

ARE YOU LOOKING FOR EXCELLENT TRAINING TO DEVELOP YOUR
WORKFORCE?



Training for
excellence

Endersby Training Limited (**etl**) specialises in delivering training in key areas of professional development for all staff working in professional organisations including NHS Trusts, Colleges of Further and Adult Education, Private Companies and Third Sector Organisations. Established in 2003 etl has an excellent track record with over 96 per cent of participants evaluating training received from etl as being good or excellent.*

etl offers you training for all your colleagues and staff in key areas of professional development such as: *customer care, team building, communicating across cultures, diversity, working with behaviour you find challenging, British Sign Language (BSL), counselling, conducting appraisals and creating a greener workplace*. Training can be delivered on site or at a training venue suited to your requirements. We write training to clients' precise requirements and we also offer bespoke residential training programmes.

I look forward to hearing from you.

A handwritten signature in black ink, appearing to be 'SE', written in a cursive style.

Sandra Endersby
Director
Endersby Training Limited
September 2012

*As evaluated by participants in post-training evaluations (evidence and references available)

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COMMUNICATION SKILLS

ACTIVE LISTENING SKILLS

Who is this training for?

This training is invaluable for those who have not already participated in training in this area.

Listening is one of the most important skills one can have. How well we listen has a major impact on the quality of our personal and professional relationships. This training focuses on the skill of 'active listening' and will introduce you to some techniques you can employ to improve your own listening skills.

Aims

Listening to someone 'actively' requires the employment of five key elements. Participants will be introduced to the theory, experience the skills being demonstrated, and have the opportunity to practise during pair and group work.

The focus on these key elements will be:

- How to give complete attention to the speaker
- How ensure that the speaker is aware of this
- How to demonstrate understanding of the speaker's intentions
- How to stay impartial
- How to respond appropriately

Learning outcomes

At the beginning of this training, participants will ascertain how skilled they are at listening by answering questions from a short questionnaire. They will gain insight into their conversational style, and there will be an introduction to 'Discouraging way of responding'. They will also have the opportunity to be involved in some challenging listening exercises.

Trainer profile

Sandra Endersby

Sandra is the director of Endersby Training Limited (etl), which she established in 2003. Sandra has been writing and delivering training in a wide range of communication skills for over 25 years to a range of participants both nationally and internationally. She is especially experienced in the areas of education (staff training), counselling and consultancy and, before establishing etl, had a private counselling practice, in addition to working as an independent staff counsellor and trainer.

Sandra writes many bespoke training programmes for staff working in colleges of further and adult education, the NHS, private practices and third sector organisations. Before entering into training and education, Sandra worked as a scientific researcher and, more recently, has been studying law.

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COMMUNICATION SKILLS

AN INTRODUCTION TO ASSERTION SKILLS

Who is this training for?

This training is invaluable to those who face situations in their workplace and/or personal life where they want to convey their views effectively or manage potential conflict more usefully.

Aims

The aim of this training is to enable participants to understand what assertion is and what it is not, and to introduce ways of communicating in an assertive manner.

Objectives

To define assertion

- To recognise assertive, aggressive and passive behaviour
- To practise the identification of different behaviours
- To show how to respond to specific situations in an assertive manner
- To demonstrate, by example, how to respond to criticism
- To look at the use of language, e.g. using 'I' statements
- To recognise when to be assertive
- To show how to say 'No' to requests that seem unreasonable
- To show and practise making awkward or difficult requests

Learning outcomes

At the end of this training, participants will be able to: identify the different ways people communicate, recognise their own communication repertoire, be familiar with some different conversational styles, and use the skills shown throughout the training to engage in effective communication.

Trainer profile

Sandra Endersby – please see profile on page 1

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COMMUNICATION SKILLS

BRILLIANT WRITING

Who is this for?

It is perfect for those who wish to improve their writing – whether email, letters, proposals, strategy or briefing documents, published articles, web copy or brochures.

Aim

Good writing is based on clear thinking – knowing what you want to say, why you want to say it, and who you are saying it to. Among other things, participants will learn:

1. How to improve their thinking and planning skills
2. The importance of writing plain English
3. How to identify the core idea behind any communication
4. Content – what to include and what to leave out
5. How to edit one's work
6. The golden rules of writing

Learning outcomes

Participants will know how to think clearly and how to write simply, succinctly and well. They will become more effective and creative writers – acquiring skills which they can apply to all aspects of their life – work and home.

Trainer profile

Hester Thomas

Hester has 26 years' experience as a business writer and, more recently, as a trainer. Her clients range from blue-chip companies, such as BP and Unilever, to small design consultancies, as well as a wide range of news media including the *Financial Times*, *Investors' Chronicle* and *Marketing*.

She has written web pages, speeches, annual reviews, feature articles, press releases, proposals, creative briefs and PowerPoint presentations – among other things. She is a multi-award winning writer in the Design Effectiveness Awards.

Her specialist writing areas are: design, arts and culture, marketing, people profiles, science, corporate social responsibility and environmental issues.

She helped found *theblueballroom*, an internal communications consultancy and, more recently, established *TeamworkCounts*, a corporate communications network.

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COMMUNICATION SKILLS

WORKING WITH BEHAVIOUR PARTICIPANTS FIND CHALLENGING

Who is this training for?

It is designed for people who come into contact with others whose behaviour they find difficult or challenging. Training is written for teaching staff, support staff or a combination as required.

Aim

The aim of this training is to equip participants with skills to enable them to deal more effectively with challenging situations.

Objectives

- To define what challenging behaviour means
- To investigate and understand why some people behave in a challenging manner
- To answer the question: "Is it the individual or the group?" Examples of how the dynamics of the group can be changed to produce a more conducive learning environment (for participants working in a classroom setting)
- To show how effective communication skills can reduce/eliminate challenging behaviour by, for example:
- Showing why active listening skills are important
- Asking questions in a way that allows people to take responsibility for the results of their actions
- Demonstrating the different responses to questions as opposed to statements
- Demonstrating reserve/calmness when responding to negatives
- Appropriately timing empathy – when is it useful to the relationship?
- Understanding the difference between accepting and agreeing
- Understanding the difference between responding and reacting
- Looking at one's own 'script' – what is personally important with respect to the outcome when dealing with a challenging situation?

Learning Outcomes

At the end of this training, participants will be able to: apply new skills to challenging situations, evaluate why some of their own ways of challenging the behaviour they deem inappropriate have not always resulted in desirable responses, and recognise the impact of their own contribution during dialogue.

