each training day comprises a topic for core teaching, which is determined by the national curriculum. This is supplemented by case presentations and visiting speakers covering a wide range of neurological topics.

Course Director

Richard Butterworth is a neurology consultant at Milton Keynes Hospital NHS Foundation Trust. His other roles include STC Chairman in neurology for the Oxford Deanery and Secretary for Neurology SAC. He completed the Royal College of Physicians as Educators course in 2008 and is also a PACES Examiner.
Opthalmology Study Days

The regional study days in Ophthalmology are a series of topic based lectures that repeat every four years. Each day is organised by a consultant and cover the important features and recent development in the chosen subject.

Who should attend?
Opthalmology specialist registrars.

Benefits to you
The regional study days not only provide excellent education for trainees but are approved for CPD and act as a ‘showcase’ for the various regional departments improving communication and co-operation between hospitals.

Course content
The topics covered are:
- Glaucoma
- Medical Ophthalmology
- External Eye
- Paediatrics and Strabismus
- Orbit and Lacrimal
- Neuro-Ophthalmology
- Surgical Retina and Audit.
There is usually one guest speaker of international repute. The days are enjoyable and excellent for both trainees and trainers alike.

Course Organiser
Roger Humphry MD FRCS FRCOphth, has been a clinical tutor in Salisbury for over 10 years. He has also been a RCOphth examiner for over 12 years. He has been CPD Coordinator for Wessex and was involved with the establishing of the RCOphth diary for CPD. He has been Secretary for the Royal Society of Medicine (Ophthalmology Sections, the Southern Ophthalmology Society as well as a council member and trainer for the United Kingdom and Ireland Society for Refractive and Cataract Surgery (UKISRCs).

Roger is committed to the concept of regional study days, over and above local departmental teaching, because the expertise of the entire region is drawn upon and communications improve.

Course
Organiser
Dr Roger Humphry

Venue
Salisbury District Hospital

Duration
1 day

Frequency
2 per year

Fee
Please visit our website

Book online at www.courses.nesc.nhs.uk
Membership of the Royal College of Pathologists
MRCPath: Cellular Pathology

The course contains material that is suitable for preparation for both the FRCPath Histopathology Part 1 and Part 2 examinations, although not all of the sessions will be specifically aimed at examination preparation. The course runs continuously as 10-week blocks on Wednesday afternoons during ‘academic term time’ over a two-year cycle. Trainees may therefore ‘join’ the course at any stage.

Who should attend?
This course is primarily aimed at specialist registrars in cellular pathology although certain sessions may be useful for other professional groups. The sessions of potentially broader interest are asterisked in the timetable.

Benefits to you
Aims and objectives:
• Gain of broad knowledge base within cellular pathology (including the FRCPath examination) appropriate for the RCPPath Histopathology Curriculum
• Encouragement of self-learning techniques
• Introduction to academic histopathology.

Course content
There will be an opportunity to attend both the Grand Round prior to the Cellular Pathology Course. The format of each afternoon is given below. A full timetable is available on request. Most of the teachers are from within Southampton University Hospitals NHS Trust, although there are also some invited lecturers from other institutions.
• 1.30pm Black box meeting
• 2.00pm Slide viewing
• 2.30pm Session 1
• 3.45pm Session 2

Course Organiser
Adrian Bateman is a consultant histopathologist at Southampton University Hospitals NHS Trust and an honorary senior lecturer in Pathology at the University of Southampton. He has recently held positions within the Royal College of Pathologists’ training structure – e.g. Chair of the RCPPath Histopathology College Advisory Training Team (CATT) and Chair of the RCPPath Histopathology Year 1 Assessment Committee. He was also recently Chair of the National Histopathology Training Schools Operational Board. He is currently involved with reviewing and updating the RCPPath Histopathology Curriculum. Locally he has been the Chair of the Wessex Histopathology Specialist Training Committee and the Lead Clinician for the Southampton Histopathology Training School. His areas of special clinical interest are gastrointestinal (including liver and pancreatic) pathology, breast pathology and autopsy pathology.
Membership of the Royal College of Psychiatrists
MRCPsych: Core Skills Course

The course is aimed at specialist registrars starting in Psychiatry for the first time and is intended to provide core skills to ensure basic safety.

Who should attend?
Trainees new to Psychiatry.

Benefits to you
- Clinical induction for new trainees to Psychiatry.
- The course addresses the competencies required of trainees in the first month as defined in the Royal College of Psychiatrists’ curriculum.

Course content
Includes:
- Audit and Discharging Patients
- Breakaway Techniques and Talking Down Patients
- Child Protection
- Classification – ICD 10
- CPA
- ECT theory
- Initial Management and Good Prescribing
- Management of Emergencies, Overdoses and Deliberate Self Harm
- Mental Health Act 1983 and Mental Health Forms
- Mental Capacity Act and Consent
- Pharmacy and Medicines Management
- Rapid Tranquillisation
- Resuscitation Training
- Risk Assessment
- Safe Practice GMC and Confidentiality
- Training in Psychiatry.
Membership of the Royal College of Psychiatrists
MRCPsych Course

The aim of this course is to prepare candidates for the MRCPsych Papers 1, 2, 3 and CASC.

Who should attend?
Psychiatry trainees.

Benefits to you
Advanced communication skills and psychotherapeutic understanding and examination preparation sessions.

Course content
Sessions are mapped to the MRCPsych curriculum and supported by the syllabus and cover all subspecialties within psychiatry.
This is a newly developed process and research-based course with learning objectives and modules for each specialty. Learning sets are established for trainees at the start of the year to facilitate learning.
Trainees work together in small geographically based learning sets. They will use their clinical practice to inform their learning, hence linking work with knowledge. They will create their own MRCPsych portfolio with reflections on their learning and other resources and information.
There is an on-going evaluation of this course.

Course Director
Vicky Banks is a consultant in older persons mental health based at Moorgreen Hospital, Southampton. She is Head of School of Psychiatry for the Wessex Deanery.
Ray Vieweg is a consultant psychiatrist at The Orchards, St James Hospital, Portsmouth. He is Director of Postgraduate Medical Education for Portsmouth City Teaching PCT and Hampshire Partnership NHS Trust.
Fellowship of the Royal College of Radiologists  
**FRCR: Part 1**

This eight-month course provides the practical and theoretical teaching necessary for the Radiology trainee enrolled for the Part 1 examination for the Fellowship of the Royal College of Radiology.

Who should attend?
St 1 Radiology trainees.

Benefits to you
Provides the practical and theoretical teaching necessary for the trainee sitting the Part 1 examination for the Fellowship of the Royal College of Radiology.

Course content
Lectures and practical sessions will cover:
- Radiological anatomy
- Radiation physics
- Radiography
- Radiographic equipment
- Radiological techniques
- Radiation protection
- Audit in radiology.

NB: At present, the Royal College of Radiologists prefers candidates without FRCR Part 1 when recruiting to a radiology-training scheme. A discussion with the course organiser is mandatory before enrolment.

Course Director
Adam Ditchfield graduated as a doctor in 1990 and trained on the Wessex radiology scheme before specialising in interventional neuro-radiology.
Fellowship of the Royal College of Radiologists

FRCR: Part 2

The aim of the course is to provide high quality teaching sessions on a weekly basis for intermediate trainees in all aspects of Radiology.

Who should attend?

St 2/3 Radiology trainees.

Benefits to you

The course provides additional training for the FRCR 2a exams to supplement experience provided on the Wessex Radiology Training Scheme.

Course content

- 3 term rolling programme.
- Lectures held once per week (Tuesday pm).
- Anatomy/Pathology related.
- To relate to the 6 Modules of the FRCR 2a exams, which are; Cardiothoracic, GI, GU, Neurology, Musculoskeletal and Paediatrics.
- Film viewing.

Course Director

Julie Argent qualified in medicine from the London Hospital in 1984. She undertook the medical training in London and passed the MRCP in 1988. Julie has been in Southampton University Hospitals NHS Trusts since 1989 and she specialises in paediatric radiology.

"Very good, well presented."
"Excellent."
"Demystified a complex subject."
"Great session."
"Top marks."
Fellowship of the Royal College of Surgeons
Intercollegiate FRCS (Tr & Orth) Study Days

The study days are a structured course on a three-year rolling programme. It aims to prepare specialist registrars for the FRCS (Tr & Orth) examination.

