



GIC Delegate Information Pack

Central Scotland Course Centre



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PAEDIATRIC TRAINING COURSES

ABOUT THIS DOCUMENT

GUIDANCE VERSUS TERMS & CONDITIONS

The contents of this document is both a guidance for course delegates as well as constitute the **core terms and conditions of booking**. By proceeding with the booking, delegates are acknowledging the contents of this document and agreeing to abide by the procedures and regulations laid within this document.

TERMINOLOGY USED

<u>Terminology</u>	<u>Definition</u>
ALS	Advanced Life Support, a training course
ALSG	Advanced Life Support Group, a registered charity in Manchester, United Kingdom who accredits training courses
APLS	Advanced Paediatric Life Support, a training course
Candidate	Any Delegate who receives attends a PT course, with a view to obtaining training accreditation
Observer	Any Delegate who attends a PT course but does not receive any training credit for participation
Delegate	Any individual who receives instruction on a PT course, irrespective of whether they are taking part as Candidates or Observers
EPALS	European Paediatric Advanced Life Support, a training course
ERC	European Resuscitation Council
Faculty	Any individual who teaches on a PT course, or joins the instructing body in an Observer, Co-ordinator, Educator or Director capacity
GIC	Generic Instructor Course, a training course
ILCOR	International Liaison Committee on Resuscitation
LMS	Learning Management System (an online resource through which courses are managed)
MHL	MERAS Healthcare Limited
NHS	National Health Service
PBLS	Paediatric Basic Life Support, a training course
PHPLS	Pre-Hospital Paediatric Life Support, a training course
pILS	Paediatric Immediate Life Support, a training course
PLS	Paediatric Life Support, a training course
PT or Paediatric Training	Trading name of MERAS Healthcare Ltd for the purposes of education in the field of child health
RCUK	Resuscitation Council (United Kingdom), the United Kingdom body responsible for setting central standards for cardiopulmonary resuscitation and related disciplines, and is a member of the ERC
Venue	The training venue used for PT courses (Mercure Hotel, 201 Ingram Street, Glasgow, G1 1DQ)

ABOUT THE SERVICE

PAEDIATRIC TRAINING

'Paediatric Training' is the trading name of MERAS Healthcare Limited, a Scottish company, for the purposes of education of healthcare professionals who are involved in the assessment, diagnosis or treatment of babies or children, with the sole aim of raising the standards of child health and clinical care.

AIMS AND OBJECTIVES

In the long-term, the aim is to channel any funds raised through such training courses towards reinvestment into the professional development programme to enhance the quality of education and training further or towards donations to charities who support the enhancement of children's lives (particularly those who are poor, orphaned or needy in underdeveloped countries) through better quality of child health, child welfare or child education.

COURSES OFFERED

The following professional courses are organised by MERAS Healthcare Limited, under the trading name of 'Paediatric Training':

1. **Advanced Paediatric Life Support (APLS)**, approved and accredited by the Advanced Life Support Group (ALSG).
2. **Pre-Hospital Paediatric Life Support (PHPLS)**, approved and accredited by the Advanced Life Support Group (ALSG).
3. **Generic Instructor Course (GIC)**, approved and accredited by the United Kingdom Resuscitation Council and the Advanced Life Support Group (ALSG). This course is also recognised by the European Resuscitation Council and the Academy of Medical Educators.

The table below summarises which course is suitable for which professional.

Course name	Suitable for which doctors?	Suitable for which nurses?	Suitable for which AHPs?
PBLS	Anyone working with children (requires no previous knowledge or experience)		
PLS or pILS	FY1 to FY2	Nurses up to Junior Band 5	Physiotherapists, SALT (dysphagists), PAs
PHPLS	GPSTs, GPs, Rural Practitioners	Primary care nurses	Paramedics, PAs, Military or Ship Officers
APLS	FY2 to Consultant, Specialty Drs	Senior Band 5 and above	Senior Military or Senior Ship Officers
GIC	Those who have been nominated for instructorship through any of the following provider courses: <ul style="list-style-type: none">• PHPLS• APLS• EPALS• ALS		

THE TRAINING VENUE

The courses are held at the following location ([click here to see the venue's website](#)):

Conference Suite, 6th Floor
Mercure Glasgow City Hotel
201 Ingram Street, Glasgow, G1 1DQ, United Kingdom.

Delegates are requested to present themselves for registration on Day 1 at the entrance to the Conference Suite.

A floor plan of the Conference Suite can be found later in this document.

HOW TO GET THERE

BY CAR

From the M8 Westbound: leave the M8 at J15 sign posted Cathedral, Glasgow Cross & A803. At the end of the slip road stay in the left hand lane and continue onto Stirling Road then left onto Cathedral Street. Turn right onto High Street. Follow the road down and turn right onto Ingram Street.