Trainer

Sandra Endersby – please see profile on page 1

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COMMUNICATION SKILLS

AN INTRODUCTION TO EFFECTIVE COMMUNICATION SKILLS FOR SECURITY AND ESTATE STAFF IN FE COLLEGES

Aim

The aim of this training is for participants to gain skills that will enable them to communicate more effectively.

Objectives

- To define four behaviour types - and to demonstrate how people respond differently to the same situation
- To consider one's own reactions in terms of different behavioural responses (skills practice)
- To illustrate some verbal and non-verbal skills that can be used to enable more effective communication
- When appropriate - to look at some cross-cultural differences, for example how different expectations drive different responses, and to demonstrate the influence this may have during dialogue

Learning Outcomes

At the end of this training, participants will be able to: describe different responses in terms of the underlying behaviour, incorporate new skills into their communication repertoire and assess the suitability of their reactions by recognising how they are responding during dialogue.

Trainer

Sandra Endersby – please see profile on page 1.

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COMMUNICATION SKILLS

CUSTOMER CARE FOR THE ICT SERVICE TEAM IN FE COLLEGES

Aim

The aim of this training is to equip participants with better interpersonal skills to help their customers/service users

Objectives

- To understand internal and external customer care and identify the difference between being service focused and relationship focused.
- To clarify the difference between personal and professional relationships in relation to customer care.
- To enable delegates to understand what customer care is – why people are satisfied or dissatisfied
- To introduce 'The Communication Process' and how to develop personal customer care skills (communicating face to face, using the telephone and in writing)
- To demonstrate how to manage customer interaction – the significance of language (trainer led and skills practice)
- To show how to manage customer complaints

Learning Outcomes

At the end of this seminar delegates will: have an improved communication repertoire; will understand why 'fixing the problem' is only part of the customer care service and will be able to handle 'delicate' situations more effectively.

Trainer

Sandra Endersby – please see profile on page 1.

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COMMUNICATION SKILLS

CUSTOMER SERVICE – SAMPLE PROGRAMME

Aim

The aim of this training is to equip delegates with better interpersonal skills to enhance their relationships with their internal or external customers.

Objectives

- To understand internal and external customer care and identify the difference between being service focused and relationship focused.
- To clarify the difference between personal and professional relationships in relation to customer care.
- To enable delegates to understand what customer care is – why people are satisfied or dissatisfied
- To introduce the communication process and how to develop personal customer care skills (communicating face to face, using the telephone, and in writing)
- To demonstrate how to manage customer interaction – the significance of language (trainer led and skills practice)
- To show how to manage customer complaints

Learning Outcomes

At the end of this seminar delegates will: have an improved communication repertoire; will understand why 'fixing the problem' is only part of the customer care service and be able to handle 'delicate' situations more effectively.

Trainer

Sandra Endersby – please see profile on page 1

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COMMUNICATION SKILLS

EFFECTIVE CALL HANDLING

Who is this training for?

This training is for those who routinely use the telephone at work.

Aim

To enhance the skill base of participants so each time they answer a call the caller receives excellent service

Participants will be introduced to the six stages of a telephone call:

- Answering the call
- The 'Verbal Handshake'
- Taking ownership
- Keeping the call 'on track'
- Record and repeat
- Closing the call

Objectives

- To convert enquiries into appointments (closing techniques)
- To help/give advice (e.g. to potential students)
- To direct calls to the appropriate person (in accordance with company policy)
- To help callers who present as distressed and/or challenging

The skills introduced will include:

- How to ask questions (open/closed/fact finding).
- How to summarise/paraphrase what the caller says to ensure accurate understanding (active listening skills)
- How to make statements which communicate ownership – the use of 'I Statements'
- How to respond to distressed and/or challenging callers
- How to personalise the impersonal medium that is the telephone

Participants will learn to understand the importance of 'Debriefing' after a difficult call, and will use skills practice (role-play), using scenarios given by fellow participants for analysis.

Trainer

Sandra Endersby – please see profile on page 1.

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COMMUNICATION SKILLS

AN INTRODUCTION TO EMOTIONAL INTELLIGENCE

Aim

To introduce the term *Emotional Intelligence* (EI), to demonstrate how emotionally intelligent people have better communication skills and to equip participants with skills that can be put into immediate practice.

Objectives

- To complete a short questionnaire, which will help participants to understand how emotionally intelligent their responses are.
- To show how using EI contributes to more effective communication.
- To identify some behavioural traits of emotionally intelligent people.
- To show how to develop and use one's own EI.
- To show examples of EI – either by case study or by dialogue that presents on the day.

Learning Outcomes

On completion of this training, participants will be able to: identify when they are responding in an emotionally intelligent way; understand emotional intelligence as one type of intelligence; be able to explore ways in which the use of emotional intelligence will help them at work and evaluate previous responses which led to undesirable outcomes.

This training assumes no previous learning on the subject and participants will be encouraged to join in group work and share their experiences.

Trainer profile

Alison Macdonald

Alison has been a tutor and trainer in further education since 2001. She is a fully qualified teacher and trainer with experience of delivering programmes to trainees both in colleges and workplaces; her previous career was in banking and finance. She has taught a diverse range of people, with special emphasis on those in education and employees of the NHS. Her main areas of expertise are management training, self-development and issues relating to the environment.

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COMMUNICATION SKILLS

INFLUENCING SKILLS (SAMPLE TRAINING)

Aims

To demonstrate practical conversational skills that can be used to influence people and to show strategies that can be used to resolve problems at work.

Objectives

- To show by example the difference between influencing and manipulating
- To demonstrate the importance of building rapport *before* influencing skills can be used successfully
- To develop the skill of empathy so that participants can achieve a better understanding of other people's viewpoints.
- To illustrate how misunderstandings occur (exercise in the use of language)
- To gain an insight into one's own influencing style (self-assessment exercise)
- To practise negotiating with people with different 'influencing styles' in order to achieve a 'win-win' outcome

Learning Outcomes

At the end of this course participants will be able to: use skills to influence people effectively, understand their own influencing style, recognise how people use different behaviour strategies to influence people, and know how to use effective listening and questioning skills to achieve a desired outcome.

Trainer

Alison Macdonald - please see profile on page 9

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COMMUNICATION SKILLS

MAINTAINING PROFESSIONAL BOUNDARIES

Who is this training for?

Tutors, support workers, classroom assistants and volunteers

1. Who are new to the profession
2. Who feel they have become, or could become, 'too involved' with issues that are outside their job requirements
3. Who want to know how to reverse this situation
4. Who are concerned about the influence their jobs are having on their personal lives.

Aims

The aim of this training is to teach participants how to maintain professional and personal boundaries and to explain the likely consequences of boundaries becoming blurred.