Who should attend?
Trauma and Orthopaedics specialist registrars.

Course content
The course provides:
• Lectures
• Tutorials
• Practical bench-top workshops
• Debates and case conferences.
Additionally, 3 Fridays are devoted to anatomy modules held at the Department of Anatomical Sciences, University of Southampton.
Regional courses in knee arthroscopy, shoulder surgery, hip surgery and the foot and ankle are held each year. Emphasis on case presentation at each module is encouraged.

“Very informative.”
“Interactive session with patients was very impressive.”
“Some excellent sessions.”
“The anatomy sessions have been highly regarded scoring 100% on most occasions.”
Membership of the Royal College of Surgeons
Basic Sciences for Core Surgery

The 5-day course delivers Pathology, Physiology and Anatomy suitable for FY2 and CT1 Trainees in an intensive and interactive style by enthusiastic tutors. The course is now in its 3rd Year and has built on previous trainee evaluation to be focused around small group teaching. Hence, numbers are limited to a maximum of 20, so early booking is advised to secure a place.

Who should attend?
Any FY2 and CT1 trainee (or any CT2 without the MRCS final part with the understanding this is a Teaching Course whereas the bi-annual Revision MRCS Course is very much focused on testing knowledge for those about to sit the Final MRCS).

Benefits to you
At the end of the course the trainee should have:
• Acquired an understanding of the important topics in physiology and their relevance to clinical practice and the MRCS examination
• Acquired an understanding of the important topics in pathology and their relevance to clinical practice and the MRCS examination
• Acquired an understanding of the important topics in anatomy and their relevance to clinical practice and the MRCS examination.

Course content
• Concentrated interactive teaching style preparing the Core Surgical trainee with a firm foundation in the basic sciences to include 2 full days of anatomy and physiology and 1 full day of pathology.
• All the anatomy modules are undertaken at The Centre for Learning Anatomical Sciences at the Medical School and utilise high quality prosections.

“Overall excellent course, especially anatomy.”
“Course very well organised.”
“Well structured – good clinical relevance.”
Fellowship of the Royal College of Surgeons
FRCS Final Intercollegiate Study Days

This course is aimed at experienced registrars in general surgery preparing for the Intercollegiate FRCS clinical examination.

Who should attend?
ST4, 5 and 6 in general surgery.

Benefits to you
Aims:
• To gain an understanding of the course syllabus with revision lectures of the major topics
• Development of communication skills and interpersonal interactive techniques required for the examination
• Acquire experience of clinical discussion at level required for the examination
• Sub-specialty lectures to cover the syllabus
• Mock examination with video recording for volunteers.

Course content
• Didactic teaching on general surgery sub-specialty curriculum.
• Discussion of current hot topics and guidelines for management of general surgery patients.

Course Director
Andrew Miles is the Programme Director for the FRCS Final Intercollegiate study days and is a consultant surgeon at Royal Hampshire County Hospital, Winchester.

Course Director
Mr Andrew Miles
Venue
Royal Hampshire County Hospital, Winchester
Duration
Half day
Frequency
10 months per year – last Friday of each month (subject to change)
Fee
Please visit our website

“Good presentation and contents.”
“Excellent session.”
“Excellent teaching style.”
“Extremely useful.”
“Excellent speaker – very helpful.”
“Fantastic very thorough.”
Regional Paediatric Meeting

This meeting is open to all paediatricians and paediatric trainees. It provides an informal opportunity to network with colleagues alongside a stimulating education meeting. The course content is based on hot topics across a range of clinical paediatric areas. Trainees are encouraged to submit abstracts which are peer reviewed. Those selected to present are invited to give short oral presentations which are judged for the annual ‘Best trainee free paper’ prize.

Who should attend?
All levels practicing in paediatrics.

Benefits to you
Aims:
• This is a one-day regional meeting offering CPD in paediatrics and child health. It is aimed at all practicing paediatricians from trainees up to specialist registrar level and consultants
• The programme will reflect the diversity of clinical paediatrics and child health.

Course content
The course content is based on hot topics across a range of clinical paediatric areas.

Course Director
Cathy Hill is a senior lecturer in the School of Medicine in Southampton University Hospitals NHS Trusts and an honorary consultant paediatrician working in Southampton City Primary Care Trust.

“Registrar presentations should continue to be encouraged.”
“Excellent – broad range of talk.”
“Really useful day.”
“Very enjoyable day.”
“Lots of excellent presentations – I enjoyed them all and learnt a lot.”
“Absolutely fantastic day, good variety of talks – very high standard.”
Targeted courses to prepare doctors in training for the Royal College examinations
Medical Revision

Fellowship of the Royal College of Anaesthetics
FRCA Primary: Course 1
Principles of Clinical Anaesthesia, Physics and Equipment

To provide an opportunity to discuss issues and equipment with the experts.

The Clinical Topics course is held twice a year and forms part of a series of three courses designed to assist ST1 and ST2’s taking the Primary FRCA examination.

Who should attend?

Anaesthetics, STR Year 1 or 2.

Benefits to you

To prepare you for Primary FRCA examination.

Course content

• Candidates will receive didactic and interactive lectures in the key clinical topics, physics and equipment. Prior knowledge, reading and preparation are essential.
• Active discussion is encouraged.

Course Director

Julie Onslow has been a course director for the primary course held in Salisbury District Hospital for the last two years. She is a college tutor and holds the certificate of medical education.

“Excellent speakers.”
“Thoroughly enjoyable and useful course.”
“All very relevant and well presented. Has definitely helped with understanding some of the physics.”
“Motivated me to revise.”
“Really good course. Most lecturers were well taught and made me understand a lot more especially Dr Sansome’s physics.”

Course Director

Dr Julie Onslow

Venue
Salisbury District Hospital & Southampton General Hospital

Duration
5 days

Frequency
2 per year

Fee
Please visit our website

Book online at www.courses.nesc.nhs.uk
Fellowship of the Royal College of Anaesthetics
FRCA Primary: Course 2
Principles of Physiology and Pharmacology

This is a lecture-based course designed around the core subjects of the FRCA Part I.

Emphasis is placed on concepts and principles that may be hard to glean from a book. Lectures are supplemented with relevant MCQs.

Who should attend?
Anaesthetists preparing for Primary FRCA examination.

Benefits to you
To prepare you for the Primary FRCA examination.

Course content
- January 09 will be the last Primary FRCA – Course II in this format.
- The new look course will be over 4 days but will absorb additional subjects previously covered in the Primary FRCA Course I.
- The new look course will run in November 09. Further details to follow.

Course Director
Tom Peck trained at the Royal London Hospital Medical College. During his anaesthetic training he spent additional time working in paediatric intensive care and neonatal intensive care in Bristol and London. Prior to taking up his current post he worked as a consultant anaesthetist in the University of Michigan, USA, providing care for major vascular and transplant surgery. He is the lead author of a core pharmacology textbook used to prepare for the FRCA. He is the course director for the FRCA Part I Basic Sciences Course at Southampton University Hospitals NHS Trust.

Course Director
Dr Tom Peck

Venue
Southampton General Hospital

Duration
5 days

Frequency
2 per year

Fee
Please visit our website

Book online at www.courses.nesc.nhs.uk
Fellowship of the Royal College of Anaesthetics
FRCA Primary: Intensive Revision Course

An intensive revision course covering an extensive range of topics.

Who should attend?
Anaesthetics, STR Year 1 or 2.

Benefits to you
To prepare you for the Primary FRCA examination.

Course content
• Key revision lectures.
• Extensive interactive teaching in small groups.
• Examination practice/analysis
  – MCQs
  – OSCEs
  – Vivas.

“Felt topics of lectures mostly were the topics needed. Staff were friendly, approachable and supportive.”

“Good course – recommend to fellow trainees.”

“Very good. Thank you, would recommend. Anatomy fantastic.”

“Excellent course. Well structured. Excellent tutors. Glad I came on the course.”

“Good range of topics, which I find difficult to understand. I am really glad I came to the course, will help for my exam prep significantly.”

“I have been really impressed by course. All the lectures have been outstanding really good for the exam.”
Fellowship of the Royal College of Anaesthetics
FRCA Final: Intensive Revision Course

This course aims to improve your knowledge of anaesthesia and to teach you how to pass the Final FRCA. Lectures; delivered by experienced consultants, cover the key areas of the syllabus. Candidates find the SAQ and MCQ practice with prompt feedback particularly useful. This is a successful course with a high pass rate amongst those who have previously sat the exam.

Who should attend?
Anaesthetics specialist registrars.

Benefits to you
To prepare you for the Final FRCA examination.

Course content
• Formal lectures and interactive tutorials, which cover, key areas of the syllabus.
• Practice sessions for MCQs, SAQs and Vivas.
• Extensive individual feedback on improving examination technique.

Course Director
David Sparkes is a consultant in intensive care medicine and anaesthesia based at Southampton University Hospitals NHS Trusts. He initially trained in civil engineering, medicine and paediatrics. He works on the 21-bedded general intensive care unit and is a consultant vascular anaesthetist. He has a strong commitment to teaching and is involved in preparing candidates for the primary and final FRCA.

“Excellent course with high quality lecturers.”
“Extremely well structured.”
“Regular SAQs and MCQs.”
“I came to the course on a recommendation of a friend who said it was the best course she had ever done – I have to agree.”
“I will be a better doctor for attending this course.”
Membership of the Royal College of Physicians
MRCP: Part 1

This course gives candidates experience in answering MCQ papers and receive advice on examination studying techniques.

Who should attend?
Doctors preparing for MRCP Part 1 examination.

Benefits to you
To prepare you for the MRCP Part 1 examination.

Course content
Experienced specialist lecturers will cover all major topics that appear in the examination, including basic sciences. The sessions will be fully interactive, providing extensive practice in answering MCQs in the examination format. Emphasis will be given to topics that have appeared frequently in recent papers. Mock examination papers will be given and the candidates will be given feedback on their performance.

Course Director
Jas Dulay is a consultant in acute and general medicine at Southampton University Hospitals NHS Trust. He qualified at Charing Cross and Westminster Medical School in 1992 and trained in elderly care, neurology. GIM appointed consultant at Southampton. 2002 Fellow of the Royal College of Physicians. 2007 RCP College Tutor Clinical Effectiveness Lead. Outside interests include cricket and computing.

“All speakers friendly, approachable and knowledgeable!”

“Very well organised. Very good and relevant course. Very beneficial for exams.”

“Very helpful for the exams. Very helpful in terms of exam strategy.”

“Very helpful course focusing on MRCP details that you need to know and exam technique.”

Book online at www.courses.nesc.nhs.uk
Membership of the Royal College of Physicians
MRCP: Part 2 (Written)

This is a course aimed at those intending to take part 2 of the Membership of the Royal College of Physicians diploma examination. Starting with the format of the examination and revision technique, it covers all the clinical specialities required for the examination. Each subject is covered in detail, using examination questions as the basis for discussion. This is a 5 day non-residential course.

Who should attend?
All those who have passed MRCP part 1 and are intending to progress to part 2.

Benefits to you
• To prepare candidates for the MRCP part 2 examination.
• Exposure to a wide bank of questions with revision teaching around the topics covered.

Course content
• Seminar-based review of questions in the style of the examination.
• Review of the answers with coverage of the underlying clinical topics.
• Includes a full mock examination with individual feedback to candidates on their performance.

Specific sessions on:
• Examination technique
• Cardiology
• Gastroenterology
• Haematology
• Radiology (2 sessions)
• Therapeutics
• Infectious diseases

• Rheumatology
• Respiratory medicine
• Genito-urinary medicine
• Oncology
• Psychiatry in medicine
• Ophthalmology
• Neurology (2 sessions)
• Diabetes
• Dermatology
• Endocrinology
• Renal
• Non-invasive cardiology imaging
• Mock examination.

Course Director
Anindo Banerjee is a consultant in respiratory and general medicine at Southampton University Hospitals NHS Trust. He has taught MRCP courses at Guy’s Hospital and King’s College Hospital, London for over 10 years and has run sessions for MRCP candidates preparing for examinations since becoming a specialist registrar in 1995.

At Southampton he is the lead for respiratory teaching at both undergraduate and postgraduate level, and participates in teaching for all 5 years of the undergraduate curriculum, as well as foundation and core medical training education. He is an ALS instructor and course director.
Membership of Royal College of Physicians
MRCP: Part 2 (PACES)

This is a highly focused clinical course for the MRCP part 2 (PACES) examination. The sessions are focused on examination and presentation technique and exposure to the clinical cases found in the examination.

Who should attend?
Anyone intending to take the MRCP part 2 (PACES) examination within the next 12 months.

Benefits to you
- Opportunity to refresh and hone examination technique.
- Practice at presentation of findings and discussion of cases.
- Exposure to the clinical cases commonly found in the examination.
- Mock examination with individual feedback.

Course content
Sessions covering the main stations in the examination:
- Neurology
- Respiratory
- Cardiology
- Rheumatology
- Dermatology
- Endocrinology
- Abdominal
- Afternoon of ethics and communication with actors.

“Slides very useful and data interpretation helpful.”
“Excellent exam-orientated approach.”
“Good presentation, lots of slides and handouts with top tips.”
Membership of the Royal College of Psychiatrists
MRCPsych: Revision Course

The aim of this course is to teach candidates examination technique for the MRCPsych written papers and will have particular relevance for the CASC examination.

Who should attend?
Psychiatry CT1-3 trainees, by invitation.

Benefits to you
To prepare you for the MRCPsych examinations.

Course content
• MCQs results and feedback.
• Clinical examination (CASC).

Course Director
Vicky Banks is a consultant in older persons mental health based at Moorgreen Hospital, Southampton. She is Head of School of Psychiatry for the Wessex Deanery.

Ray Vieweg is a consultant psychiatrist at The Orchards, St James Hospital, Portsmouth. He is Director of Postgraduate Medical Education for Portsmouth City Teaching PCT and Hampshire Partnership NHS Trust.

Venue
Royal South Hants Hospital

Duration
2 hours

Frequency
15 sessions per year

Fee
Please visit our website

Book online at www.courses.nesc.nhs.uk
Membership of the Royal College of Surgeons 
MRCS

This is an intensive 7 day course to prepare candidates for the MRCS examination.

Who should attend?
StR 1 and StR2 trainees.

Benefits to you
The educational objectives of this course are to provide:

• Intensive critical practice in examination and discussion of short cases as appropriate to the examination
• Practice in presentation, especially in Vivas
• Some revision in the clinically important aspects of the basic science components of the Vivas and to link with the clinical applications e.g. anatomy with operative surgery
• Training and practice in communication skills.

Course content
At least 3 full sessions to OSCE scenarios, but the Viva session will be retained as a test of knowledge.

Course Director
Mark Goodwin qualified at Southampton Medical School 1980. He trained throughout Wessex and undertook a fellowship in pelvic and acetabular reconstruction in Vancouver in 1991. He was appointed Consultant Orthopaedic Surgeon with a special interest in trauma and reconstructive hip surgery in November 1993 to the Royal Bournemouth Hospital and Poole General Hospital. He was elected Programme Director in March 2004 and has remained in that capacity since. In January 2007 he was made an honorary senior clinical lecturer at the University of Southampton. He continues to be involved in teaching and training at undergraduate and postgraduate levels.

“Very good course overall.”
“Made me feel more confident going into my exams.”
“Excellent and helpful.”
“Viva practice extremely useful.”

Book online at www.courses.nesc.nhs.uk
Supporting your continuing professional development

Learning Beyond Registration Commissioned Modules
Learning Beyond Registration Commissioned Modules

NESC commissions a range of Learning Beyond Registration (LBR) modules for qualified health professionals on behalf of your organisation. The modules we commission support workforce priorities and developmental needs across NHS South Central.

The LBR modules are provided by local universities with NESC managing the provision through formal contracts. Your organisation decides which LBR modules it wishes us to commission for its staff. There are many different paths that you can take to develop your career, from stand alone modules to full degrees.

Who can access LBR Commissioned Modules?

LBR modules are for qualified nurses, midwives, podiatrists, physiotherapists, occupational therapists, speech and language therapists, scientists, clinical physiologists, psychological services professionals and other clinical health professionals.

Where can I find out about LBR Modules covered by the NESC Contracts?

