

**ST3-EDU-AOP-EPA6 – Planning a course**

<b>Area of practice</b>	Medical education	<b>EPA identification</b>	ST3-EDU-AOP-EPA6
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.4 (EC-approved 03/06/16)
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.</p>			
<b>Title</b>	<b>Planning a course, workshop or learning session.</b>		
<p><b>Description</b> Maximum 150 words</p>	<p>The trainee can demonstrate the sequence of stages associated with the planning of a course/workshop or preparing a learning session for members of the public, medical students, peers, nursing or other allied professional groups. This includes post-course evaluation and trainees should demonstrate their ability to modify and adapt course content and/or delivery based on learners' feedback.</p> <p>Trainees should be able to describe the principles associated with the main learning methodologies relevant to undergraduate and vocational medical training programs, eg. the apprenticeship, experiential, case-based learning etc. This should include the advantages and disadvantages of e-learning and blended learning approaches versus face-to-face learning and supervision methodologies.</p>		
<b>Fellowship competencies</b>	<b>ME</b>	7	<b>HA</b>
	<b>COM</b>	1	<b>SCH</b> 1, 2
	<b>COL</b>	3	<b>PROF</b> 1, 2, 3
	<b>MAN</b>	2	
<p><b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.</p>	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Main principles of the learning methodologies typically encountered during undergraduate and postgraduate medical training, eg. apprenticeship model, experiential models, case-based learning, etc.</li> <li>• Sequence of steps associated with the planning of a course, workshop or learning session (including 'bedside teaching'). A learning needs analysis (of the proposed group) and workshop goals and objectives should be included.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Ability to list the components of a program curriculum and compare the relationship of the course curriculum to learning objectives, learning methodologies, syllabus (course content) and assessment (ie. demonstrates a critical understanding of curriculum alignment).</li> <li>• Can identify the role of course evaluation and can design an evaluation tool based on evaluation outcome required, eg. can apply Kirkpatrick's Four-Level Training Evaluation Model.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate the planning and successful delivery of a workshop or other learning session.</li> <li>• Demonstrates the ability to determine organisational and structural arrangements of a learning session. The trainee considers, for example: timeframes; learner group size (in relation to proposed teaching methodology); venue availability and characteristics; facilitator availability; communication of curriculum and learning session content to prospective facilitators; technology available/required for learning session and the technical skill/expertise required to operate these.</li> <li>• Demonstrates the ability to conduct and analyse an evaluation survey or conduct other strategies for obtaining feedback.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Ability to reflect on various advantages and disadvantages of previous (personal) learning environments.</li> <li>• Flexible; willing to adapt courses to the learners' feedback.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
<b>Suggested assessment method details</b> <i>(These include, but are not limited to, WBAs)</i>	<ul style="list-style-type: none"> <li>• Professional presentation.</li> <li>• Portfolio of course delivery.</li> <li>• Report of feedback analysis.</li> </ul>
<b>References</b>	
KIRKPATRICK DL. Evaluation of training. In: Craig RL, ed. <i>Training and development handbook: a guide to human resource development</i> . 2nd edn. New York: McGrawHill, 1976.	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar