

WORKING TOGETHER FOR EDUCATIONAL COHERENCE

Course Director's Responsibilities:

Educational - you will:

- *Develop programme*
- *Ensure content is linked to the curriculum*
- *Identify goals and learning objectives*
- *Identify target audience/trainee level*
- *Prepare pre/post-course material*
- *Identify assessment criteria and methods*
- *Ensure course guidelines include processes to manage participants who do not reach required standards*

Faculty - you will:

- *Convene course*
- *Identify Faculty, ensuring faculty to participant ratio is appropriate*
- *Ensure appropriate pre-course preparation for Faculty*

Administration - you will:

- *Identify budget, in association with Medical Education Leeds, and work within it*
- *Act as key point of contact*
- *Agree deadlines*
- *Agree a suitable venue, refreshments etc*
- *Identify equipment requirement*

Medical Education Leeds' Responsibilities:

Educational - we will:

- *Provide educational team support for course development, including advising on most appropriate method(s) of delivering and evaluating course*
- *Formalise course content*
- *Quality assurance*

Faculty - we will:

- *Provide support to Faculty*
- *Provide access to Faculty and Trainer databases*

Administration - we will:

- *Provide administrative and technical support to course*
- *Produce draft programme*
- *Advertise course on appropriate website(s)*
- *Offer online application and payment (if applicable), via the Medical Education Leeds website*
- *Advise on appropriate/available venues both within and outwith the Trust*
- *Distribute pre/post-course material*
- *Distribute pre/post-course assessment criteria (where appropriate)*
- *Liaise with course director and faculty*
- *Ensure appropriate equipment (e.g. audiovisual and/or simulation equipment) is available*
- *Work within budget limit*
- *Create and collate evaluation forms, including analysis and feedback*
- *Provide post-course administration, eg certificates*
- *Work within agreed deadlines*

Questions to consider when developing a course/educational material

- *Is there an identified need for this course?*
- *Do the course objectives meet this need?*
- *Are the objectives clearly stated?*
- *Are the objectives relevant to the intended participants?*

Course Content

- *Does the course content meet all of the course objectives?*
- *Does the content cover appropriate areas of knowledge, practical skills and professional judgement?*
- *Is the course structured to deliver content effectively, using an appropriate mix of didactic, workshop and practical sessions?*

Course Participants

- *Are these the right participants for this course? Is the level, content and mode of delivery appropriate?*
- *Do the participants know what to expect and what is expected of them?*
- *Are there procedures for dealing with struggling or difficult participants?*
- *Are there procedures for dealing with participants' concerns, worries or uncertainties?*
- *Is there the opportunity for participants to engage informally with and ask questions of the trainers?*

Course Material

- *Is there appropriate pre-course material, or recommended pre-course reading?*
- *Is the course material suitable and relevant to the course?*
- *Is there additional material that might be used? (Consider industry derived educational material)*
- *Is there a need for pre- and post-course reading list, or follow up material?*

Course Faculty

- *Is there an identifiable course director who is aware of his/her responsibilities, and is capable of discharging them?*
- *Consider the roles of the faculty members with respect to the content and objectives*
- *What is the degree of involvement of faculty and/or 'guest speakers'?*

- *How many faculty members are needed? Consider the need for breaks etc.*
- *Are faculty aware of their roles? Do they have a clear view of what they are expected to deliver? Is there prepared course material they would be expected to adhere to? Should faculty be briefed or prepared before the course?*
- *Is there a pre-course faculty meeting?*
- *Are faculty properly trained in appropriate teaching methods?*

Delivery of the Course

- *Do the trainers deliver the content in an effective way and do they understand/demonstrate best practice in adult education?*
- *Are there clear instructions concerning timetabling, degree of involvement and locations?*
- *Does the venue fulfil the needs of the course and is it used appropriately?*
- *Is the environment (seating, temperature etc) appropriate?*
- *Are the audiovisual and other aids appropriate, usable and effective?*
- *Are the practical sessions properly set up and equipped?*
- *What are the catering needs and how will they be delivered?*

Quality Assurance

- *What procedures are in place for assuring quality?*
- *Is there participant feedback and how is it handled?*
- *Is there post-course faculty discussion?*
- *What external bodies could usefully be employed to provide quality assurance (e.g. Royal Colleges)*

Course Administration

- *Is the course administration satisfactory? Can this be done in house or is an external agency required?*
- *Is the cost of the course appropriate?*
- *Are there clear instructions to participants and faculty concerning venue, transport and accommodation?*
- *Is there appropriate social activity?*
- *Is there appropriate governance of the course to ensure financial and professional probity?*

How to fill this form in

Questions to consider when developing a course/educational material

- *Is there an identified need for this course?*
- *Do the course objectives meet this need?*
- *Are the objectives clearly stated?*
- *Are the objectives relevant to the intended participants?*

Course Content

- *Does the course content meet all of the course objectives?*
- *Does the content cover appropriate areas of knowledge, practical skills and professional judgement?*
- *Is the course structured to deliver content effectively, using an appropriate mix of didactic, workshop and practical sessions?*

Course Participants

- *Are these the right participants for this course? Is the level, content and mode of delivery appropriate?*
- *Do the participants know what to expect and what is expected of them?*
- *Are there procedures for dealing with struggling or difficult participants?*
- *Are there procedures for dealing with participants' concerns, worries or uncertainties?*
- *Is there the opportunity for participants to engage informally with and ask questions of the trainers?*

Course Material

- *Is there appropriate pre-course material, or recommended pre-course reading?*
- *Is the course material suitable and relevant to the course?*
- *Is there additional material that might be used? (Consider industry derived educational material)*
- *Is there a need for pre- and post-course reading list, or follow up material?*

Course Faculty

- *Is there an identifiable course director who is aware of his/her responsibilities, and is capable of discharging them?*
- *Consider the roles of the faculty members with respect to the content and objectives*
- *What is the degree of involvement of faculty and/or 'guest speakers'?*
- *How many faculty members are needed? Consider the need for breaks etc.*
- *Are faculty aware of their roles? Do they have a clear view of what they are expected to deliver? Is there prepared course material they would be expected to adhere to? Should faculty be briefed or prepared before the course?*
- *Is there a pre-course faculty meeting?*
- *Are faculty properly trained in appropriate teaching methods?*

Delivery of the Course

- *Do the trainers deliver the content in an effective way and do they understand/demonstrate best practice in adult education?*
- *Are there clear instructions concerning timetabling, degree of involvement and locations?*
- *Does the venue fulfil the needs of the course and is it used appropriately?*
- *Is the environment (seating, temperature etc) appropriate?*
- *Are the audiovisual and other aids appropriate, usable and effective?*
- *Are the practical sessions properly set up and equipped?*
- *What are the catering needs and how will they be delivered?*

Quality Assurance

- *What procedures are in place for assuring quality?*
- *Is there participant feedback and how is it handled?*
- *Is there post-course faculty discussion?*
- *What external bodies could usefully be employed to provide quality assurance (e.g. Royal Colleges)*

Course Administration

- *Is the course administration satisfactory? Can this be done in house or is an external agency required?*
- *Is the cost of the course appropriate?*
- *Are there clear instructions to participants and faculty concerning venue, transport and accommodation?*
- *Is there appropriate social activity?*
- *Is there appropriate governance of the course to ensure financial and professional probity?*

EDUCATIONAL SUPPORT REQUEST:

Outline your course/educational material development needs using the education support request guide

YOUR CONTACT DETAILS

Full name	
Hospital	
Speciality	
Contact email	
Contact telephone	

YOUR COURSE PROPOSAL

Course Director	
MEL Course Director	
Course needs	
Course objectives	
Course content	
Pre-course material	

Course material	
Course faculty	
Course delivery (method)	
Quality assurance	
Course administration	
Budget plan	

I am happy for my details to be uploaded to the Medical Education Leeds Website	
I am happy to be contacted by Medical Education Leeds regarding educational events	

Please email the completed form to:

Andrea Fox-Hiley
andrea.fox-hiley@leedsth.nhs.uk

Joanne Johnson
joanne.johnson@leedsth.nhs.uk