NESC has formal contracts with the following universities for LBR provision:

- University of Southampton
- Thames Valley University
- Oxford Brookes University
- University of Bedfordshire
- University of Bournemouth
  (Midwifery)

Your education and training lead will be able to let you know the arrangements in your organisation. It is very important that you make sure you follow the standard process in your organisation. Full information about LBR modules, eligibility and booking can be found on the relevant websites (see page 66).
Other LBR Opportunities (non NESC contracted)

LBR modules/programmes are provided by other universities and education providers within South Central and beyond. You may wish to view the websites of other universities and education providers to determine what modules/programmes are on offer and what might be appropriate to meet your needs.

We have provided for your ease of reference the website addresses belonging to those universities within South Central plus those outside South Central who are part of formal LBR contracts.

If you wish to study a module that is not in the LBR contract for your organisation, NESC has other sources of funding you might be able to access, see page 95.

You are encouraged to discuss your study aspirations and potential sources of funding with your line manager and your education and training lead.

More information... turn the page!
Full information about LBR modules, eligibility and booking can be found on the relevant websites. Please see page 66.
Contact details for local universities and those with whom NESC has formal LBR Contracts:

<table>
<thead>
<tr>
<th>University Name</th>
<th>Contract Type</th>
<th>Website</th>
<th>Find LBR courses at</th>
<th>Phone</th>
<th>Email</th>
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<tr>
<td>University of Southampton</td>
<td>(LBR Contract)</td>
<td><a href="http://www.soton.ac.uk">www.soton.ac.uk</a></td>
<td><a href="http://www.southampton.ac.uk/healthsciences/study/lbr/index.shtml">www.southampton.ac.uk/healthsciences/study/lbr/index.shtml</a></td>
<td>02380 595500</td>
<td><a href="mailto:healthsciences@soton.ac.uk">healthsciences@soton.ac.uk</a></td>
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<tr>
<td>University of Bournemouth</td>
<td>(Midwifery LBR)</td>
<td><a href="http://www.bournemouth.ac.uk">www.bournemouth.ac.uk</a></td>
<td><a href="http://www.bournemouth.ac.uk/hsc/profdevel/index.html">www.bournemouth.ac.uk/hsc/profdevel/index.html</a></td>
<td>08456 501501</td>
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<tr>
<td>Thames Valley</td>
<td>(LBR Contract)</td>
<td><a href="http://www.tvu.ac.uk">www.tvu.ac.uk</a></td>
<td><a href="http://www.health.tvu.ac.uk/schools/index.asp">www.health.tvu.ac.uk/schools/index.asp</a></td>
<td>0800 036 8888</td>
<td>(9am to 4pm, Monday to Friday)</td>
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<td>University of Bedfordshire</td>
<td>(LBR Contract)</td>
<td><a href="http://www.beds.ac.uk">www.beds.ac.uk</a></td>
<td><a href="http://www.beds.ac.uk/departments/healthsciences/pqc">www.beds.ac.uk/departments/healthsciences/pqc</a></td>
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<td>Oxford Brookes University</td>
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<td><a href="http://shsc.brookes.ac.uk/courses/scsha">http://shsc.brookes.ac.uk/courses/scsha</a></td>
<td>01865 482600</td>
<td><a href="mailto:programmesshsc@brookes.ac.uk">programmesshsc@brookes.ac.uk</a></td>
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<tr>
<td>University of Portsmouth</td>
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<td>02392 844440</td>
<td><a href="mailto:sci.admissions@port.ac.uk">sci.admissions@port.ac.uk</a></td>
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<tr>
<td>University of Winchester</td>
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<td>01962 827234</td>
<td><a href="mailto:course.enquiries@winchester.ac.uk">course.enquiries@winchester.ac.uk</a></td>
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<tr>
<td>University of Surrey</td>
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<td><a href="http://www.surrey.ac.uk">www.surrey.ac.uk</a></td>
<td><a href="http://www.surrey.ac.uk">www.surrey.ac.uk</a></td>
<td>0800 980 3200</td>
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<td><a href="mailto:pg-enquiries@surrey.ac.uk">pg-enquiries@surrey.ac.uk</a></td>
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<tr>
<td>The Open University</td>
<td></td>
<td><a href="http://www.open.ac.uk">www.open.ac.uk</a></td>
<td>Student registration and enquiry service: 0845 300 60 90</td>
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Student registration and enquiry service: 0845 300 60 90
Training and education for all levels of the public health workforce
Public Health Training, Education and Development

Public Health Training, Education and Development is organised in different ways for different levels and groups of the workforce. The Public Health Skills and Career Framework sets out the knowledge and skills required at different levels of PH practice in four core areas:

- Surveillance and assessment of population health
- Evidence of effectiveness of interventions
- Policy and strategy
- Leadership and collaborative development.

and in five defined areas:

- Health improvement
- Health protection
- Academic public health
- Health intelligence
- Health and social care quality.

Skills for Health, the sector skills council, has published the Public Health Skills and Career Framework on its website as a route map for everybody working in public health.

www.skillsforhealth.org.uk/page/career-frameworks/

Public Health Specialists

Wessex and Oxford Deaneries’ Schools of Public Health provide four/five year specialist training schemes for those wishing to become registered public health consultants and specialists. Gaining a place on the schemes at the beginning of each year is part of the national specialist recruitment process. It can be very competitive and success is more likely where some experience and/or qualification has already been achieved, such as a Masters in public health and practice in the field of public health through placements or overseas experience.

More information can be found on the NESC website and the websites of the Faculty of Public Health (www.fph.org.uk) and UK Public Health Register (www.publichealthregister.org.uk) which are the standard setting organisations for public health professionals.

www.nesc.nhs.uk/publichealth
Public Health Practitioners

Training and education for public health practitioners depends on the area of practice, existing qualifications and the level at which practitioners are working. Typically, this is between levels 5–7/8 of the NHS Agenda for Change career framework.

The training and education to become a public health practitioner usually requires academic modules and courses in public health, health promotion, statistics, epidemiology and other public health related subjects at both graduate and post-graduate level. A post-graduate public health course guide is available on the NESC website. This guide compares the content of various university courses against the Public Health Skills and Career Framework.

NESC supports practitioner development through:

- South Central Public Health Practitioner Training Scheme
- Education Bursary Scheme (see page 95)
- Commissioning academic modules from universities.

Short courses in public health and health promotion are often provided in the following ways:

- Locally through NHS organisations, e.g. Southampton Care Services Trust Health Promotion service
- The Open University offers a Certificate in Promoting Public Health (http://www3.open.ac.uk/courses/bin/p12.dll?Q01C64)
- Reading University offers a 10-day course for managers to promote health through service delivery
- Universities offer public health practice degrees through studying various modules
- An NHS Core Learning Unit on Public Health Awareness at www.corelearningunit.nhs.uk

See page 81.

Wider Workforce

For levels 1–4 of the workforce, examples of courses are those certified by:

- The Royal Society of Public Health Understanding Health Improvement
- The City and Guilds Certificate of Health Trainers. These are co-ordinated through local NHS Health Trainer leads.

Senior Managers

For senior managers working in strategic roles across different sectors, the Leading Improvement for Health and Wellbeing Programme is provided during 2009/10 with five events taking place over the year.

More information

Each Primary Care Trust within South Central has a senior public health practitioner who can advise on public health education, training and development in their area.

For more general information about public health education, training and development, contact NESC Public Health Development Programmes at phdevelopment@nesc.nhs.uk or telephone 01962 718491.
Developing Dental Educators

Ready for your new role as a dental or therapist vocational trainer?

Interested in a career in dental education and want to find out more about becoming a trainer?

New and experienced trainers will explore:

- **theory of adult learning** and its application to dental education
- **creative approaches** to one-to-one teaching
- practical and effective tools for **assessing learning**
- tips for **successful tutorials**

This course is *mandatory* for new VT Trainers and Therapist VT Trainers. It would be very suitable for dentists, therapists and dental nurses interested in training and educational supervision.

The course is based on the *COPDEND Guidelines for Dental Educators* and will prepare you for possible entry to the Oxford Deanery New Trainers Course which leads to the Postgraduate Certificate in Medical Education.

This course was previously known as the *New Trainers and Prospective Trainers Course*.

To book a place on the next course contact Brenda Leach at brenda.leach@nesc.nhs.uk or 01865 740652

You can find out more about NESC’s Dental Courses at [www.nesc.nhs.uk](http://www.nesc.nhs.uk)
Courses for all members of the dental health team

Dental Training
Dental Training

The NESC Dental School provides postgraduate and post registration education and training for dentists and dental care professionals in Berkshire, Buckinghamshire, Hampshire and the Isle of Wight, Northamptonshire and Oxfordshire.

