

## TRAINING APPLICATION FORM

You should complete this form if you wish to train on a Less Than Full Time (LTFT) basis in a **KSS TRUST** and you are/will be a Foundation/Specialty/Higher or GP Specialty Trainee upon commencement training.

### SECTION 1 – TRAINEE DETAILS

|                                                                                                                            |  |  |          |                               |                                 |                                 |
|----------------------------------------------------------------------------------------------------------------------------|--|--|----------|-------------------------------|---------------------------------|---------------------------------|
| First name:                                                                                                                |  |  | Surname: |                               |                                 |                                 |
| Address:                                                                                                                   |  |  |          |                               |                                 |                                 |
| Postcode:                                                                                                                  |  |  | Email:   |                               |                                 |                                 |
| Telephone:                                                                                                                 |  |  | GMC No:  |                               |                                 |                                 |
| If you are not currently employed, tick this box: <input type="checkbox"/>                                                 |  |  |          |                               |                                 |                                 |
| Please tick if you do not yet know the name of your employing Trust but have a preference to train in a particular region: |  |  |          | <b>REGION</b>                 |                                 |                                 |
|                                                                                                                            |  |  |          | <input type="checkbox"/> Kent | <input type="checkbox"/> Surrey | <input type="checkbox"/> Sussex |

|                                                                                 |                             |                                |                                |                                                                             |                              |                              |                              |                              |                              |  |  |
|---------------------------------------------------------------------------------|-----------------------------|--------------------------------|--------------------------------|-----------------------------------------------------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--|--|
| <b>Grade (at preferred LTFT Training start date):</b>                           |                             |                                |                                |                                                                             |                              |                              |                              |                              |                              |  |  |
| <input type="checkbox"/> F1                                                     | <input type="checkbox"/> F2 | <input type="checkbox"/> C/ST1 | <input type="checkbox"/> C/ST2 | <input type="checkbox"/> C/ST3                                              | <input type="checkbox"/> ST4 | <input type="checkbox"/> ST5 | <input type="checkbox"/> ST6 | <input type="checkbox"/> ST7 | <input type="checkbox"/> SpR |  |  |
| Employing Trust:                                                                |                             |                                |                                |                                                                             |                              |                              |                              |                              |                              |  |  |
| Site:                                                                           |                             |                                |                                |                                                                             |                              |                              |                              |                              |                              |  |  |
| Training Programme:                                                             |                             |                                |                                | <b>Sub-Specialty:</b><br><small>(where applicable)</small>                  |                              |                              |                              |                              |                              |  |  |
| Do you require a visa? <input type="checkbox"/> Yes <input type="checkbox"/> No |                             |                                |                                | <b>Current C/CT Date:</b><br><small>(where applicable)</small> (DD/MM/YYYY) |                              |                              |                              |                              |                              |  |  |

|                                                                                                                                                                                                                                         |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|--|
| <b>Proposed Training Plan</b>                                                                                                                                                                                                           |  |  |  |  |  |  |  |  |  |  |  |
| I have discussed my application with my Educational Supervisor: <input type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                                |  |  |  |  |  |  |  |  |  |  |  |
| I have discussed my application with my Programme Director: <input type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                                    |  |  |  |  |  |  |  |  |  |  |  |
| Name of Programme Director:<br><small>           Please indicate the name of your supervisor that you wish to discuss your application.<br/>           If you have not yet been allocated a panel, please leave blank.         </small> |  |  |  |  |  |  |  |  |  |  |  |
| Anticipated start date for Less Than Full Time Training: (DD/MM/YYYY)                                                                                                                                                                   |  |  |  |  |  |  |  |  |  |  |  |
| Reason This Date Was Chosen:                                                                                                                                                                                                            |  |  |  |  |  |  |  |  |  |  |  |

# Pc Training Application Form For 2016

**Hamido Fujita, Richard Cimler, Andres  
Hernandez-Matamoros, Moonis Ali**

## Pc Training Application Form For 2016:

**Advances and Trends in Artificial Intelligence. Theory and Applications** Hamido Fujita, Richard Cimler, Andres Hernandez-Matamoros, Moonis Ali, 2024-07-09 This book constitutes the refereed proceedings of the 37th International Conference on Industrial Engineering and Other Applications of Applied Intelligent Systems on Advances and Trends in Artificial Intelligence IEA AIE 2024 held in Hradec Kralove Czech Republic in July 10 12 2024 The 38 full papers and 3 short papers presented were carefully reviewed and selected from 79 submissions The papers focus on the following topics Computer vision Cyber security Data mining E applications Machine learning Neural networks Optimization and Various applications

[The Oxford Handbook of Deaf Studies in Learning and Cognition](#) Marc Marschark, Harry Knoors, 2020 Oxford Handbooks offer authoritative and up to date reviews of original research in a particular subject area Specially commissioned chapters from leading figures in the discipline give critical examinations of the progress and direction of debates as well as a foundation for future research Oxford Handbooks provide scholars and graduate students with compelling new perspectives on a wide range of subjects in the humanities social sciences and sciences Book jacket

**The Handbook of Dialectical Behavior Therapy** Jamie Bedics, 2020-05-15 Dialectical behavior therapy DBT has become a useful treatment for a range of clinical problems and is no longer limited to the treatment of suicidal behaviors or borderline personality disorder

