

Day 1 – Teaching and Learning

FACILITATING EDUCATION COURSE

Time	Session	Learning outcomes
09:00-09:30	Welcome and Introductions	N/A
09:30-11:00	The Adult Learner: Effective learning strategies	By the end of this session, you should be able to: - Review and challenge existing ideas on teaching and learning - Explain key elements of the predominant learning theories (behaviourism, cognitivism, constructivism, humanism) - List the attributes in educators, learners and context that support learning - Describe at least 5 practical strategies to improve learning
11:00 –11:15	Break	
11:15-12:00	Being a Healthcare Educator – Values and behaviours of a healthcare educator	By the end of this session, you should be able to: - Explore your own values and attributes as an educator - Identify the key attributes of a healthcare educator - Apply the Domains of the AOME Professional Standards Framework to your own practice
12:00-12:45	Lunch	
12:45-14:15	The Learning Environment	By the end of this session, you should be able to: - Outline key components of the learning environment - Identify barriers to learning and identify learner difficulties - Understand the concept of psychological safety - Explain the importance of learner wellbeing and self-care
14:15-14:30	Break	
14:30-15:15	Inter professional Education in Healthcare	By the end of this session, you should be able to: - Define inter professional education - Reflect on your own experiences of inter professional education - Identify the barriers and potential solutions for supporting inter professional education - Define the role and the attributes of the inter professional education facilitator
15:15-15:45	Being a Healthcare Educator – Activity	By the end of this session, you should be able to: Critique a piece of education
15:45-16:00	Questions, Summary, Evaluation and Close	N/A

Day 2 - Designing and Planning Education

Time	Session	Learning outcomes
0900-09:15	Welcome & HITS	Recall High Impact Teaching Strategies from previous day
09:15-0945	Curricular Alignment	By the end of this session, you should be able to: - Identify key components in curriculum mapping - Consider how learning outcomes link to curricula
09:45-1100	Learning Outcomes	By the end of this session, you should be able to: - Define a Learning Outcome - Identify 5 reasons for designing Learning Outcome - Explain how learning outcomes relate to curricula - Discuss and analyse some example Learning Outcomes - Demonstrate writing of Learning Outcomes
1100 – 11:15	Break	
11:15-1200	Learning Modalities	By the end of this session, you should be able to: - List 5 learning modalities in Healthcare Education - Summaries advantages and disadvantages of the different learning modalities - Explain how learning modalities link to learning outcomes and curricular alignment
12:00-12:30	Session Structure	By the end of the session, you should be able to: - List Gagne's stages of instruction - Apply the stages to an educational example
12:30-13:15	Lunch	
13:15-14:45	Technology Enhanced Learning	By the end of this session, you should be able to: - Describe TeL - Understand the application of TeL - Identify Innovative examples of TEL - Review and reflect upon the underpinning principles of TEL - Describe innovative methods of providing education - Demonstrate examples of TeL for Education
14:45-15:00	Break	
15:00-15:45	Evaluation	By the end of this session, you should be able to: Understand methods of evaluation
15:45-16:00	Questions, Summary, Evaluation and Close	N/A

Day 3 - Delivering Education

Time	Session	Learning outcomes
0900-09:15	Welcome & HITS	Recall High Impact Teaching Strategies from previous day
0915-1015	Presentation skills	By the end of this session, you should be able to: - Recognise different approaches Lecture/Presentation skills - Recognise appropriate techniques for facilitating Lectures
10:15 –10:30	Break	
10:30-11:30	Small Group Teaching	By the end of this session, you should be able to: - Define and critically appraise small group teaching - Consider the advantages and disadvantages of small group teaching - Identify the requirements of the educator in facilitating small group teaching - List some common methods for demonstrating the delivery of small group teaching
11:30-12:30	Teaching Clinical Skills	By the end of this session, you should be able to: - Identify key elements in teaching clinical skills - Recognise different approaches to skills teaching - Describe elements in relation to deliberate practice - Consider elements of mastery of learning
12:30-13:15	Lunch	
13:15-13:45	Teaching Clinical Skills	By the end of this session, you should be able to: - Identify key elements in teaching clinical skills - Recognise different approaches to skills teaching - Describe elements in relation to deliberate practice - Consider elements of mastery of learning
13:45-14:45	Simulation	By the end of this session, you should be able to: - Define simulation - Outline different modalities in SBE - Analyse the role and value of SBE - Discuss key nomenclature / terminology - Identify key components of sim design. - Define fidelity - Identify the important components of different types of SIMs
14:45:-15:00	Break	
15:00-15:45	Confederacy and SPs	Consider how SPs enhance the simulation experience

		• Define confederacy • List features of good confederacy
15:45-16:00	Questions, Summary, Evaluation and Close	

Day 4 - Supervision

Time	Session	Learning outcomes
0900-09:15	Welcome & HITS	Recall High Impact Teaching Strategies from previous day
09:15-10:15	Assessment	By the end of this session, you should be able to: - List the different types of educational assessment and their application - List the different uses of assessment - Defines the principles, need and purpose of assessment both formative and summative - Define the terms reliability and validity - Relate assessments to relevant education outcomes or learning objectives
10:15 –10:30	Break	
10:30-11:15	Clinical Supervision	- Outline roles and attributes of a supervisor - Summarise the definition of Clinical supervision - Explain Johari's window and apply to the roles of the supervisor - Reflect on your own practice and experience as a supervisor
11:15-11:45	WBAs	- Define a WPBA - Explain nomenclature of various WPBAs - Critically appraise the role of WPBAs - Link WPBAs to Millers Pyramid
11:45-12:15	Student support	- Identify resources available for student support and wellbeing - Define and discuss the concept of professional self-care - Outline features of student self-care using Maslows pyramid
12:15-13:00	Lunch	
13:00-13:45	Feedback	By the end of this session, you should be able to: - Describe and appraise feedback types - Apply Johari's window to the principles of feedback - Define what feedback means to healthcare education - Consider the relationship of feedback in the learning cycle - Discuss and apply the 9 principles of effective feedback
13:45-14:30	Debrief	- Define debriefing - Apply Johari's window to the principles of debriefing - Explain connection to prebriefing - Identify 3 debriefing models and key characteristics
14:30-14:45	Break	

14:45-15:30	Supervision Activity	• Apply learning about supervision
15:30-16:00	Questions, Summary, Evaluation and Close	• What Next?