We offer foundation training programmes (vocational training and dental SHO posts); specialist training programmes (orthodontics and dental public health) and a wide range of continuing professional development courses for the dental team. We also manage medical specialist training programmes in Oral and Maxillo-Facial Surgery on behalf of the Oxford and Wessex Medical Deaneries and an introduction to the NHS programme for dentists undertaking Vocational Training by Assessment.

We have recently developed new programmes for dental care professionals, including a Dental Nurse Blended Learning Programme and a Dental Therapist Vocational Training Scheme.

Who should attend?

We run courses for all of the dental team including: dentists, dental nurses, dental therapists, dental technicians, hygienists and practice managers. We also run courses for dental educators, trainers and people who are interested in finding out more about becoming an educator or trainer or returning to practice.

Benefits to you

NESC Dental School courses are run locally in locations across South Central in some of the most modern and innovative training facilities available. As well as ensuring that our courses provide high quality training, our experienced educators make sure that our sessions are interactive and lively.

Content

We run over 60 different CPD courses in these areas:

- Core skills to meet GDC continuous registration requirements
- Endodontics
- Oral Surgery
- Periodontology
- Practice Management
- Prosthodontics
- Radiology
- Restorative dentistry
- Developing Dental Educators
- Prevention.

You can find out more about the NESC Dental School browse all our courses and book online at www.nesc.nhs.uk
Be surprised! Study solutions for all healthcare staff
E-Learning

E-learning gives you a different way of accessing the skills and knowledge you need to do your job.

You can:
• Access training when it’s convenient to you
• Be flexible – complete a programme in one session or in smaller chunks, saving your learning record along the way
• Choose learning content that is at the right level for you – some courses have different modules depending on your knowledge and experience
• Complete the programme at your own pace
• Be clear about what you have learnt – reflect on your learning, test your knowledge, track your progress and achievements
• Save energy and resources with no extensive travelling or printing out excess course manuals
• Be sure of a consistent approach – with many courses accredited or validated by the professional bodies
• Access high quality support materials – video clips, photographs, and other support information that you can download.

Getting started
To get the best out of e-learning you will need a high speed internet connection. All sites will ask you to register with a memorable ID and password.

Some standard software such as Flash is required to make full use of the programme, this can be downloaded free of charge when you need it.

You can access the Internet and all e-learning programmes at NHS libraries. For a list of main libraries see page 100.

All e-learning programmes have helpdesks and other support for when you need it.

Blending e-learning and using it as a team
You can use e-learning to complement or reinforce other learning. You can also use it to learn together as a team with e-learning modules as a foundation followed by a group session to exchange information and experiences and share different insights and perspectives.

More about how NESC supports e-learning
You can find out more about how NESC is investing in e-learning at our website www.nesc.nhs.uk

Find out more at www.nesc.nhs.uk
### BOC Medical Gas Safe – Nurse Training

The law requires staff to have annual training if they are responsible for the safe administration of medical gases to patients within the healthcare environment.

**Benefits to you**
- Be able to handle, move, store and use medical gases safely and effectively.
- Know how to identify medical gas cylinders.
- Comply with legislation and industry standards.

**Course content**
- Statutory regulations.
- Types of medical gases and the hazards they pose.
- Clinical and practical uses of medical gases.
- How to safely identify, store and handle cylinders.
- Using medical gas pipelines.

Social care staff can access this course at: [http://care.corelearningunit.nhs.uk](http://care.corelearningunit.nhs.uk)

### Child Protection – Awareness in Health

Health professionals come into contact with children and their parents through their work. This training will help you play a key role in safeguarding children.

**Benefits to you**
- Be able to recognise signs of possible problems or abuse.
- Know how to prevent abuse and protect the children you come into contact with.

**Course content**
- Different types of child abuse.
- Recognising child abuse.
- How to respond to and support a child in need.
- Reporting child abuse.
- Working together to safeguard children.

Social care staff can access this course at: [http://care.corelearningunit.nhs.uk](http://care.corelearningunit.nhs.uk)

Get started at [www.corelearningunit.nhs.uk](http://www.corelearningunit.nhs.uk)
Disability Awareness

The Disability Discrimination Act 2005 requires the NHS to take disabled people into account in all of its activity.

Benefits to you
- Be confident about welcoming disabled patients and colleagues and understanding their needs.
- Be able to help identify and resolve issues that disabled patients might raise.

Course content
- Why disabled people are important.
- Disability and the law.
- Welcoming disabled people.
- How to work with people that have different disabilities.
- Practical guidelines for working with disabled people.

Fire Safety Awareness

This programme helps keep patients and visitors safe by minimising the risk of fire in the workplace. It can be used as statutory and mandatory training and is endorsed by the National Association of Hospital Fire Officers.

Benefits to you
- Know how to prevent fires from starting.
- Be able to follow the five steps when a fire is detected.
- Know about types of fire extinguishers, as well as fire detection and alarm equipment.

Course content
- The nature and causes of fire.
- Fire prevention.
- Fire-related signs – different classifications.
- Raising the alarm.
- Fire equipment.
Food, Nutrition and Hydration in Health and Social Care

Nutritional care is vital: it ensures that vulnerable people remain healthy and recuperate from illness quickly. This course provides support and information for anyone providing food and drink to others.

**Course content**
- The importance of nutrition and hydration.
- Facilitating and supporting eating and drinking.
- Assistance to eating and drinking.
- Best practice for nutritional care.
- Basics of nutrition and hydration.
- Common health issues and nutritional care.

Social care staff can access this course at: http://care.corelearningunit.nhs.uk

**Benefits to you**
- Understand the importance of nutrition and why people become malnourished.
- Know how to ensure people take their food and drink.
- Understand the nutritional needs of different groups of people.

Get started at www.corelearningunit.nhs.uk

Health and Safety Awareness

This programme works towards reducing or minimising workplace risks, negligence, accidents and incidents. It can be used as statutory and mandatory training and is endorsed by the Health and Safety Executive.

**Course content**
- Why we have health and safety.
- Responsibility and risk.
- Risk management.
- Incident reporting.

**Benefits to you**
- Know about health and safety legislation.
- Understand the five steps of risk assessment.
- Know how to report incidents, and why.

Get started at www.corelearningunit.nhs.uk
Infection Control – Clinical Modules

This programme is designed to help all clinical staff to understand their role in reducing healthcare-associated infection (HCAI) and keeping care settings clean and safe.

Benefits to you

• Maintain a safe environment for patients and staff.
• Know what tools and resources are available to help prevent and control HCAI.
• Understand how to break the chain of infection.
• Know your responsibilities with regard to infection control.

Course content

• The effects of healthcare-associated infections, and how they are spread.
• Clinical infection prevention and control.
• Vascular access devices.
• Short-term and long-term catheters.

Infection Prevention and You

Everyone has a role to play in the prevention and control of healthcare-associated infection (HCAI). This programme is for clinical and non-clinical staff so that everyone can help achieve this.

Benefits to you

• Understand how infections occur.
• Be able to describe the consequences of HCAI to patients and to the NHS.
• Know what you can do to help prevent the spread of infection, and protect patients from it.

Course content

• Healthcare-associated infection – the consequences, and how to prevent it.
• Risk to patients: microorganisms and the chain of infection.
• Protecting patients and yourself: hygiene and personal protective equipment.
**Principles of Infection Prevention**

This programme is aimed at non-clinical staff that have completed the ‘Infection Prevention and You’ course. It is focused on keeping hospitals clean, tidy and safe.

**Benefits to you**

- Be able to demonstrate how to clean your hands, and know when to do it.
- Recognise the type of Personal Protective Equipment (PPE) you need to wear for specific jobs.
- Know how to dispose of different types of waste, and how to deal with a spillage or accident.

**Course content**

- Hand hygiene: cleaning your hands and preventing skin irritation.
- Personal Protective Equipment (PPE): what it is and how to use it.
- Waste and sharps.
- Environmental cleanliness.

---

**Infusion Devices**

This course is for clinical staff – both experienced and inexperienced – and covers the principles of using infusion devices properly as well as practical tips for minimising risk.

**Benefits to you**

- Know how to use infusion devices properly.
- Gain patients’ confidence.
- Linked to City and Guilds qualification accredited to FE level 3.