The Handbook of Dialectical Behavior Therapy Theory Research and Evaluation reviews the evidence based literature on use of DBT in a wide range of populations and settings The book begins with the foundations of DBT its history development core principles mechanisms of change and the importance of the therapeutic relationship It also reviews the efficacy of DBT for treatment of suicidal behavior eating disorders and substance abuse disorders as well as its use for children adolescents and families A section on clinical settings reviews implementation in schools college counseling centers and hospitals Provides an overview of DBT including its development core principles and training Discusses the importance of the therapeutic relationship and alliance in DBT Outlines DBT treatment for suicidal behavior eating disorders and substance use disorders Includes DBT as treatment for adolescents and children Covers DBT implementation in schools counseling centers and hospitals

**Annual Report** India. Ministry of Tribal Affairs, 2016 **"Code of Massachusetts regulations, 2016"** , 2016 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

[Gerontological Social Work and the Grand Challenges](#) Sara Sanders, Stacey R. Kolomer, Cheryl Waites Spellman, Victoria M. Rizzo, 2019-11-30 The growing number of older adults in the United States poses a significant challenge to families healthcare systems mental health services and many other caregiving groups Using the Grand Challenges for Social Work initiative as a framework this text evaluates critical policies and issues pertaining to older adults identifying both the overall systemic inequalities currently working against older adults as well as specific areas that require updated policies and interventions It calls for active attention to the implementation of science based research policy and practices to promote

health and well being Among the topics addressed Family violence against older adults Disaster planning and preparedness Building financial capability for aging families Health needs of incarcerated older adults Closing the gap in healthcare services for older adults Social isolation and its effects on mental health and well being A useful gerontology resource for students social work scholars and practitioners Gerontological Social Work and the Grand Challenges advocates for justice and equal opportunity for older adults and highlights important social issues that must be urgently addressed in the near future *Gender Budgeting Report* Bangladesh. Artha Bibhāga,2017

**Touch Screen Tablets Touching Children's Lives** Joanne Tarasuik, Gabrielle Strouse, Jordy Kaufman, 2018-02-28 Touch screen tablets have greatly expanded the technology accessible to preschoolers toddlers and even infants given that they do not require the fine motor skills required for using traditional computers Many parents and educators wish to make evidence based decisions regarding young children's technology use yet technological advancements continue to occur faster than researchers can keep up with Accordingly despite touch screen tablets entering society more than 5 years ago we are in the infancy of research concerning interactive media and children The topic has gained traction in the past couple of years For example theoretical papers have discussed how interactive media activities differ from physical toys and passive media Christakis 2014 and how educational apps development should utilise the four pillars of learning Hirsh Pasek et al 2015 Yet there has been little experimental research published on young children and touch screen use *PC* ,1984-10 **Occupational Outlook Handbook** ,1990 Describes 250 occupations which cover approximately 107 million jobs *PC World* ,1990 **New Jersey Register** ,2011

**Computers & Electronics** ,1984 Consultants and Consulting Organizations Directory ,2006 **Top 300 Careers** ,2008 Explore hundreds of careers assess your best career fit and land a job fast with this extensive authoritative resource In one time saving volume job seekers and students find everything they need to research careers learn about pay outlook education and skills needed for about 300 jobs match their personal skills to the jobs and take seven steps to land a good job in less time This book provides thorough current and interesting descriptions for all major jobs covering about 90 percent of the workforce A special book within a book section by career and job search author Michael Farr describes the seven steps that cut job search time in half and includes sample resumes An assessment matches your personal skills with the characteristics of the occupations described in the book *Medical Journal of Australia* ,1990-07 **Peterson's Guide to**

**Two-Year Colleges 1997** Peterson's Guides Staff,Peterson's Guides,Peterson's,1996-08-18 A reference guide to more than 1 500 community and junior colleges **The Education Gazette of the Province of the Cape of Good Hope** Cape of Good Hope (South Africa). Education Department,1916 **Artificial Intelligence** Commission on California State Government Organization and Economy,2018 **Encyclopedia of Educational Research** Harold E. Mitzel,1982

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Topics: Imaginary wars and battles, World War III ; Publisher: Toronto [u.a.] : ... The Third World War - The Untold Story - Z-Library Download The Third World War - The Untold Story book for free from Z-Library. Third World War: The Untold Story by Hackett, John Expanding on the imaginary chronicle of cataclysmic global conflict, this volume probes the inner sanctum of the Soviet Politburo and the struggles within ... The Third World War: The Untold Story by John W. Hackett The Third World War: The Untold Story. John W. Hackett. 3.62. 276 ratings20 reviews ... Create a free account to discover what your friends think of this book! The Third World War (Hackett novels) The Third World War and The Third World War: The Untold Story are war novels by Sir John Hackett, published in 1978 and 1982, by Macmillan in New York and ... [TMP] The Third World War: The Untold Story Mar 22, 2018 — ... free membership account. The Third World War: The Untold Story. The Startling New Bestseller. Rating: ... Third World War: The Untold Story - Hardcover Expanding on the imaginary chronicle of cataclysmic global conflict, this volume probes the inner sanctum of the Soviet Politburo and the struggles within ...

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