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### Trainer Information

**Penny White** has been working in General Practice for over 20 years. She is a qualified mentor and assessor.

Penny has recently commenced teaching and enjoys sharing her knowledge and good practice with Candidates and like-minded colleagues.

### Booking Information

To book a place/s email [bookings@networkforpractices.co.uk](mailto:bookings@networkforpractices.co.uk)

*Our acceptance of your booking brings into existence a legally binding contract between us on the following Terms & Conditions - If places are booked but cancelled before payment has been made or a candidate DNAs, the fee will remain due. Cancellations will attract a refund if the course is subsequently fully booked. To avoid any confusion, we ask that Cancellations are by email only. We will make every effort to resell the cancelled place. Where places are free a £25 charge will be applied to cancellations/DNAs. Payment is required within 30 days from date of invoice.*

# Chaperone Training

**Date:** 6<sup>th</sup> September 2024  
**Times:** 1230-1330  
**Venue:** Microsoft Teams Online Platform

**Places available:** 10

**Fee/s:**

NfP Members	£35
Non Members	£80

**This mandatory learning is ideal and available to those who require chaperoning within the relevant setting, for example, General Practitioners (GPs), health care assistants (HCAs), nurses, allied health professionals and others undertaking the role.**

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### Aims

The workshop aims to provide its delegates with the knowledge and confidence to perform the role of the chaperone effectively within the appropriate setting.

### Learning Outcomes

- The workshop intends that on the conclusion of the session, each delegate will:
- Know the legal, ethical and professional issues relating to chaperones,
- Know what the term chaperone means,
- Know when, where and why chaperones are required,
- Be able to effectively manage chaperone involvement in 'intimate examination',
- Understand the patient's right to choose,
- Understand issues of confidentiality and consent,
- Be aware of the needs of children and those who lack capacity,
- Understand issues relating to personal beliefs, values, religion, ethnicity or culture during chaperoning,
- Be aware of the chaperone checklist and record-keeping,
- Know how to raise concerns,
- Develop a broader understanding of the knowledge base to identify principles underlying theoretical frameworks and begin to identify their strengths and weaknesses,
- Provide informed solutions to standard problems in familiar chaperone related contexts.