**Course content**

- Introduction to infusion devices.
- Drug preparation.
- Selecting and preparing the infusion device.
- Starting the infusion.
- Closing down and dismantling.

---

Get started at [www.corelearningunit.nhs.uk](http://www.corelearningunit.nhs.uk)
Manual Handling

This programme covers the principles of safer handling and aims to minimise risks in the workplace. It can be used as a statutory and mandatory training and is endorsed by the National Back Exchange.

Benefits to you

- Understand the principles of safer handling.
- Know how to carry out manual handling tasks more safely.
- Understand the TILEO framework for risk assessment.

Course content

- Introduction to manual handling.
- Your back and you.
- Your back and your posture.
- Risk assessment.

Respect for People – Equality and Diversity

This course is for all staff and is focused on valuing people as unique individuals, each with their own personality, background, appearance and abilities.

Benefits to you

Contribute to an environment where staff can empathise with colleagues and patients from diverse backgrounds.

Course content

- Why should we value diversity?
- Increasing our knowledge of diversity.
- Diversity and the law.
- How can we all make a difference?
Understanding Personal Safety and Security Awareness

This course will help you be able to deal effectively and safely with potential conflict situations, whether these are with service users or colleagues. It is for all staff particularly new starters or to update existing knowledge.

Benefits to you

Develop the skills required to get the right balance between giving care and being safe.

Course content

• Situations you might face in the workplace.
• How to stop situations escalating.
• Keeping property safe.
• Reporting incidents and dealing with how you feel after an incident.

Public Health Awareness

Public health is everybody’s business. It is not just the role of the public health team or of the NHS. This programme invites you to think about the opportunities there are to promote health and why you should be taking action.

Benefits to you

The programme will help you understand how you can contribute to improving:

• Your own health and the health of your families
• The health of colleagues and others in their organisation
• The health of patients and carers
• The health of people in your communities.

Course content

The national priorities in public health are obesity, smoking, alcohol, mental well-being and sexual health. This course covers these priorities and also ensures that factors which influence behaviour in these areas, such as poverty, unemployment and lifestyle, are acknowledged throughout the material.
Information Governance

How do you stay on the right side of the law? And what support do you have in protecting sensitive data? The answer is, through good Information Governance (IG).

IG applies to all the types of information which your organisation may process, including patient and staff records, but the rules may differ according to the type of information concerned.

The IG Toolkit has been developed by NHS Connecting for Health and the Department of Health to help make sure you follow the right processes and procedures when you process information – in other words, how to practise good Information Governance.

The tool is only available online which allows the information to be kept up-to-date. This makes sure you’re kept informed of the latest IG best practice, and new or amended legislation.

Who is this for?
The IG Training Tool is for all staff in NHS trusts, social care organisations and general practices. There are also advance modules for IG and Caldicott Leads. Materials may also be suitable for third party (contracted) organisations. Different modules are tailored to different audiences.

Benefits to you
You are personally responsible for making sure that you process information legally and securely. This module will help you comply with the law, ensure that your process information efficiently and effectively and that you contribute to good IG practice in your organisation.

Course content
This tool provides you with introductory, foundation and practitioner level training materials, to support you in learning all you need to know about IG. It allows you to learn about essential IG topics, test your knowledge once you have completed the modules and read more about the topics if you are interested to know more. It also stores your training progress as you go through the e-learning training.

You’ll find out about:
• How to avoid breaching confidentiality law and guidelines
• How to comply with data protection and freedom of information legislation
• What support you have – the IG Toolkit
• Good record keeping
• Effective information security.
Putting Evidence into Practice – for AHPs and HCSs

Evidence-based practice ensures that healthcare is based on valid, reliable and relevant evidence determined by robust research and evaluation. It takes into account patient’s circumstances, beliefs and values as well as the experience of the clinician in order to provide the best possible care.

The Putting Evidence into Practice (PEP) programme provides post qualification Allied Healthcare Professionals (AHPs) and Healthcare Scientists (HCS) with the skills and knowledge to engage in evidence-based practice and implement validated evidence based developments into their practice.

The course takes place over five weeks and is a blended-learning course. As well as the e-learning modules the course includes a weekly (five) face-to-face teaching days.

Who is this for?

Experienced allied health professionals and healthcare scientists who are not currently undertaking, or who have not recently completed, a taught programme (for example a diploma or masters).

Benefits to you

Build your knowledge, skills and confidence in using an evidence-based practice approach to work. This programme can be used as part of an AHP or HCS continuing professional development portfolio for submission to the Health Professionals Council.

Content

You will learn how to:

- Identify problems that need answering
- Formulate relevant and focussed clinical questions
- Search sources of evidence (databases of research articles, reports and reviews) relevant to their area of practice
- Critically appraise qualitative and quantitative research evidence related to AHPs and HCS practice
- Appreciate the differences between audit and research and develop an awareness of clinical guidelines
- Use the EBP framework to explain how change can be brought about within the context of their own practice
- Critically review a range of strategies that can help to inform and improve services
- Evaluate their progress as evidence based practitioners.

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- Use the EBP framework to explain how change can be brought about within the context of their own practice
- Critically review a range of strategies that can help to inform and improve services
- Evaluate their progress as evidence based practitioners.
E-Learning for Healthcare

NHS staff and trainees have free access to E-Learning for Healthcare (e-LfH). Programmes are available depending on staff group and are split into two categories – medical specialty training for doctors and workforce development for clinical and non-clinical staff.

E-Learning for Healthcare is a collaboration between the NHS, Department of Health and professional bodies. Programmes can be used locally to complement or add to workforce development and education.

Who is this for?

• Specialty trainees, clinical and non-clinical staff – access is dependent on staff group.

Course content

Speciality Training programmes in:

• Radiology
• Anaesthetics
• Foundation
• Emergency Medicine
• Acute Medicine
• Pathology
• General Practice
• Adolescent Healthcare
• Audiology training.

Content is based on speciality training curricula. It is endorsed and quality assured by the relevant professional body e.g. Royal College of Radiologists. Access is proved at professional group level, please approach your professional body who can contact: access@e-lfh.org.uk.

Workforce Development programmes include:

• Infection Control
• Equality and Diversity
• Consent
• Safe Prescribing
• Transfusion Safety
• Certificate of Death
• Radiation Protection
• Mental Capacity Act.

This content is for a wide range of staff and includes clinical and non-clinical content. Access is provided at organisation level. Please contact your local learning and development department to obtain access or request access by emailing support@e-lfh.org.uk.

Find out more at www.e-lfh.org.uk
BMJ Learning

NHS Education South Central (NESC) has funded full access to BMJ Learning for all our NHS staff and trainees. BMJ Learning offers a huge range of bite-sized learning modules to help you stay up to date with your training, practice, appraisal, revalidation and exam preparation.

Modules take approximately an hour to complete and deal with everyday issues in primary care and hospital medicine. They are evidence based and peer reviewed and continually checked to ensure that they are up to date.

Who is this for?

These modules are targeted at GPs, GP trainees, hospital doctors, medical trainees, practice nurses and managers, but are also well-liked by other clinical professionals wishing to keep up-to-date with bite sized chunks of learning.

Benefits to you

Hospital doctors
- Evidence based and up to date learning resources split into 70 categories or specialties.
- Plan and record your learning so you can track your progress over time and use certificates of completion as evidence for CPD points (where applicable).

Foundation doctors
- Find out what’s on the curriculum.
- Find out about your assessments.
- Use our evidence based and up to date learning resources that are mapped to the curriculum.

GPs and GP trainees
- Learn about appraisal and revalidation.
- Use our evidence based and up to date learning resources.

- Use our learning needs assessment tools to find out what you need to know.
- Plan and record your learning so you can track your progress over time and use certificates of completion as evidence for CPD/QOF points (where applicable).

Practice nurses
- Plan your learning according to the Agenda for Change classification.
- Use our evidence based and up to date learning resources that are tailored to your needs – we have modules for you on smoking cessation and on leg ulcers and a range of other chronic diseases.

Practice managers
- Use our learning resources that cover issues such as how to deal with complaints, how to comply with the Data Protection Act and how to deal with difficult colleagues.
- Plan and record your learning so you can track your progress over time.

Course Content
- There are currently over 470 modules.
- There are different types of learning modules on the site – interactive case histories, just-in time modules, reflective modules, and multimedia modules.
- You can use it as an individual or you can use it to learn together as a team.

