

Beyond Closed Doors:

Maximising The Educational Impact Of High Stakes Learner Progression Decisions By Improving The Individual And The Institution

Description

Groups such as progression review committees or clinical competency committees are tasked with making high stakes summative decisions in both undergraduate and postgraduate health professions education. Such committees are responsible for ensuring that learners have met the requirements to progress to the next stage of their training and that graduates of their programmes are ready for appropriate levels of independent practice.

In addition to making these decisions, such committees are also responsible for providing feedback and coaching to promote learning and growth among their learners, and at a systems level, for improving the quality of the education program. However, there are significant gaps in how feedback data are utilised to promote individual learner development and practice change while concurrently applied at a systems level for quality improvement of the educational programme.

Therefore, it is essential that faculty leaders receive training in sharing feedback from progression review committees with individual learners aiming for growth and ongoing development as well as quality improvement of the education program at a systems level, while also using the data to diagnose any deficiencies within the training programme so that required system-level changes can be implemented.

Duration

0.5 Day (4.5 hours)

Programme Content

This Programme will cover the following topics:

1. Crafting a Bespoke Remediation Plan;
2. Breaking Bad News (Difficult Conversations);
3. Coaching for Improvement/Excellence; and
4. Coaching: A Systems Perspective

Target Audience

- Members of progression review committees in undergraduate or postgraduate health professions education.
- Faculty responsible for coaching and remediation of learners.
- Faculty leaders responsible for staff development.

Learning Outcomes

At the end of the programme, participants will be able to:

1. Analyse key challenges and formulate potential solutions for learner remediation, and ensure that the educational system that maximally supports learner development.

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2. Apply effective feedback and coaching principles and practice these skills in small group exercises using sample scenarios.
3. Apply best practices in systems design for quality improvement of the education programme.

Methodology

Methodologies used will include:

- Lectures;
- Small group exercises;

Training Capacity

40 participants per run

About the Organiser

Officially established on 19 July 2002, the National Healthcare Group (NHG) College plays an instrumental role in facilitating the continuous learning and development of our workforce, as well as, promoting systems improvement and driving leadership development in NHG. NHG College collaborates with renowned institutions and industry partners to build the pipeline and collective capacities of our leaders, educators, healthcare professionals and staff to support NHG in serving and managing the health of our patients and the population.