From the M8 Eastbound and Airport: leave the M8 at J15 sign posted Cathedral, Glasgow Cross & A803 right hand lane on the motorway. Join Castle Street at the end of the slip road and continue onto High Street. Follow the road down and turn right onto Ingram Street.

GPS Co-ordinates are: Latitude 55.8598137 degrees, Longitude -4.2496327000000065 degrees

DMS Co-ordinates are: 55° 51' 35.329" North, 4° 14' 58.677" West

PARKING

There are three options:

- **Pre-book parking via the Paediatric Training website (£7.00 per day)**
Such delegates will then be given a space in the Mercure Hotel Car Park which is less than 1 minute walk as it is immediately behind the hotel. It costs £7.00 per visit (1 visit = 1 entry + 1 exit out of the car park).
NB: If delegates have pre-paid for their car parking directly through MHL (via the Paediatric Training website), they **must** park in the Mercure Hotel Car Park. There are only 15-30 spaces in this car park and therefore parking is on a first come, first served basis.

It is very rare but occasionally there are exceptional circumstances where the car park may be full on the day as a result of unforeseen issues. In such an event, delegates will need to follow this procedure:

- Park in the NCP Glasshouse Multi-Storey Car Park on Glassford Street.
- Collect a yellow token on entry into the car park.
- Mention the parking issue to the Course Co-ordinator at the time of registration on Day 1 of the course. They will make a note of the delegate's name and car registration number and inform the hotel.
- Present the yellow token to the hotel reception before returning to the car. The hotel staff will check against their parking register (which will have been updated by the Course Co-ordinator after the Course Registration at the start of each day).
- If the delegate's name and car registration number is confirmed on the parking register, the hotel staff will then validate the parking token which will reduce the car park fee from £18.00 to £6.50.
- The delegate should go to the car park and pay the £6.50, as well as keep the receipt.
- The delegate should e-mail the receipt to the Course Co-ordinator via administrator@paediatric-training.com.
- On receiving the delegate's e-mail, the Course Co-ordinator will ensure they are refunded the £6.50 additional parking fee that they have had to pay at the NCP Glasshouse.

- **Pay for your parking yourself, on the day of the course (up to £18.00 per day)**

The NCP Glasshouse Multi-Storey Car Park on Glassford Street is available for this purpose. It is slightly further away from the hotel (3-4 minute walk) and has 545 spaces in this car park (27 disabled). It costs up to £18.00 per visit (1 visit = 1 entry + 1 exit out of the car park). There is a height restriction for vehicles (maximum permitted: 6' 10" or 2.08m)

How to use the Multi-Storey Car Park:

- Enter the car park on your preferred date(s). On entry, delegates should take a plastic circular parking token at the car park barrier.
 - Before taking out their car, delegates should go to the parking ticket payment machine on the ground floor (there are also other such machines on the upper levels of the car park) and put in the parking token.
 - The machine will show how much to pay for the parking. The delegate should pay that required amount.
 - After receiving payment, the machine will return the parking token.
 - The delegate should take their car to the exit barrier and enter the parking token into the barrier machine.
 - The exit barrier will lift, permitting exit from the car park.
- **Street Parking:** 60p per 12 minutes. Maximum stay: 2 hours. No return within: 30 minutes. Free on Sundays (but, consequently, it can be very difficult to find street parking as it is very competitive on Sundays!).

BY AIR (FLIGHT)

From Glasgow Airport: delegates may either

- Take a taxi from outside the terminal building (it will cost approximately £20)
- Take a bus (it will cost £5 for a return ticket or £3.50 one way)
 - Bus Number 500 goes to Queen Street Station
 - It is a 4 minute walk from Queen Street Station to the Mercure Hotel

From Edinburgh Airport:

- Take a bus (it will cost £16 for a return ticket or £10 one way)
 - The Citylink Air goes from Edinburgh Airport to Buchanan Street Bus Station in Glasgow.
 - Delegates may then either walk (11 minutes) or take the bus (numbers 240, 255, 263 or 267) directly to the Mercure Hotel.

BY TRAIN

From Glasgow Queen Street Station (for trains within Scotland): It is a 4 minute walk.

- Exit onto George Square (stay on Queen Street).
- Keep walking straight along Queen Street, crossing St. Vincent Place
- Turn left onto Ingram Street.

From Glasgow Central Station (for all other trains): It is a 6 minute walk.

- Exit onto Gordon Street.
- Keep walking straight along Gordon Street until the very end, crossing Union Street and Mitchell Street.
- Turn left onto Buchanan Street.
- Take the first right onto Royal Bank Place.
- On approaching Royal Exchange Square, follow the curve left
- Walk along Royal Exchange Square until you reach Queen Street.
- Turn right onto Queen Street.
- Take the first left onto Ingram Street.