Free access to anyone in NHS South Central area with an NHS Athens account
You can get by registering at https://register.athensams.net/nhs/
Any questions or comments call BMJ Learning (9am and 5pm weekdays) on 020 7383 6160, or email at customerservice.learning@bmjgroup.com
Video guides available online to help you use BMJ Learning. View them at http://learning.bmj.com/learning/channels/userguide.html

Get started by logging in via Athens at http://learning.bmj.com
You can do it!

There is more support available than ever before to help you get a qualification – particularly if you have missed out in the past.

Free courses and funding are available to help you reach your goal. All you need is the motivation to get started.

- Learning Accounts
- NVQs
- Apprenticeships
- Foundation Degrees and pre-registration courses

See the different sections for more information.

Start making decisions today.
Education and training to support Bands 1–4 of the workforce
NVQs, Apprenticeships, Learning Accounts and Pre-Registration

National Vocational Qualifications (NVQs)

NVQs are a great way to get a qualification by proving you have the skills and knowledge to do your job properly. All NHS staff without a professional, registered qualification are eligible for either a Learning Account or a National Vocational Qualification. Depending on funding, you can claim up to one Learning Account and one NVQ per financial year or up to two Learning Accounts.

Who is this for
Staff in bands 1–4 of the Agenda for Change Career Framework.

Benefits to you
NVQs are work-related, competence-based qualifications. They develop the skills and knowledge you need to do your job effectively, and show that you are competent in your area of work.

When the courses are held
You can start an NVQ at any time.

Duration
Within reason, NVQs do not have to be completed in a specified amount of time. There are no age limits and no special entry requirements.

Cost
Funding is available to support the full cost of an NVQ for staff not eligible for Train to Gain funding. Your widening participation lead will also know about accessing Train to Gain funding. Costs of NVQs can range from £400 – £800, dependent upon the level and type of the course.
NVQs are available in a number of areas including:

- Health
- Health and Social Care
- Pharmacy Services
- Customer Service
- Management and Business
- Administration.

NVQs are based on national occupational standards. These standards are statements of performance that describe what competent people in a particular role are expected to do.

NVQs cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

Assessment is normally undertaken through on-the-job observation and questioning. You will need to produce evidence to show that you have the competence to meet the NVQ standards. A qualified assessor will test your knowledge, understanding and performance to assess your competence in the workplace.

NVQs range from levels one to five of the National Qualifications Framework.

- **NVQ level one** shows that you can apply your knowledge to routine work activities.
- **NVQ level five** shows that you can apply a range of principles across a wide and often unpredictable variety of situations.

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**For more information** speak to your line manager in the first instance. Your local NVQ and Learning Account Lead will also be able to help.

For further information regarding local NVQ/Learning Account Leads or to find out who your lead is please contact widening.participation@nesc.nhs.uk or telephone 01865 740608.

You can also find out the name of your NVQ/Learning Account Lead at our website [www.nesc.nhs.uk](http://www.nesc.nhs.uk).
Apprenticeships

An apprenticeship provides an opportunity to recognise and develop your knowledge, skills and competence at bands 2 and 3. Apprenticeships enable work-related development and career progression opportunities and there is no cost to the learner or employer.

Who is this for

Apprenticeships are offered to staff working within Agenda for Change bands 2 and 3 and can be undertaken by individuals at any age. They can be accessed by people already working in the NHS as well as new staff. There are no formal minimum entry criteria or previous experience requirements, although a motivation to succeed and good interpersonal skills are among some of the attributes looked for in potential apprentices.

Apprenticeships value and develop the knowledge, skills and contributions of existing staff and provide new staff with clearly defined career frameworks.

Benefits to you

Apprenticeships are comprehensive, nationally accredited, transferable qualifications which support career progression and development within the NHS.

Healthcare apprenticeships provide a solid foundation of learning and development leading to more enhanced work roles and careers. They offer real career opportunities that ensure training and progression continues within the workplace, or into further education and training.

When the courses are held

There is no fixed start date for apprenticeships. Course dates should be discussed with the local further education provider delivering the programme.

Duration

A band 2 Apprenticeship will normally last up to 12 months and a band 3 up to 24 months.
Cost
Apprenticeships are fully funded via the Joint Investment Framework and therefore the qualifications can be accessed at no cost to the learner or employer.

Content
An apprenticeship is a nationally recognised qualification that combines work-based training and formal education. Apprenticeships exist in many areas relevant to the health sector, including: health and social care, pharmacy support, dental nursing, administration, IT and estates and facilities. Offered at bands 2 and 3, apprenticeships constitute an NVQ, a technical certificate, covering the underpinning knowledge to undertake a specified role, and skills for life training, including language, literacy and numeracy.

What’s next for apprenticeships?
To enable apprenticeships to be fit for purpose and developed around the current and future needs of patients, a model is being developed to design and deliver programmes which are embedded within the eight Next Stage Review clinical pathways. It is proposed that apprenticeships contain generic content which is common to all programmes, including language, literacy, numeracy, communication and team working and elements focussed upon one of eight clinical pathways, for example acute care, maternity and newborn.

Apprenticeships will then allow clear progression routes into foundation degrees for growth of the assistant/associate practitioner role and into registered training.

For more information contact your local lead or contact NESC at widening.participation@nesc.nhs.uk
Learning Accounts

Learning Accounts are a great way to fund a short course, particularly if you haven’t studied for a while.

All NHS staff without a professional, registered qualification are eligible for either a Learning Account or a National Vocational Qualification (NVQ). You can claim up to one Learning Account and one NVQ per financial year or up to two Learning Accounts, depending on funding.

Who is this for

Staff in bands 1–4 of the Agenda for Change career framework.

Benefits to you

Learning Accounts are used to fund short courses to support your professional development. They aim to develop your confidence and know-how so that you can progress towards an NVQ.

When the course is held

You can access a Learning Account at any time throughout the year.

Duration

The length of courses varies; depending on the subject and how you are learning.

Finance

You can claim up to £150 per Learning Account.

For more information speak to your line manager in the first instance. Your local NVQ and Learning Account Lead will also be able to help.

For further information regarding local NVQ/Learning Account Leads or to find out who your lead is please contact widening.participation@nesc.nhs.uk or telephone: 01865 740608.

You can also find out the name of your NVQ/Learning Account Lead at our website www.nesc.nhs.uk.
Pre-registration training

NESC commissions and manages a variety of contracts for a wide range of undergraduate healthcare programmes, including foundation degrees and programmes leading to registration as a healthcare professional, e.g. nursing, allied health professionals (including radiography, radiotherapy, podiatry, physiotherapy, occupational therapy and speech and language therapy) healthcare scientists, paramedic science, and clinical psychology.

Who is this for?
People who are not a registered professional and wish to consider a programme that leads to a foundation level qualification or registration. You can find details of these programmes on the various university/education provider websites.

How do I apply?
Applications for these programmes should be made direct to the university of your choice. The university/education provider will advise of eligibility criteria. You may wish to discuss your career aspirations with your line manager and trust education and training lead who may be able to advise you further and know whether there are any opportunities for secondment to an undergraduate programme. A list of local universities is on page 66.

Foundation degrees are mostly vocationally orientated qualifications with a strong emphasis on study skills and work-based learning. A foundation degree can bring new career opportunities especially as intermediate-level practitioner roles are opening up in many areas of practice. Successfully completing a foundation degree can also provide the entry requirements to a degree or other professional programme.
Open up your options

E-learning is for everyone. From BMJ modules to statutory training...

- E-learning is a flexible way of learning
- You can go at your own pace and check what you’ve learned
- Helpdesks and high quality support materials
- Blend e-learning with other approaches to make it work for you.

New e-learning programmes are being regularly introduced, visit www.nesc.nhs.uk to find out what’s new.

See our e-learning section starting on page 73.
Funding to help you achieve your goal

Education Bursaries
Education Bursaries

Every year NESC offers education bursaries to staff and trainees across South Central to fund any kind of learning activity. The funding is to support people who have real aspirations to develop a career within the health and social care sector.

Who can apply?
All staff employed by the NHS and staff in public health roles who are employed by the health and social care sector within NHS South Central. Staff can be in any role, but must have worked within health and social care for four years and have support from their employer and their line manager.

Benefits to you
The maximum annual award is £5,000 towards fees, travel, books or a staff replacement to release the learner. The scheme is to support your personal and professional development where there are no other routes of funding.