Objectives

- To define the difference between professional and personal boundaries
- To demonstrate what can happen when people take on a role that is not theirs (mismatch of skills)
- To examine the difference between being liked and being respected, and to establish what is important
- To show how it is possible to get involved in difficult situations (not necessarily hostile ones) by your responses/choice of words
- To answer the question 'Whose needs are being met?' (case study)
- To demonstrate the cycle that can lead to the breakdown of personal relationships (case study)

Learning Outcomes

At the end of this training participants will be able to: distinguish between professional and personal boundaries; recognise when they are being drawn into a situation which crosses professional boundaries; keep to professional boundaries by choosing certain responses and identify from their own position why they have/could become involved with a situation that has led/could lead to undesirable consequences.

Trainer

Sandra Endersby – please see profile on page 1.

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COMMUNICATION SKILLS

PRESENTATION SKILLS

Who is this training for?

This training is for those who are anxious about addressing groups or giving presentations.

Aims

The aim of this training is to improve participants' confidence in delivering effective presentations by demonstrating how to prepare the content and engage their audience.

Objectives

1. To show that the purpose of a presentation is to convey one main objective, for example:
 - To transfer a skill
 - To provoke emotions
 - To impart essential information
2. To show how to make a training session relevant by understanding the audience:
 - Who are they?
 - What subject knowledge do they have?
 - How to manage different learning styles
3. To demonstrate how to plan a presentation:
 - Beginnings and endings
 - How to organise content
4. To introduce skills for the actual delivery – for example:
 - Use of language
 - Reading the audience
 - Timing and pacing

To give an overview on how to prepare for questions and how to respond to questions that you experience as challenging.

Learning outcomes

At the end of this training participants will: be able to write a 'principal objective' in one sentence; know how to research their audience prior to the delivery of training; have a clear understanding of how to organise the content of a presentation; recognise the positive and negative effects of how they use language and be able to respond more effectively to questions from their audience.

Trainer

Sandra Endersby – please see profile on page 1.

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COMMUNICATION SKILLS

NEURO-LINGUISTIC PROGRAMMING (NLP)

During this training staff will be introduced to an overview of Neuro-linguistic Programming (NLP) that will include learning about individuals' '*Dominant Representational Systems*' and how they influence the way we think, translate, act and understand the world.

Following the introduction, there will be an opportunity for participants to practise the tools they have learnt, which creates a fun and invigorating learning environment.

Tools developed in the field of NLP are being increasingly used in a whole range of settings. Some typical places that NLP is used are in the fields of construction, customer services, staff management, sales and marketing. The skills staff will gain during this training are applicable everywhere that involves interacting with other people, and will help staff to: communicate more effectively, improve their relationships and motivate them to enhance their own personal and professional development.

Trainer profile

Gayle Wallace

Gayle is an experienced trainer and facilitator with over 15 years' experience. In addition to being a qualified NLP practitioner she delivers a wide range of training in the areas of personal and professional development to improve people's confidence, self-esteem, ability to be assertive, negotiation skills and public speaking.

Gayle has a proven track record in community development and regeneration work with many years' experience of capacity building and has worked extensively with community groups, individuals and voluntary organisations. Gayle has a solid background of experience in project management, resources management and planning which makes her well positioned to work people from a diverse range of backgrounds.

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COUNSELLING AND RELATED SUBJECTS

ART THERAPY - BODY OF AWARENESS - USING CREATIVE APPROACHES IN THE COUNSELLING RELATIONSHIP

Who is this training for?

Counsellors, therapists, educators and those in the helping professions who want to improve their counselling or listening skills.

Aims

- To understand how to use the creative arts in counselling
- To recognise the role of image and metaphor
- To offer the opportunity to use play “seriously”
- To introduce the theory that underpins the use of the arts in therapy
- To enhance the counsellors awareness of the here-and-now
- To attend to the body, movement and creative communication in the counselling relationship

Trainer profiles

Tsafi Lederman, MA Gestalt. UKCP reg. Integrative Arts and Body Psychotherapist

Tsafi specialises in Integrative Art Psychotherapy and Gestalt and Body-Psychotherapy. She has had a private psychotherapy and supervision practice in London since 1989. Over several years she has been running workshops and teaching psychotherapy and bodywork. She is a lecturer and tutor on the MA course: Integrative Arts in Psychotherapy, and the co-director of the creativity and imagination course.

Tsafi graduated from arts school and formerly worked as an art teacher. She studied expressive movement and Butto dance theatre in Japan and was also part of an art performance theatre group in Israel.

Jenny Stacey MA Gestalt Psychotherapy, UKCP reg. Arts Therapist (Drama) HPC, BSc (hons), Cert. Supervision

Jenny is a gestalt psychotherapist and supervisor, and has her own therapy practice. She works in a school as a therapist and also works within organisations in the voluntary and statutory sector as a trainer, consultant and coach, looking at communication and conflict. She is a lecturer in Counselling at the Institute for Arts in Therapy and Education. She is author of the chapter *The Therapeutic Relationship in Creative Arts Psychotherapy* in *The Therapeutic Relationship* (2008) and co-author of the book *Counselling Skills for Creative Arts Therapists* (1999)

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COUNSELLING AND RELATED SUBJECTS

BASIC COUNSELLING SKILLS

This training is *not* counselling training – it is an overview of counselling skills. Those who wish to practice counselling need to undertake appropriate training.

Who is this for?

This introduction to counselling skills is for all key staff, especially: educators, staff working for the NHS, and those working in areas where they are helping others from the position of facilitator rather than advice giver.

This training has two parts -Part one introduces the following skills:

- Active listening skills – ‘listening for meaning’
- Asking questions – and how not to ask questions
- Paraphrasing
- Summarising
- Use of silence
- Empathy
- Acceptance
- Tone and body language

Part two will give participants the opportunity to practise the skills introduced in part one.

The creative arts can be used to enhance the counselling relationship by providing a different path for clients to explore their narrative and felt experience. During the course participants will have the opportunity to experiment with the arts and explore their use in counselling practice.

There will an opportunity to engage in the creative process as a way to connect with self and other. A range of creative arts will be introduced, including working with images and metaphor, drawing and movement. There will be a particular focus on attending to non-verbal and visual communication in the counselling relationship.

Trainer

Sandra Endersby – please see profile on page 1.

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COUNSELLING AND RELATED SUBJECTS

IDENTITY AND BEING MIXED RACE

This seminar explores the experiences of being mixed race and living in Britain - issues such as education, employment, social interaction and relationships, attitudes of the majority culture is explored and the day is tailored to the unique needs/requests of participants.

