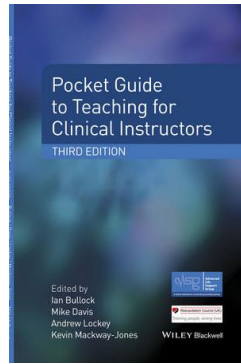


ALSG's medical education & training programmes improve outcomes for people in life-threatening situations, anywhere along the health care pathway, anywhere in the world.



ALSG | Instructor Training

Facilitation Course

The Facilitation course provides the knowledge, skills and behaviours required by instructors on the **Child Protection Recognition and Response (CPRR)** and **Acute Psychiatric Emergencies (APEX)** courses.

The course focusses specifically on the educational modalities found on these specific provider courses with opportunities for shared learning with all colleagues.

The blended package, facilitated by one of our educators, includes the Pocket Guide to Teaching for Clinical Instructors; access to three e-modules; a reflective discussion forum; practice sessions and relevant reading. Once you have read the Pocket Guide, the course is designed to fit into one day of study, accessed remotely. Candidates retain access to the on-line resources following the course.

Facilitation curriculum and key information

The Facilitation is a 1-day course covering the learning approach and preparation for facilitating on our courses and engagement in reflective practice.

The 1-day course comprises:

- E-modules
- Engagement in a moderated discussion forum
- Links to relevant reading
- Remote realtime sessions
- Experiential exercises
- Practice running a discussion
- Practice managing a simulated patient encounter

Candidate criteria and eligibility

The purpose of this education programme is to prepare instructors to teach on the Child Protection Recognition and Response (CPRR) and the Acute Psychiatric Emergencies (APEX) courses. The selection process for both courses are described below.

Child Protection Instructor selection

There are two potential routes to becoming a CRR instructor:

Route 1: Put forward as having instructor potential at the end of your CRR course.

Route 2: Self-nomination with the recommendation of a senior colleague or working group member.

More information on both routes can be found [here](#)

APEX Instructor selection

There are also two potential routes for becoming an APEX instructor:

Route 1: Existing ALSG instructors with an appropriate clinical background may self-nominate to convert to becoming an APEX instructor. This process involves completion of the APEX e-modules. There is no *requirement* to attend the Facilitation course, but past instructors have found it extremely helpful for input into the more nuanced facilitation style required.

Route 2: During the APEX provider courses, the faculty will review candidates using a structured matrix to assess their suitability for instructor training. Candidates who are recommended will need to complete the Facilitation course.

Assessment and certification

The course is assessed through continuous assessment. Once you have successfully passed the Facilitation, you are required to teach on two courses as an Instructor Candidate. After completing your IC's you are then issued full instructor status. To keep instructor status valid, you must teach on three courses in a two year period.

Recertification options

All recertifying instructors should be peer reviewed when they are teaching on a course every four years.

Resources

- > Publications - <http://bit.ly/ALSGPub>
- > Testimonials - http://bit.ly/ALSG_Testimonials

¹ Rt. Hon. Jeremy Hunt MP, Secretary of State for Health, in August 2013. *Speaker at the Patient Safety Congress 2014*

² Professor Don Berwick, Chair, 'A Promise to Learn – A Commitment to Act' review 2013

³ Moore et al, 2013, NHS Future Forum Education and Training– next stage, London.

Booking a course

To book your next course, simply scan this code using your smart phone or visit us online at <http://bit.ly/ALSGcourses>

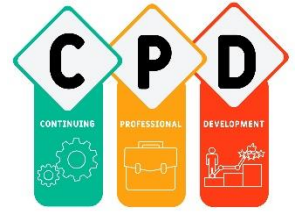


“Patient safety must be established as the most important priority in our NHS” ¹

“Place the quality of patient care, especially patient safety, above all other aims.” ²

Continuous Professional Development

Revised guidance from the Academy of Medical Royal Colleges emphasises that the focus of CPD should be on its quality and reflection of its impact on a clinician's practice, rather than the amount of time spent on the activity. The responsibility for identifying CPD requirements rests with the individual and should be based on their personal areas of practice and personal development plan agreed at their annual appraisal. Although one 'CPD credit' will normally equate to one hour of educational activity, the amount of educational activity obtained from a specific event may vary between individuals depending on an individual's specific learning outcomes.



Information for educators and managers

As a charity, ALSG invests all profits in educational resources and partners with the most effective and respected organisations worldwide to develop exceptionally high-quality programmes. ALSG education quality is verified, accredited and recognised internationally as 'best in class', contributing to better outcomes for patients in life-threatening situations.

Updates to Facilitation

None currently.

Courses to consider

Not applicable for this course.

“What we want to see is increased consistency and quality in education and training and consequently in people's outcomes and experiences...service delivery and education are fundamentally interlinked.” ³