From Argyle Station (for low level trains): It is a 4 minute walk.

- Exit onto Argyle Street.
- Turn left on Argyle Street.
- Take the first right onto Miller Street.
- Take the second right onto Ingram Street.

BY UNDERGROUND

From Buchanan Street Underground Station: It is a 4 minute walk.

- Exit onto George Square (stay on Queen Street).
- Keep walking straight along Queen Street, crossing St. Vincent Place
- Turn left onto Ingram Street.

BY BUS

National buses (from all over the UK) go to Buchanan Bus Station, which is an 11 minute (0.5 mile) walk to the venue.

The following local buses stop outside the Mercure Hotel:

- The One
- simpliCITY bus numbers: 2, 6, 7, 7A, 18, 60, 60A, 61, 75, **240**
- Glasgow bus numbers: 1A, 1B, 1C, 1E, 21, **255, 263, 267**

The bus numbers in red will take you from Buchanan Bus Station to the Mercure Hotel. Useful links:

- [Click here for the Glasgow City Centre Bus Network Map.](#)
- [Click here for the Glasgow Bus Network Map.](#)
- [Click here to see simpliCITY bus maps & timetables.](#)

MAP OF THE LOCALITY

[Click here for a local map.](#)

NEARBY ATTRACTIONS

- Argyle Street, Buchanan Street and Sauchiehall Street where you can shop till you drop!
- SSE Hydro Arena
- SECC Conference Centre
- Hampden Stadium
- Kelvingrove Museum
- Gallery of Modern Art

ACCOMMODATION & MEALS

The [Mercure Glasgow City Hotel](#) has 91 rooms. Accommodation includes: bed, en suite bathroom, in room safe, flat screen TV, high speed (unlimited) WiFi, hairdryer, iron and ironing board, trouser press and tea/coffee making facilities. It is a 3 star hotel so please do not expect anything too fancy!

We have found from past courses that, as the course has early start times and Day 1 is a quite a long day, candidates often are quite tired and the convenience of on-site accommodation has helped them considerably. Therefore, in order to make life easier for our course delegates, **we have negotiated on-site accommodation and meals at a preferential rate. If you wish to avail yourself of this, please contact our team on 0141 35 65 999** to book and pay by card over the telephone.

We appreciate that our delegates come from all over the world and may wish to stay longer than the 2 days for the course itself. We have an agreement with the hotel that the same discounted/preferential rates will be extended to you if you wish to book an extended stay before or after the course dates (e.g. for one week). This is, of course, subject to availability.

COURSE DELEGATES

We have preferential rates for our course delegates: **£99 per day** (in addition to the course booking fee). This includes:

- **Dinner in the evening**
- **Overnight accommodation**
- **Breakfast in the morning** (NB: On Day 1 of the course, please check when registration closes. We therefore strongly advise you to commence your breakfast as soon as the restaurant opens at 08:00am if you are attending a course that registers its delegates by 08:30am)

In addition to the above, ALL course delegates will receive during the course: a hot buffet lunch + tea, coffee and light refreshments.

PARTNERS/FAMILY MEMBERS OF COURSE DELEGATES

We have preferential rates for partners/family members: **£49.50 per person per day** (this is in addition to the accommodation fee paid by the course delegate) if sharing a room with the course delegate. This includes:

- Dinner in the evening
- Overnight accommodation
- Breakfast in the morning

GUESTS OF COURSE DELEGATES

We have preferential rates for guests: **£114.50 per person per day** (separate room from the course delegate). This includes:

- Dinner in the evening
- Overnight accommodation
- Breakfast in the morning

POINTS TO NOTE REGARDING ACCOMMODATION AND MEALS

1. The following should be noted regarding the fees paid for accommodation and meals:
 - a. Alcoholic drinks are not included in the fees paid. Such costs are construed as an 'excess'.
 - b. Porterage, Room Service, Tray Charges and Laundry Service are not included in the fees paid. Such costs are construed as an 'excess'.
 - c. The budget for dinner is limited to £18 per person. Any cost incurred beyond £18 for a particular dinner is construed as an 'excess'.
 - d. The prices listed above are fixed and non-refundable, irrespective of whether an individual chooses to have dinner and/or breakfast.
 - e. Any 'excess' costs incurred by the delegate, as a result of items 1a-1c listed above, shall be payable separately by the delegate directly to the hotel. The delegate should keep a receipt of such payments and provide a copy to the Course Administration Team, if requested to do so.
 - f. If the 'excess' costs incurred by the delegate, as a result of items 1a-1c listed above, have not been paid separately by the delegate directly to the hotel then the hotel may bill the Course Administration Team for such excess costs. In such an event, the Course Administration Team shall be entitled to recover the payment, for such excess costs plus an administration fee, from the delegate after the course. Failure to pay such excess costs may render a delegate's Course Certification suspended until such bills are cleared.
2. Special dietary requirements can be accommodated (halal, kosher, gluten free, vegetarian, vegan etc.) – please put your requirements in the comments section at the time of the booking. If more than 4 weeks' notice is given, we shall endeavour to accommodate your special dietary requirements.
3. All residential rates are subject to accommodation/room availability. If accommodation is not available at the Mercure Hotel, you will be fully refunded (minus any course booking fee for delegates).
4. If a twin or double room is required, this must be stated at the time of the booking.

HOW TO BOOK ACCOMMODATION AND PARKING

Our website (www.paediatric-training.com) is in the process of being upgraded so that, in future, bookings for accommodation and/or parking may be done online. In the meantime, if you wish to book through us, you may book accommodation and/or parking by contacting 0141 35 65 999 and paying by card over the telephone.

CONFERENCE FACILITIES

We have booked the entire Conference Area for the APLS course. Take the lift (elevator) to the 6th floor and turn left to enter the conference area. Registration is held in the Banker Suite at 8am on Day 1.

VALUABLES

Although the conference area should not be accessible to anyone other than APLS course delegates/faculty and hotel housekeeping staff, the APLS course (and the hotel) cannot accept responsibility for the safety of any of your valuables. It is the responsibility of the person who owns the valuables to ensure their safety and security.

HOUSEKEEPING

During the APLS course, if you have any difficulties in any part of the conference area please do not hesitate to speak to a member of the Faculty or the Course Co-ordinator(s). They have rapid telephone access to the Housekeeping Staff who will promptly attend to assist with your needs.

HEALTH AND SAFETY

All areas of the hotel are non-smoking.

The fire alarm is only tested on Tuesdays at 11:00 am.

- If you are attending one of our weekend APLS courses (Sat/Sun), this should not bother you.
- If you are attending one of our weekday APLS courses (Tue/Wed), please be aware of the fire alarm test.

If the alarm goes off (outwith testing times), please evacuate using the nearest fire escape. During training sessions, please be guided by the Faculty who are teaching you. The Fire Assembly Point is at the rear of the hotel beside the car park. You will find below a floor plan of the conference area showing Emergency Exit Routes.

INTERNET

Wireless internet is available for our APLS delegates as part of our conference package.

- Scan for Wireless Networks
- Connect to 'Mercure-WiFi'
- Launch the Internet Browser
- Enter your e-mail address
- Tick the box to accept the terms and conditions
- Click Submit

REFRESHMENTS

Welcome tea, coffee and biscuits are available during registration on Day 1.

Unlimited tea, coffee and specialty beverages are available throughout the course.

Further light refreshments will be served mid-morning and mid-afternoon on both Day 1 and Day 2.

LUNCH

This is served in the communal breakout area and is a hot buffet meal. There will be meat, vegetable and fish options to cater for a variety of tastes and dietary preferences.

As we have a mixture of delegates from different ethnic and religious backgrounds, we have ensured that all meat is halal, alcohol free and does not contain pork. For those of you who have further dietary needs (e.g. gluten free, dairy free etc.) please let us know at the time of your booking and we will be happy to accommodate your needs.

TOILETS

These are in the conference area itself, opposite the Miller Suite, as you enter from the main staircase/lifts.

SPECIAL NEEDS

If you have any special needs, please inform the course administrator what gestation you are at the time of booking the course. Although we try to support candidates as much as possible, we do have limits to our funding and facilities. The decision to accept such a candidate onto the course is therefore made on a case-by-case basis. Here are examples of candidates with special needs who have successfully completed our course in the past:

DISABLED ACCESS

The venue has the following features to support our disabled delegates/guests:

- Accessible entrance for disabled guests
- Wheelchair access throughout most of the hotel
- Specially adapted bedrooms
- A lift that goes to the 6th Floor (conference area, where the course will be held)

PREGNANCY

If you are pregnant, please inform the course administrator what gestation you are at the time of booking the course. Although we try to support delegates as much as possible, for health and safety reasons we may sometimes recommend that you book a later course after the pregnancy period. This is because the course days are quite long and may be difficult, particularly for those in the last trimester or those who have medical complications during their pregnancy. The decision to accept a pregnant candidate onto the course is therefore made on a case-by-case basis. You may be requested for a letter from your GP or obstetrician to confirm that you are in sufficiently good health to be able to undertake the course.

