

Generic Instructor Course – Remotely Enhanced Programme

Candidates

Important Information: Time allocation per teaching practice

	Time per practice (not including time for feedback from faculty)
Presentation skills	5 minutes
Skills teaching with continuous assessment	10 minutes
Facilitating small groups	10 minutes
Simulation teaching	12 minutes
Simulation assessment	10 minutes

Day One Evening

Time		Learning Outcomes
18.00-18.15	Candidates join course via video conferencing platform. Course Director opens the session. Followed by groups 'meeting' with their facilitators in their bubbles	
18.15-19.00	Theory into Practice (Interactive lecture via teleconferencing platform - use of virtual break out groups)	<ul style="list-style-type: none"> Revisit adult learning theory, feedback and lecture – how this is applied in the provider course context
19.00-19.05	Comfort break	
19.05-20.05	Candidates deliver presentations and engage in learning conversation with their group and specified members of faculty below:	Teaching and feedback is done in bubbles.

19.05-20.05		Faculty
	Candidates 1-4 Lecture Presentation A Red 1	
	Candidates 5-8 Lecture Presentation B Blue 1	
	Candidates 9-12 Lecture Presentation C Yellow 1	
20.05–20.15	Close session for candidates.	Faculty reconvene for 15 minutes

Day Two (face to face)

Time		Learning Outcomes
08.00–08.30	Introductions in 'bubble groups' and equipment familiarisation	By the end of the should you should be able to: <ul style="list-style-type: none"> Select and use the equipment you will need for each of your teaching modalities
08.30–08.40	Introduction to skills with continuous assessment	
08.40–09.45	Candidate Practice: Skills Teaching with Continuous Assessment	By the end of the session you should be able to: <ul style="list-style-type: none"> Describe the principles of continuous / formative assessment Apply the four stage approach to skills teaching Observe how outcome of assessment is presented to candidates
08.30–09.45	Practice: Skills with continuous assessment	
	A1	
	B1	
	C1	
09.45–10.00	Refreshment break	Socially distanced in own groups
10.00–10.10	Introduction to facilitating small groups	
10.10–11.15	Candidate Practice: Facilitating Small Groups	By the end of this session you should be able to: <ul style="list-style-type: none"> Recognise different approaches to group discussion Plan group discussions, based on a universal structure for teaching Recognise and apply appropriate techniques for facilitating groups

10.00–11.15	Practice: Facilitating small groups	
	A1	
	B1	
	C1	
11.15–11.45	Virtual plenary facilitated by the educator Discuss experience so far Input about the learning conversation	All groups 'come together' for a session with the educator via virtual media in their own room/group
11.45–11.55	Introduction to teaching simulations	
11.55–14.10	Candidate Practice: Teaching in Simulations 2 candidates practice before lunch and remaining 2 candidates to practice after lunch	By the end of this session you should be able to: <ul style="list-style-type: none"> • Discuss the application of simulation in teaching • Recognise the important features of role play and simulation in life support course teaching • Both organise and take part in role plays and simulations
12.45–13.15	Lunch	<i>Socially distanced in own groups</i>
11.55–14.10	Practice : Simulation teaching	
	A1	
	B1	
	C1	
14.10–14.20	Introduction to simulation assessment	
14.20–15.30	Candidate Practice: Assessment in Simulations	By the end of the session you should be able to: <ul style="list-style-type: none"> • Describe the basic principles of assessment • Critically discuss the key issues surrounding assessment, especially with regard to making pass / fail decisions and informing candidates of these decisions

		<ul style="list-style-type: none"> Begin to apply these principles to the skills and competencies covered on provider courses
14.20–15.30	Practice: Assessment in simulations	
	A1	
	B1	
	C1	
15.30–15.45	Refreshment break	Socially distanced in own groups
15.45–16.45	Additional practice to be agreed by group/faculty	
16.45–17.10	Personal reflections in progress logs with peer group	
17.10–17.20	Mentor feedback	

Each Group has control for their own room and equipment and will stay in the rooms for all the sessions