When do I apply?
The scheme is open for applications from about January 2010. All details will be on the NESC website. As the award is an annual award, you will have to reapply for funding if you need support for more than one year.

Content
The bursary can apply to any kind of learning activity including courses, conferences or a visit to an expert centre. There must be clear outcomes from the learning activity which develop skills relevant to your planned career in the health and social sector and must be relevant to your job role.

For more information visit our website www.nesc.nhs.uk or email bursary.scheme@nesc.nhs.uk

The information on the NESC Bursary Scheme is accurate May 2009. Any changes to the scheme will be on our website.
Practical support for your work, study and research

Libraries and Electronic Information Resources
Libraries and Electronic Information Resources

NHS-funded libraries across South Central are open to all NHS staff, trainees, trainers and learners.

If you would like to benefit from a world of electronic information resources you don’t even have to visit your library – simply register for an Athens password and work wherever and whenever you wish.

FREE library services and facilities and accessible 24/7

Whether you...
- Need research evidence for patient care or current management thinking...
- Need to do an assignment for a course, study an e-learning programme, prepare a presentation…
- Are doing an NVQ or an MSc, looking for a career move or returning to practice…
- Want to use a computer away from your workplace, browse new books, look at the newspaper…
- Or just need space to think… and find inspiration…

Libraries and library staff provide:
- A wide selection of books and journals, to borrow and for reference
- Computers for individual use and access to the internet and e-resources
- Printing and copying facilities (a small charge)
- Quiet study space
- Help with finding information and using e-resources – 1:1 support and group sessions, in the library or in your workplace
- Books and articles on request from other libraries
- Expert help and guidance.

For more information visit www.nesc.nhs.uk
Electronic resources put the world at your fingertips

NESC makes a significant investment in **electronic databases**, **e-journals** and **e-books**, to help ensure that NHS staff, trainees, trainers and learners have access to information to help with patient care, study and research.

Just some of the resources on offer...

- Electronic text books – access the Oxford Handbooks, Oxford Textbooks, Key Topics and ABC series titles – and a wealth of mental health books – from your desktop
- Electronic journals – hundreds of titles in medicine, nursing, psychology, management.

Expert help when you need it

Just some of the ways that librarians can save you time...

- By setting up contents page alerts for your journals in your area of work
- By signposting you to the best short-cuts to information for your area of work
- By getting books and articles delivered to your workplace
- By doing quick but expert searches that make you appear extremely well informed!

Your keys to success

1. The contact details of your local NHS library

There are over 30 libraries in NHS South Central. To find your nearest, go to [www.hlisd.org](http://www.hlisd.org). Make friends with your librarian!

2. A SWIMS library membership card

A SWIMS card is your ticket to using any NHS library in NHS South Central or NHS South West – well over 100 libraries in total! Search the holdings of all these libraries using one catalogue: [www.swims.nhs.uk](http://www.swims.nhs.uk). Visit your nearest library to pick up a card.

3. An NHS Athens account

With an Athens username and password you can access electronic databases, e-journals, e-books and even e-learning that has been purchased by the NHS for the NHS, from computers anywhere.

To register for an NHS Athens account, go to: [www.library.nhs.uk/athens](http://www.library.nhs.uk/athens).

For more information on how NESC is supporting learning resources visit [www.nesc.nhs.uk](http://www.nesc.nhs.uk).
## Libraries and Electronic Information Resources

### Main Libraries

<table>
<thead>
<tr>
<th>Location</th>
<th>Details</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amersham</td>
<td>Amersham Hospital Library, Amersham Hospital, Amersham, Buckinghamshire, HP7 0JD</td>
<td>01494 734000</td>
</tr>
<tr>
<td>Aylesbury</td>
<td>Wilfred Stokes Library, Postgraduate Medical Centre, Stoke Mandeville Hospital, Aylesbury, HP21 8AL</td>
<td>01296 315428</td>
</tr>
<tr>
<td>Banbury</td>
<td>Terence Mortimer Library, Postgraduate Centre, Horton Hospital, Banbury, OX16 9AL</td>
<td>01295 229316</td>
</tr>
<tr>
<td>Basingstoke</td>
<td>Healthcare Library, The Ark, North Hampshire Hospital, Aldermaston Road, Basingstoke, RG24 9NA</td>
<td>01256 313166</td>
</tr>
<tr>
<td>High Wycombe</td>
<td>Chiltern Medical Library, Wycombe General Hospital, High Wycombe, Buckinghamshire, HP11 2TT</td>
<td>01494 426364</td>
</tr>
<tr>
<td>Lymington</td>
<td>Lymington New Forest Hospital Healthcare Library, Wellworthy Road, Lymington, Hampshire, HP11 2TT</td>
<td>01766 731546</td>
</tr>
<tr>
<td>Milton Keynes</td>
<td>Library, Postgraduate Education Centre, Milton Keynes Hospital, Milton Keynes, MK6 5LD</td>
<td>01908 243077</td>
</tr>
<tr>
<td>Oxford</td>
<td>Cairns Library, John Radcliffe Hospital, Oxford, OX3 9DU</td>
<td>01865 221936</td>
</tr>
<tr>
<td></td>
<td>Girdlestone Memorial Library, Nuffield Orthopaedic Centre, Windmill Road, Headington, Oxford, OX3 7LD</td>
<td>01865 738145</td>
</tr>
<tr>
<td></td>
<td>Warneford Hospital Library, Warneford Lane, Headington, Oxford, OX3 7JX</td>
<td>01865 226266</td>
</tr>
<tr>
<td>Portsmouth</td>
<td>Library, The QuAD, Queen Alexandra Hospital, Portsmouth, PO6 3LY</td>
<td>023 9228 6039</td>
</tr>
<tr>
<td>Reading</td>
<td>Library, Royal Berkshire Hospital, Reading, RG1 5AN</td>
<td>0118 322 7849</td>
</tr>
<tr>
<td></td>
<td>Healthcare Library, Prospect Park Hospital, Honey End Lane, Reading, RG30 4EJ</td>
<td>0118 960 5012</td>
</tr>
<tr>
<td>Slough</td>
<td>John Jamison Library, John Lister Postgraduate Centre, Wexham Park Hospital, Slough, SL2 4HL</td>
<td>01753 634857</td>
</tr>
<tr>
<td>Southampton</td>
<td>Health Services Library, South Academic Block, Southampton General Hospital, Southampton, SO16 6YD</td>
<td>023 8079 6541</td>
</tr>
<tr>
<td></td>
<td>Healthcare Library, Royal South Hants Hospital, Brintons Terrace, Southampton SO14 0YG</td>
<td>023 8082 5714</td>
</tr>
<tr>
<td></td>
<td>Healthcare Library, Hawthorn Lodge, Moorgreen Hospital, Botley Road, West End, Southampton, SO30 3JB</td>
<td>023 8047 5154</td>
</tr>
<tr>
<td>Winchester</td>
<td>Healthcare Library, Royal Hampshire County Hospital, Romsey Road, Winchester, SO22 5DG</td>
<td>01962 824420</td>
</tr>
</tbody>
</table>

For a full list of libraries, see the directory at [www.hlisd.org](http://www.hlisd.org)
Access on-line learning resources:
Register for your Athens account and search for journals, books, and e-learning

Workforce solutions to a service need?
See the range of assistant practitioner job descriptions and person specifications

Need career support?
Advice on CV writing, applying for posts and workshops

New job?
Information on medical and dental training posts

Ready to develop personally or professionally?
Browse and book our courses on leadership and management, medical speciality and revision, educator and trainer development, dental and more…

Thank you for taking the time to look at this guide.
We hope you have found something that interests you, that will enhance your knowledge and help you take the next step in your career.

Good luck!

If you have any questions or comments about this guide please contact guide@nesc.nhs.uk or telephone 01962 718552
Courses Guide

Learning and development opportunities for all staff across NHS South Central

- Leadership and Management
- Educator and Trainer Development
- Medical Specialty and Revision
- Learning Beyond Registration
- Public Health Development
- Dental Training
- E-Learning
- NVQs, Apprenticeships, Learning Accounts and Pre-registration
- Education Bursaries
- Libraries and Electronic Information Resources

NHS Education South Central
Southern House Otterbourne Winchester SO21 2RU
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www.nesc.nhs.uk

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