BREASTFEEDING

If you are breastfeeding, please inform the course administrator at the time of booking the course. As long as the ALSG course regulations are met (i.e. you are not late for nor do you miss any session within the face-to-face course), we are very keen to try and support breastfeeding delegates. We usually have a room set up and made available in the conference area itself for such purposes, but not always. If we *do* have such a room or facility for breastfeeding we will be very happy to support you during the course. If we do not have any such rooms or facilities for breastfeeding within the conference area, we will give you the option to book on a later course when we do have such facilities available. Alternatively, you may make arrangements directly with the venue itself (Mercure Glasgow City Hotel), where we are holding the course, to facilitate your breastfeeding.

PRAYER ROOM OR QUIET ROOM

Subject to availability, a room shall be set aside for delegates who wish to have a place for contemplation, reflection or prayer. We sometimes also have prayer mats available for those who request them.

APPEAL FOR DONATIONS OF EQUIPMENT

We appreciate that the course fee is not insignificant. We wish it were otherwise, of course, as we want to make the courses accessible to as many healthcare professionals as possible. The more people that are trained, the greater the chance of saving the lives of sick babies and children. This is why we (and the faculty) have invested so much time and energy in supporting this course.

Unfortunately, one of the reasons for the price of the course is the cost of the equipment. Much of the training equipment and consumables are highly specialised and hence very expensive. Our fear is that the cost of such equipment will continue to rise every year, pushing up the cost of the course too. We want to avoid this happening as much as we can.

We therefore would like to make an appeal to all our course participants – **if you have any equipment that is either out of date** (and hence cannot be used for clinical patient care) **or that your department no longer needs – please do not throw it away. Kindly donate it to us** and we can put it to good use: to advance the education and training of doctors, nurses and other healthcare professionals who care for sick babies and children.

If you would like further information regarding what we are in greatest need of, please ask the course director or e-mail administrator@paediatric-training.com.

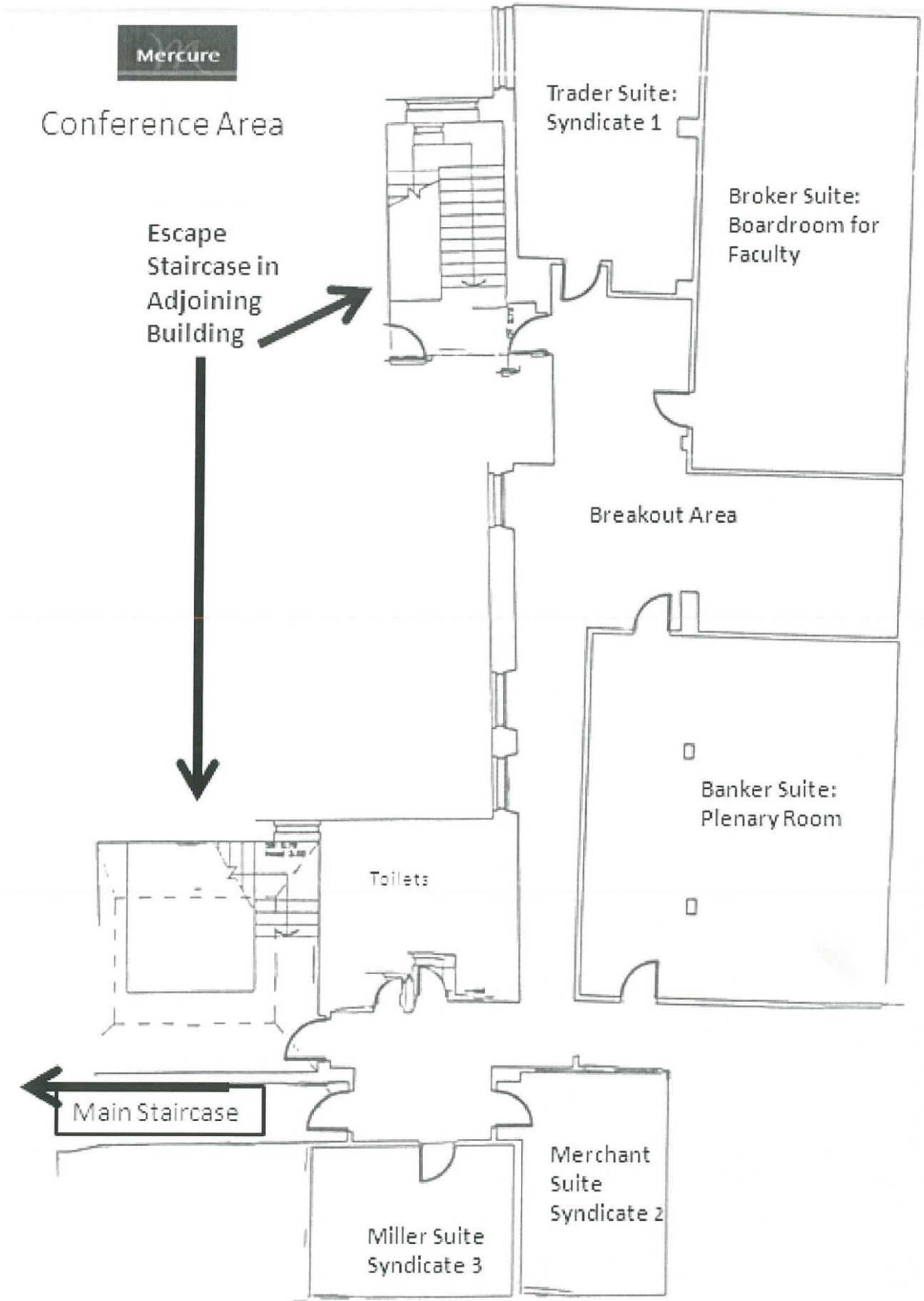
What we are in need of are:

- **Laryngoscope blades** (especially Macintosh size 1 or 2 and Seward size 2 blades)
- **Stylets** (especially neonatal 2.0mm)
- **Guedel/oropharyngeal airways** (especially size 5.5, 6.0, 6.5, 7.0, 9.0, 10.0)
- **Tracheostomy neck ties**
- **Portex Emergency Cricothyroidotomy Kits**
- **Scissors** (straight)
- **Antibacterial wipes**
- **Syringes** (especially 5ml)
- **Suture kits** (surgical needle and thread)
- **Defibrillation pads**
- **Pre-filled syringes** (especially glucagon, but also need amiodarone, adrenaline and atropine)

Thank you for your kind support!

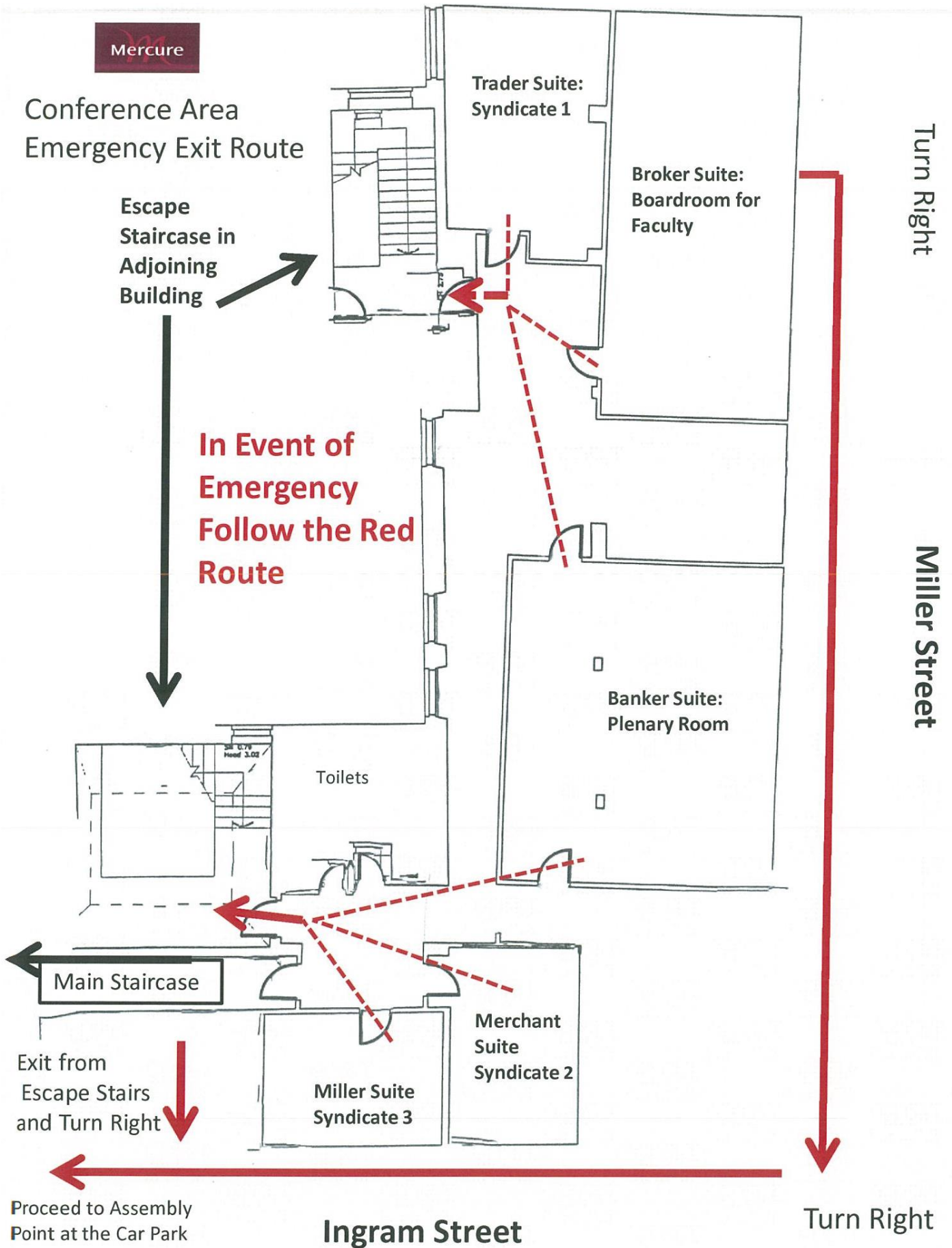
FLOOR PLAN

Below is a floor plan of the conference area on the 6th Floor of the Mercure Hotel:



EMERGENCY EXIT ROUTES

Below is a floor plan of the conference area on the 6th Floor of the Mercure Hotel, showing the emergency exit routes:



GENERIC INSTRUCTOR COURSE

INTRODUCTION

ABOUT THE COURSE

The Generic Instructor Course (GIC) is a standardised national course teaching the principles of adult learning and is a joint collaboration between the Resuscitation Council (UK) and the Advanced Life Support Group (ALSG).

The GIC teaches the knowledge and skills required to:

- understand the nature of teaching and learning;
- understand the needs of individual learners;
- understand the awareness of the four domains of learning;
- undertake the various types of teaching sessions on the provider courses.

GICs are held at centres throughout the UK and are approved and certified by the Resuscitation Council (UK) or ALSG. This ensures uniformity of content and standard regardless of the centre.

The course is the equivalent to a 3-day course, one day of which consists of a number of eLearning modules which must be completed prior to the two day face-to-face element of the course.

All candidates will be registered on the GIC Learning Management System (LMS) regardless of their provider course type to access the pre-course modules, teaching materials, course evaluation and post course certificate.

The course programme consists of a lecture and practical sessions covering all teaching modalities required to teach the provider courses.

BEFORE THE COURSE

BOOKING A PLACE ON THE COURSE

We only accept online applications and payments via www.paediatric-training.com.

ELIGIBILITY TO APPLY FOR THE APLS COURSE

- Only candidates who have been recommended as having instructor potential (IP) from their provider course (e.g. ALS, NLS, APLS, MIMMS) can attend the GIC. The GIC must be undertaken within four years from the date of the provider course.
- If you are unsure about your eligibility, please contact the [course administrator](#) to discuss it further BEFORE registering your application through this website.