Sample Programme: Being mixed race – what does it mean?

- Questions and discussion
- DVD and discussion
- Exploration of specific areas of interest
- Current articles and current thinking

Trainer

Sandra Endersby – please see profile on page 1

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COUNSELLING AND RELATED SUBJECTS

POST-TRAUMATIC STRESS DISORDER (PTSD)

This training will give participants an understanding of post-traumatic stress disorder and how a basic understanding of new research in neuroscience can help them in their work. The session will be informative and experiential. It explores tools and techniques used in trauma work which will enhance understanding of the impact of secondary stress on professional functioning.

Trauma will never disappear, but can be dissolved in a sea of resourcefulness.

Objectives

To understand

- The Impact of trauma on children
- The interaction of parental/child trauma
- Self-care techniques for working with PTSD
- The use of psycho-education to inform clients on brain functioning following trauma.

Trainer profile

Denise Hubble

Denise is a qualified counsellor, trainer and supervisor with over twenty years' experience of working with childhood sexual abuse within a person centred framework. In addition to her therapeutic work, Denise is the Manager of Clinical Service at Mosac.

Established in 1992, Mosac is a nationwide organisation that supports families dealing with the aftermath of sexual abuse. The work carried out by Denise and her colleagues at Mosac saw the organisation win The Guardian Charity Award for Innovation and Good Practice.

Denise's freelance work includes teaching, counselling at diploma level; delivering training on sexual abuse to audiences from both the public and private sectors; providing clinical services in schools and GP practice, consultancy work with voluntary services and working with clients in private practice.

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COUNSELLING AND RELATED SUBJECTS

COUNSELLING AND THERAPEUTIC INTERVENTIONS FOR WORKING WITH YOUNG PEOPLE AND ADULTS OVERCOMING EXPERIENCES OF CHILDHOOD SEXUAL ABUSE

This workshop is an introduction to the complexities of working with clients who have been traumatised by childhood sexual abuse. The aim of the training is to determine what therapists can do to offer appropriate therapy to this client group. The training will be relevant to all therapeutic models, and will cover cultural and diversity issues. Within the training the following will be explored:

- The grooming and manipulation process
- How child sex abuse impacts on adult relationships
- The myths surrounding child sexual abuse
- The importance of attachment theory within the therapeutic relationship
- How disclosure, shame and guilt relate to the perpetrator.

Trainer

Denise Hubble – please see profile on page 17.

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DIVERSITY TRAINING

BULLYING AND HARASSMENT

Learning Outcomes

At the end of the course participants will:

- Be able to establish the difference between bullying and harassment
- Be able to identify and differentiate between effective interaction and bullying and harassment
- Be equipped to challenge inappropriate behaviour
- Have an overall legal review in relation to bullying and harassment

Trainer profile

Snéha Khilay

Snéha has provided training for public and private organisations for more than ten years. She focuses on supporting organisations in meeting the statutory equality and diversity requirements, in particular the six strands of equality, cultural diversity and bullying and harassment. Linked to this, her key training objective is to raise awareness of the importance of mainstreaming equality and diversity into all organisational aspects, so managers and staff at all levels are conscious - and conscientious - in maintaining the equality stance.

Snéha incorporates the philosophy of 'respect and dignity' in all training and consultancy work. She communicates effectively, with flair, enthusiasm and sound interpersonal skills. She has developed expertise in delivering appropriately in occasionally challenging situations.

Snéha's research study for her Master's Degree: 'Management of Sexual Harassment, Reality or Fantasy?' explored the effect of sexual harassment at work on women, focusing on long term professional and personal effects. The study included the impact of the formal management and disciplinary process in dealing with the harassment allegation and whether this could be managed more effectively. Snéha qualified as a NLP Master Practitioner and an accredited Business Executive coach.

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DIVERSITY TRAINING

COMMUNICATING ACROSS DIFFERENCES - INTERCULTURAL COMPETENCE

The approach: diversity competency

This seminar uses a proven effective model and measurement tool to develop individual, team and organisational diversity competence.

The model

- Provides an explanation and a structure for how individuals, teams and organisations tend to experience (think, feel and behave) differences
- Is based on a “developmental model” – individuals and groups are at different stages and can move or progress from one stage to another
- Is based on the idea that individuals and teams further along the continuum have a greater capability of responding effectively to differences and building upon commonalities.

Trainer profile

Dawn Lewinson

Dawn has designed and delivered equality and diversity courses for managers and staff in a wide range of settings. She has supported public bodies in meeting their general and specific duties under equal opportunities legislation through equality impact assessment training. In addition she has conducted one-to-one coaching sessions and worked with clients to develop equality and diversity strategies.

Dawn has over 18 years’ lecturing experience in further and higher education, working mainly as a lecturer in law, business studies and more recently teacher training.

Within higher education, Dawn worked as an Access Coordinator in a Widening Participation Unit, liaising with partner colleges and university departments to enable access to education for students who had been excluded from or disadvantaged by the educational system.

She previously worked for the Open College Network, firstly as a project development officer, helping voluntary and community sector organisations to meet quality and equality standards in relation to delivering accredited training. Following that, she worked as the Access Curriculum Development Officer and was responsible for ensuring that access programmes delivered by 28 London colleges met the QAA (Quality Assurance Agency for Higher Education Standards).

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DIVERSITY TRAINING

GENERATIONAL DIVERSITY - MANAGING A CHANGING WORKFORCE

Generational Diversity recognises that we are living in an ageing society, with more people living longer and working longer - which means that in some areas we have three or four generations in the work environment.

This creates various challenges to organisations, teams and individuals. The following questions need to be considered

- Why does generational diversity matter?
- What is the impact on workforces?
- How can these diversities be managed to drive high performance?

Trainer

Dawn Lewinson – please see profile on page 20.

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DIVERSITY TRAINING

UNCONSCIOUS BIAS

Seminars are written to the requirements of the client: please contact **etl**.

Unconscious bias occurs as a result of socialisation, where information is filtered at conscious and unconscious levels. It is at the unconscious level that our thoughts and feelings drive our behaviour.

Bias generally is normal and natural and crucial to our survival, but in the workplace it can create toxic environments, erode confidence and lead to underperformance.

By looking at the role that unconscious bias plays in our organisations through identifying filters and perceptions that influence behaviour, we can help organisations to work in a more inclusive way, help people to feel more valued, help organisations to nurture talent and retain talent within the workplace and reduce costs to businesses.]

This training can be delivered as an introduction or written to address specific requirements.

Trainer

Dawn Lewinson – please see profile on page 20.

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EDUCATION

BRILLIANT WRITING OPEN WORKSHOP FOR EDUCATORS

Who is it for?

This half day workshop is perfect for lecturers, head-teachers, teachers and teaching assistants who want to improve their writing – from strategy and briefing documents, lesson and course plans, report writing, UCAS personal statements, letters and email through to journalism, press releases and web copy. Whatever the skill level, this course will enhance everyone's written communications.

What is good writing?

Good writing is based clear thinking – WHAT should be said, WHY it should be said, and WHO needs to read it.

The workshop covers:

- The links between thinking, talking and writing.
- The importance of writing in plain English.
- Improving thinking and planning skills.
- Structuring the writing.
- Using tone of voice to express views.
- The golden rules of Brilliant Writing.

Learning outcomes

Participants will know how to think clearly, plan what they will write and understand how to write simply, succinctly and well. They will become more effective and creative writers.

Trainer

Hester Thomas – please see profile on page 3.

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EDUCATION

DESIGNATED SAFEGUARDING CHILDREN OFFICER

This is a two-day course (can be adapted to one-day course)

Aims

- To equip new Designated Safeguarding Children Officers to carry out their role within their organisation effectively, in order to safeguard children and young people
- To update and refresh senior and designated staff on their roles and responsibilities for safeguarding children/students in their care and further develop competence in carrying out these roles.

Learning outcomes

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

- Describe the role of the designated safeguarding children officer and key areas of responsibility
- Identify their own values regarding child abuse and the impact of these on decision making
- Describe the main legislation and guidance underpinning the local and national requirements for responding to concerns about a child's safety or welfare
- Clarify the steps their organisation needs to take to ensure the safety and welfare of children and young people with whom it has contact
- Decide what action to take when informed of a concern about a child or young person
- Clarify the main requirements of their organisation's policy and procedures
- Recognise the blocks to reporting concerns and how to overcome these
- Describe key principles for good practice in recording.

Trainer profile

Margot Pallett

Margot has been a trainer and consultant for over twenty years. Originally a qualified social worker and now a part-time HE/FE lecturer, Margot has worked in a diverse range of settings, with many different groups and individuals from the statutory, voluntary and private sectors.

In her training courses, Margot is able to utilise her experience of social care work (in particular safeguarding children and young people), with her experience of working in an educational setting. Having worked with young people with a range of behavioural difficulties, Margot trains teaching and support staff in schools and colleges on behaviour issues, including working with pupils/students with ADHD or social skills difficulties.

Ofsted requires all staff to be trained in and equipped for safeguarding the young people in their care. In order for schools and colleges to meet these requirements Margot trains a wide range of staff on safeguarding issues, from Awareness Raising to Safeguarding Disabled Children and Young People through to Designated Officer training. Margot has devised and delivered courses for the NSPCC for many years and has trained staff in Scotland, Wales and Northern Ireland as well as England, developing the appropriate safeguarding legislative training for each area of the UK.

Margot currently teaches on level 3 and level 4 BTec and DCE courses and the Foundation Degree in Early Years (Sector Endorsed).

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EDUCATION

DIFFERENTIATION

Aims

To examine the concept of differentiation

Learner Outcomes

By the end of this session participants will be able to:

- Define the term “differentiation”
- Discuss the need for differentiation in meeting learners’ needs
- Consider ways to differentiate
- Begin to evaluate differentiation techniques.

Trainer profile

Shirley Hamilton

Shirley Hamilton is an experienced trainer educator who has substantial experience in teacher training and staff development. She is currently a Skill for Life Programme Manager and a qualified FE Lecturer with in excess of thirteen years’ experience in the sector. Shirley has been commissioned to deliver training to a range of organisations and audiences including International Skills for Life practitioners. In addition to this Shirley has taught on the Advanced Certificate in Education and delivered the full range of City and Guilds teacher training programmes. In Shirley’s capacity as a consultant she designs and delivers training on Differentiation, Equality and Diversity and Learning Styles.

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EDUCATION

GENDER: RAISING BOYS AND RAISING GIRLS

Aim:

To empower participants to address factors affecting boy and girl children in our current society

Objectives:

- To identify parental expectations and differences in the handling of boy and girl children
- To describe the different growth patterns of boy and girl children e.g. hormonal changes
- To describe some outcomes of differences in early childhood care and education practice in children under-4
- To discuss current educational differences in achievement between boys and girls.
- To identify forces that create gender stereotyping in boys and girls
- To explain the different roles of mothers and fathers of boys and girls – including advantages and limitations of both
- To develop practical strategies for keeping the emotional and physiological wellbeing of both boys and girls.

Trainer profile

Luli Harvey

Luli is a qualified teacher who has worked for many years in family, adult and community education, currently teaching on teacher training programmes. She is also a qualified couple counsellor, who has parents amongst her clients.

Her experience leads her to believe that people who work with and care for children welcome a space to think about the different and similar needs of a growing male and female child. Are gender roles constructed from the way the adult world relates to girl and boy children? Are there lessons to be learnt from the increasing canon of literature describing the experience of boys and girls and fathers and mothers in families who have separated while the children were young? Are there strategies for staff who are working with children to counteract some of the negative gender messages put out by the media and our culture?

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EDUCATION

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

1-day introductory course for teaching and all support staff -
(can be adapted for ½ day or specific setting need)

Aim

To meet Ofsted requirements that all staff gain the basic knowledge and skills necessary for the safeguarding of children and young people they may come across during their working day

Objectives

- To identify what constitutes child abuse and the effect it may have on behaviour and development of children and young people
- To consider the indicators and signs that suggest a child requires safeguarding processes
- To explore how they would respond to any of these signs and indicators
- To identify the key legislation and guidance that protect children and young people
- To identify the barriers to applying these processes, and the strategies for reducing these barriers
- To consider their role within the multi-agency safeguarding system in accordance with local policy and procedures
- To discuss their involvement in creating a protective environment, for both children and staff

Trainer

Margot Pallett – please see profile on page 24.

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EMPLOYABILITY AND RECRUITMENT SKILLS

WRITING A POWERFUL CV AND TECHNIQUES FOR SUCCESSFUL INTERVIEWS

Preliminaries

This introductory workshop will:

1. Help participants with ideas on how they want to present themselves on their curriculum vitae (CV) to secure an interview.
2. Help them to prepare for an interview and present themselves as competent and successful interviewees.
3. Show how to write a personal statement to reflect a job description and person specification and / or interview practice (depending on the requests of the group).