Please note: Based on the eligibility criteria listed above, if you are not eligible to apply for this course and yet you still do so, you may lose your non-refundable booking deposit.

TYPES OF APPLICATION

The GIC is a 3 day training event, with 2 components to it:

- 1 Day of on-line learning using the 'Virtual Learning Environment' (VLE) on the learning management system (LMS).
- 2 Days of lectures and demonstrations delivered by expert instructors on a face-to-face (F2F) basis, as well as opportunities to practice different teaching modalities under the guidance of an experienced faculty and Educator.

Please also note: you apply for both VLE and F2F components together, not separately.

HOW TO APPLY

This will depend on how you intend to fund your place on the course.

SELF-FUNDING

In this scenario, delegates apply for a place on the course and pay online (via our Paediatric Training website, see below). To proceed with your application, you will need to adhere to the following steps:

- 1. Submit an application form + payment**
 - To do this, please click [here](#).
- 2. Await review of your application + processing of your payment**
 - The pre-course administration team will review your application form and await processing of your payment, if approved/received, you will receive an automated reply confirming your place on the course.

Please note: only after payment is completely processed and the funds received will a place be held for you on the course.

INDIRECT INSTITUTIONAL FUNDING (E.G. STUDY LEAVE BUDGET)

In this scenario, delegates apply for a place on the course (via our Paediatric Training website, see below) and pay online too. Upon request from the Administration Team, they are issued with a receipt which they may then use to reclaim the funds from their funding body. It should be noted that the course centre accepts no responsibility for the processing of claims or financial remuneration via the candidate's funding body, who is a third party as far as the course centre is concerned. The candidate is solely responsible for dealing with their funding body.

To proceed with your application, you will need to adhere to the following steps:

- 1. Submit an application form + payment**
 - To do this, please click [here](#).
- 2. Await review of your application + processing of your payment**
 - The course administration team will review your application form and await processing of your payment, if approved/received, you will receive an automated reply confirming your place on the course.
- 3. E-mail the administrator (click [here](#)) to request a receipt.**
 - The receipt will be made out to you, the candidate, not to your funding body.
 - You may then use this receipt to make any necessary claim from your funding body.

Please note: only after payment is completely processed and the funds received will a place be held for you on the course.