CV: Participants will consider what to include on their CVs under various headings, for example:

- Personal details
- Personal statement
- Key skills
- Qualifications
- Employment
- Voluntary roles
- Interests
- Referees
- Additional information

Current thinking and the 'dos' and 'don'ts' on CV writing will also be discussed

Interviews: the following three areas will be considered:

1. Pre-interview preparation and research
2. The interview
 - i) First impressions
 - ii) Answering questions
 - iii) Asking questions
 - iv) Last impressions
 - v) Post interview
 - vi) Preparing and delivering an interview presentation.
3. To begin an individual action plan for the purpose of identifying areas to be improved

This training is a full day and for a maximum of 10 people. *A half day training programme is available upon request and tailored to requirements*

Trainer

Sandra Endersby – please see profile on page 1

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EMPLOYABILITY AND RECRUITMENT SKILLS

EFFECTIVE AND FAIR RECRUITMENT AND SELECTION GETTING THE BEST PEOPLE

By looking at the stages that are a necessary part of the process for recruitment and selection we view the process with an equality lens, to ensure that best practice is undertaken and organisations are more confident and competent in recruiting the best people for their organisations. This training is both theoretical and practical and relevant to everyday recruiting processes.

Trainer

Dawn Lewinson – please see profile on page 20.

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ENVIRONMENTAL – GREEN AWARENESS

BEING GREEN AT WORK

Who is this course for?

This course is relevant those who are committed to caring for the environment and who would like to increase their knowledge and awareness to become 'greener'.

The seminar will address the following:

1. How 'green' are you?
2. The economic and environmental background – reasons to be green
3. Saving natural resources – workplace action plan
4. Changing attitudes
5. Commitment to change

Trainer

Alison Macdonald - please see profile on page 9.

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HEALTH AND SAFETY AND FIRST AID

HEALTH AND SAFETY AND FIRST AID

Please contact **etl** to discuss your precise requirements for accredited and non-accredited training in any of the following areas:

- First Aid
- Food Hygiene
- Management of Health and Safety - legislation, policy, procedures and culture
- Employee Awareness of health and safety, including Safe Systems of Work - legislation, policy and procedures
- Workplace Health and Safety Inspections - legislation, policy and inspection
- Risk Assessment and Risk Reduction- legislation, policy and procedures
- Display Screen Equipment - legislation, policy, procedures and assessments
- Stress Management

Trainer profile

Colin Greenin

With a background in the customer service, security and justice sectors Colin is an excellent communicator who is qualified to Close Protection level with City and Guilds and the Security Industry Authority. He is also licensed to teach both Conflict Management and Physical Intervention Skills, as well as subjects across the breadth of these sectors, (e.g. security guarding, CCTV(PSS), and door supervision).

Colin is also qualified and accredited by the Institute of Occupational Safety and Health (IOSH) to level 2 and by the Chartered Institute of Environmental Health (CIEH) to level 3 and has taught Health and Safety Management as well as Risk Assessment/Reduction for over 5 years.

He has recently finished teaching Data Protection, Freedom of Information, Human Rights and Public Interest Disclosure courses to over 175 managers and staff of a major client. On these courses over 78% of the learners rated the overall course as excellent with the remaining 22% all rating it as good'. (*References are available on request*).

Colin has also provided academic tuition to adult learners in mathematics, statistics, law and ICT usage and applications.

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MANAGEMENT TRAINING

APPRAISING FOR COMPETENCE

Aims

To enable participants to understand the principles of appraisal and utilise these to manage performance.

Objectives

- To understand the difference between performance appraisal and performance management.
- To identify the purpose and methodology of an organisation's appraisal and performance review process.
- To apply the principles of identifying key result areas to their own jobs.
- To Set SMART objectives in order to review progress with their reports or with their line managers.
- To Prepare for an appraisal using the pre-appraisal form.
- To formulate action plan based on their development needs in the area of appraisal.

Trainer profile

Francine Winch

Francine Winch is a very experienced Human Resource Development (HRD) consultant, coach, practitioner, lecturer and group facilitator who takes a pragmatic approach to strategic and operational problem solving within the specific environment of an organisation.

This client-centred approach is informed by a good working knowledge of up-to-date academic theory in addition to underpinning concepts that have been well tried and tested.

Francine has designed, and had accredited for the Chartered Institute of Personnel and Development (CIPD), the Certificate in Training Practice and the Certificate in Personnel Practice, both of which were delivered and assessed internationally.

Additionally, Francine teaches Management and Human Resource Development at post-graduate level and, in her role as a consultant, advises and develops managerial and director level employees of clients whose businesses are within the financial and cultural sectors.

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MANAGEMENT TRAINING

COMMUNICATION SKILLS FOR CONDUCTING EFFECTIVE APPRAISALS

Programme Content

1. Professional boundaries including the setting of ground rules
 - a) what is to be achieved?
 - b) what will be covered?
 - c) what will not be reviewed/discussed?
 - d) getting commitment from the appraisee
 - e) giving commitment to the appraisee
 - f) confidentiality
 - g) time management.
2. Structure
 - a) introduction to the appraisal emphasising the benefits to the appraisee
 - b) the actual appraisal
 - c) conclusion and signing of appraisal documentation.
3. What does an effective appraiser cover?
 - a) the purpose of the appraisal for the appraisee
 - b) the purpose of the appraisal for the organisation
 - c) the appraiser's role and responsibilities.
4. Excellent communication skills to include:
 - a) active listening skills
 - b) the skill of empathy
 - c) use of silence
 - d) open, closed and fact-finding questions
 - e) giving motivational feedback
 - f) working with an appraisee whose style of delivery / communication challenges you
 - g) deescalating potential areas of conflict
 - h) using descriptive rather than judgemental language
 - i) reinforcement of strengths
 - j) establishing and agreeing on any weaknesses.
5. Self-awareness
 - a) triggers
 - b) internal inhibitors
 - c) how to manage one's own emotions
 - d) areas of high / low confidence

Trainer

Sandra Endersby - please see profile page 1.

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MANAGEMENT TRAINING

ASSERTION SKILLS FOR NEW MANAGERS

Aim

To consider the challenges of being promoted to a managerial position - how to establish and maintain professional boundaries and how to communicate in an assertive manner.

Participants are encouraged to come with a personal agenda of something specific they would like to gain from this training and any requests will be incorporated into the day.

Objectives

- To look at the difference between professional and personal relationships and considered the implications of what can happen when relationships are allowed to become blurred.
- To define what it means to be assertive
- To show why it is beneficial to be assertive
- To contrast three other types of behaviour to that of assertive behaviour.
- To give examples of self- defeating mind games that can accompany non-assertive behaviour.
- To raise awareness of the causes of passive behaviour and show how they can be challenged.
- To demonstrate indicators of aggressive behaviour
- To illustrate how to use positive affirmations about oneself
- To look at using language effectively for example using 'I statements'.

Trainer

Sandra Endersby – please see profile on page 1.

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MANAGEMENT TRAINING

MANAGING TIME TO INCREASE EFFICIENCY AND REDUCE CONFLICT

Who is this training for?

Department heads, course co-ordinators and newly promoted line managers faced with expanded duties or additional responsibilities who would like to have tasks completed without wasting time, conflict situations minimised, and meetings producing useful outcomes .

Aim

The aim of this training is to enable participants to understand how to manage time more effectively using tested techniques and appropriate technology and, in the process, to improve effectiveness and ensure more timely completion of tasks.

This training is delivered as a half day course for groups of up to 12.

Objectives

- To understand implications of time as finite quantity and equality of availability
- To identify factors influencing time management
- To assessing short-term actions vs long-term goals
- To provide participants with three strategies for efficient time management
- To introduce the Prioritisation Matrix as a tool for time management
- To apply the Prioritising *Matrix* in planning weekly schedules
- To use technology to improve efficiency, not to hinder progress
- To share essential time management tips for successful meetings

Learning outcomes

At the end of training, delegates will be able to apply the prioritisation matrix to planning weekly schedules, understand how to apply three key-time management strategies that will result in more timely completion of tasks, hold more productive meetings, and reduce conflict in the workplace through SMARTer working.

Trainer profile

Veronica Broomes

Veronica is an experienced trainer and workshop facilitator who has worked with individuals and groups in a range of organisations and at various levels of seniority. She takes a pragmatic approach to problem solving and uses interactive and participatory techniques during training. Veronica has designed and delivered communication and leadership training in the UK and internationally. Her experience as a part-time further education lecturer abroad makes her comfortable working with diverse groups and with participants from a broad range of ethnic and cultural backgrounds.

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MANAGEMENT TRAINING

CHANGE MANAGEMENT – HOW TO ENSURE EFFECTIVE AND SEAMLESS IMPLEMENTATION

Who is this training for?

Employees of organisations that have undergone change recently, are in the process of implementing change or are considering making changes to the operations and/or structure.

Aim

To enable participants to understand how to manage change in the workplace while ensuring appropriate and timely communication of changes, minimising disruption and reducing conflict.

This training can be delivered over one or two days and customized to meet specific requirements as identified by the client. A workshop may include:

Objectives

- To understand types of changes and reason for change
- To identify key benefits of change and strategies to implement change
- To provide participants with key techniques and strategies to boost staff morale
- To review approaches to maximising employee engagement during change
- To develop strategies to foster ownership of managed change
- To provide guidance on managing the process and pace of change
- To understand the role for HR and Team leaders in change management
- To identify key actions in developing change-ready people
- To assess Best practice vs right practice in selecting strategies to communicate change

Learning outcomes

The training sessions will improve the capability and confidence of delegates to plan, manage and communicate change effectively in their organisations.

At the end of training, delegates will be able to: identify and apply three key strategies to boost staff morale and workplace productivity during change, understand how to plan for and manage two types of changes in their team, department or college and develop a checklist on how to maximise employee engagement during periods of change.

Trainer

Veronica Broomes – please see profile on page 35.

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MANAGEMENT TRAINING

MANAGING AS A 'GREEN MANAGER'

Who is this course for?

This course is relevant to those who are committed to caring for the environment and who would like to increase their knowledge and awareness of how they can make changes that will mean they are greener.

This course will address the following:

Managing as a green manager

- How green are you?
- The economic and environmental background – reasons to be green
- Responsibilities of the green manager
- Saving natural resources – workplace action plan
- Changing attitudes
- Commitment to change

Trainer

Alison Macdonald– please see profile on page 9.

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MANAGEMENT TRAINING

PROBLEM SOLVING

Training is written to specific requirements and aims to show participants how to:

- Identify their own skill level at problem solving
- Distinguish between symptoms and causes of problems
- Use an iterative problem-solving model in a real life situation
- Formulate an action plan/learning log to enable the transfer of learning back to the work place.

Trainer profile

Francine Winch– please see profile on page 32

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MANAGEMENT TRAINING

CONDUCTING EFFECTIVE INVESTIGATIONS

Aims:

The aim of this training is for participants:

- To understand the importance and implications of conducting robust investigations within the frame of their organisation's policy and procedures and the legal context
- To be clear of their role, responsibilities and boundaries as investigators
- To be confident in conducting confidential interviews using effective communication skills and
- To develop an understanding of conducting formal investigations.

Training will be written to accommodate participants' precise requirements

Examples:

- The role and responsibility of an investigator
- The stages of conducting the investigation:
 - a) Assessing the Complaint
 - b) Conducting the investigation - points for consideration, order of investigation, who to interview, gathering other evidence
 - c) Effective Interview Skills/Best Practice for Interviews - taking notes, interview statement, how to ask effective questions
 - d) Exploring findings
 - e) Making decisions
- Writing a report

Typically training will include a combination of facilitation, group interaction and presentations. There will be some scenarios for participants to consider and the training can be adapted to meet the group's needs.

Trainer

Snéha Khilay – please see profile on page 19.

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SPECIAL NEEDS AND AWARENESS TRAINING

MANAGING BEHAVIOUR LINKED TO ADHD IN THE LEARNING ENVIRONMENT

An Introductory course for Lecturers and Learning Support Staff

Aim

To enable staff working with students who have ADHD to feel confident in dealing with undesirable behaviour and to support those students to succeed.

Learning Outcomes

By the end of the training, participants will be able to:

- Differentiate between ADD and ADHD
- State the main difficulties students with ADHD may be suffering
- Identify what it may be like to have ADHD and its impact on development and esteem
- Apply strategies for teaching and supporting the learning of students with ADHD
- Practise whole classroom management techniques for situations where students have ADHD.

Trainer

Margot Pallett – please see profile on Page 24.

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SPECIAL NEEDS AND AWARENESS TRAINING

AUTISM SPECTRUM CONDITION (ASC)

Training may include:

- Understanding and working with Autism Spectrum Condition (ASC)
- Supporting the ASC student from primary to tertiary, in mainstream or specialist provision
- Managing behaviour seen as problematic or challenging
- ASC, growing up and relationships
- ASC, anger and anxiety
- Working with ASC clients experiencing depression, anxiety and stress
- Adults with ASC: common areas of need and appropriate support
- ASC children and the impact on families

Trainer profile

Jenny Ronayne

Jenny is a member of the National Specialist Team on Autism Spectrum Disorder (ASD) at the Maudsley Hospital and has in excess of 20 years' experience working with autism. Jenny is active in clinical research projects and has produced an information pack for parents whose children have received a diagnosis of an autism spectrum condition (ASC). She speaks at conferences, runs workshops and delivers training to teachers and tutors, support assistants, social workers, mental health professionals, care workers, parents and all who work with or care for those with an ASC.

Jenny successfully completed her Master's degree (2009) entitled 'A study into the use of Mindfulness Therapy in the reduction of anxiety experienced by individuals with Asperger Syndrome', for which she was awarded a distinction.

In-house training can be tailored to specific requirements as identified by the client.

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SPECIAL NEEDS AND AWARENESS TRAINING

MENTAL HEALTH AWARENESS

Who is this seminar for?

This seminar is for those whose work brings them into contact with people and who would like to understand more about the mental health issues that affect one in four of us at some point during our lives. This seminar will dispel many of the myths surrounding mental health and will enable participants to work more effectively with people who experience mental health difficulties when they come into contact with them. This training will enable them to:

- Understand that mental health affects us all
- Describe the most common mental health difficulties
- Describe how doctors and other professionals can help people with mental health difficulties
- Demonstrate an awareness of the ways in which mental health difficulties can affect a person's behaviour
- Learn how an awareness of mental health issues can help them to:
 - a) Respond to people in distress
 - b) Be aware of any risk of harm
 - c) Communicate with people with difficult behaviour
 - d) Improve their own mental health

Trainer profile:

Jane Myers

Jane has worked in the field of mental health for thirty years. She was the Founder Member of South Yorkshire Constellation Training and 'Halfway' (young peoples' mental health support service). Other positions she has held during her extensive career have been: Training Co-ordinator for POPAN (Prevention of Professional Abuse Network), Project Co-ordinator and Group Work Manager at MIND, Project Worker for The Quest Community (Young Offenders' Project) and Project Manager for the 'Mindliff' Mental Health Project at Community Education Lewisham. Jane is now a freelance trainer and consultant in issues related to mental health and mental health awareness. She designs and delivers training at a national and local level to professionals and volunteers.

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SPECIAL NEEDS AND AWARENESS TRAINING

DEAF AWARENESS AND BRITISH SIGN LANGUAGE

Sample Programme

This workshop is a truly unique and thought provoking introduction to deaf and interpreter awareness. The aim of the training is to increase awareness of all aspects that cover deafness and to have a better understanding of the dynamics of working with British Sign Language (BSL) Interpreters. Interactive training clips will be shown, relevant to the topics and all are produced and edited by Deaf Young Filmmakers.

This training will cover cultural and diversity issues within the deafness field. The following will be explored:

- Applying communication tactics
- Exploration into deaf history and education
- Sessions with interpreter support
- Cultural do's and don'ts from the deaf community
- Deafness and mental health
- Running sessions with interpreter support
- An introduction to British Sign Language (BSL)
- The process of becoming an interpreter (optional)

The training will be delivered in a partnership of deaf and hearing Interpreter trainers'.

Trainer Profiles

Colette Hogan

Colette is Deaf trainer and Director with a strong cultural identity in Deafness and uses BSL as her main language. With a background in Mental Health and civil service, Colette can offer real life examples when dealing with people any setting with a varying range of Deafness, from Hard of hearing, Deafened to Profoundly Deaf.

Colette is a BSL Trainer (please contact **etl** to discuss your requirements).

Ian Hodgetts

Ian is a qualified RSLI Interpreter and trainer and Director for Communication ID. He has in excess of twenty years' experience of working with Sense (DeafBlind Organisation) as a Registered Care Manager and currently runs a project in Scotland: The Ruberslaw.

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SPECIAL NEEDS AND AWARENESS TRAINING

DISABILITY AWARENESS

Training can be written to participants' specific requirements and may include:

- Understanding and working with people with learning disabilities
- Developing the curriculum for disabled students
- Disability Equality
- Equality
- Identifying SMART objectives in different settings
- Roles and responsibilities of care staff vs. education providers
- Disability issues and the health and safety agenda
- Safe exercise and relaxation for disabled people
- Understanding stress and relaxation

Trainer profile

Margaret Taylor

Margaret has worked in the field of disability and raising disability awareness for over 25 years.

Her management role in Adult and Community Education led her to develop what was probably the largest and most innovative Learning Support Department in London. She designed and delivered a wide range of courses and training events for learners with disabilities, care staff, tutors and managers. Additionally, she developed many successful 'partnership working' projects with Local Authorities, Not-for-Profit organisations and the voluntary sector which included organising a 'Have Your Say' conference and providing a state of the art IT project for disabled learners.

Margaret has always staunchly promoted the Equalities and Diversity agenda and debated enthusiastically for the rights of everyone to engage in quality assured educational opportunities regardless of ability. For example, ensuring that people frequently excluded from education (e.g. people with profound and complex needs, and people with mental health difficulties) have access to a range of courses that meet their needs.

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SPECIAL NEEDS AND AWARENESS TRAINING

DRUG AWARENESS TRAINING

Objectives

A sample of some objectives is as follows:

- Identification of symptoms
- Risk reduction
- Costs to health
- Long term effects
- Harm minimisation
- Discovering what help is available and how to access it
- High profile cases
- Drug classification
- Employer's Legal Obligations

Throughout the training consideration will be given to looking at how mental health affects us all and how mental health difficulties may occur at work.

Trainer profile

Debra McGruddy

Debra has worked as a Drug Education Consultant for 10 years. She was influential in the launch of 'The Drug Education Project', which was set up as a result of a Citizen's Jury held in Lewisham to discuss issues of community safety and drugs in the borough. As the first employee of this Project, Debra designed, developed and delivered drug education packages to professionals, parents and young people. She later took up the position of Training and Borough Co-ordinator.

In her capacity as a freelance consultant Debra has delivered drug education packages to many parts of the community including BMEG groups such as Tamils, Vietnamese and Somalis.

In association with Endersby Training Limited these trainings have been developed for delivery in colleges of further education, to raise awareness for learners and the professional staff who come into contact with them.

We will discuss with you particular areas of concern and tailor the training to your specific needs.

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OTHER TRAINING

OTHER TRAINING

TO BE INCORPORATED IN THE NEXT BROCHURE

Please ask about:

Anger management

Appraisal workshops for appraisees

Basic Skills

Data protection

Leadership skills

Marketing

Minute taking

Personal development course

Pre-retirement training

Project management

Sales

Setting up a business

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