DIRECT INSTITUTIONAL FUNDING (E.G. HOSPITAL PAYS DIRECTLY FOR THE COURSE)

We do accept direct payment from institutions. However, such delegates are treated on an equal footing to self-paying delegates. Namely, full payment is required before the pre-course preparation materials are released. Until then, the spaces on the course are open for application by any other candidate.

Here is what is needed to proceed along institutional lines of finance handling:

1. The line manager of the staff member(s) needs to [contact the administrator](#) to provide the following information:
 - a. The names of the members of staff that they are happy to fund through their institution.
 - b. The contact details of the finance officer within their institution (as well as the details of the institution) who our Finance Administrator needs to invoice.
 - c. An outline of what the institution is happy to fund (e.g. course booking fee, accommodation, parking, meals etc.).
2. Those members of staff then need to each submit an application through our Paediatric Training website by clicking [here](#). However, when the application process reaches the payment page, they should then close the window. This will allow the application form to be received by us, without receiving any payment directly from the candidate. Normally, if a self-funding applicant does this we reject the application. However, if an institution has agreed to fund the candidate, the application will not be rejected. Rather, it will be suspended until the institutional funding comes through.
3. Our Finance Administrator will then raise an invoice, addressed to the funding institution and the finance officer named on Item 1 above.

4. Once payment is received from the funding institution, the members of staff will have their place secured on the course and the pre-course materials will be issued. Also, beyond this point, the candidate is responsible for any additional costs incurred (see relevant sections of this document), e.g. for any subsequent amendments made to their application etc.

Please note: only after payment is completely processed and the funds received will a place be held for each member of staff on the course.

GROUP DISCOUNTS FOR BULK ORDERS

We have a discount system in place for group bookings or bulk orders from institutions. Please [contact the administrator](#) for further details.

MAKING MINOR AMENDMENTS TO COURSE BOOKINGS

If minor amendments are made through the GIC administration team, they are subject to a £25 administration charge per 'minor' amendment. Note: change of course dates does not constitute a 'minor amendment'. The type of amendments that may be accommodated by the administration team and classed as 'minor' are:

- Correction in application form details (e.g. change of address)
- Correction in payment details
- Duplicate bookings made in error

MAKING AMENDMENTS TO HOTEL BOOKINGS (ACCOMMODATION, PARKING, MEALS ETC.)

Once the online booking has been made via the Paediatric Training website, the GIC administration team are unable to make any amendments to hotel-related issues such as accommodation, parking, meals etc.

Any amendments made in relation to the hotel (e.g. accommodation, parking, meals etc.) must be made by the candidate by directly liaising with the hotel. Payment of any additional costs incurred, as a result of such amendments, is the sole responsibility of the candidate.

TRANSFERRING BOOKINGS TO ANOTHER COURSE

Delegates cannot transfer a course booking to another course centre as each course centre functions independently of each other. However, delegates may request transfer to another course within the same course centre depending on how much notice they give to the course centre.

Course Date A = date of the course which has already been booked by the candidate.

Course Date B = date of the course which the candidate is wishing to transfer to.

If **both** dates A & B are at least 3 months or more away, at the time of the candidate requesting a course transfer, this will be honoured by the GIC (Central Scotland) course centre subject to course placement availability. This will be treated as a 'booking amendment' and will be subject to a £25 administration charge.

If **either** dates A or B are less than 3 months away, the course transfer will be treated as a booking cancellation (see below) for Course A and a fresh booking for Course B.

BOOKING CANCELLATIONS

This is an intensive course which requires adequate preparation by the candidate. We therefore follow these rules:

- If an applicant withdraws from the course and their space can be filled with another potential candidate, they shall be offered a refund of the balance of their payment (i.e. course fee minus £200 non-refundable deposit).
- If an applicant withdraws from the course and their space cannot be filled with a replacement candidate, no refund at all shall be given.
- If an applicant fails to attend the course, there shall be **no** refund of fees.
- If GIC (Central Scotland) should cancel or amend a course (e.g. location, date etc.), we will either offer the candidate a full refund or a placement at a future GIC course to be held in Central Scotland (at no additional cost).

ALLOCATION OF COURSE PLACEMENTS

Due to the shortage of course centres in Scotland, we follow a three-step process to candidate applications:

1. Core Candidate Placements

To preserve the quality of teaching, ALSG imposes a limit on how many candidates may be taught per instructor/group of instructors. Therefore, based on the number of instructors who have agreed to teach on a particular course (by the time the course is advertised), we limit the number of candidates that we can accept and guarantee a course placement. These guaranteed spaces on the course are called 'core candidate placements'.

2. Reserve Candidate Placements

Until the maximum number of candidate applications (per course, as permitted by ALSG) have been approved, we continue to allow people to apply online (including making payment) and their names are automatically added to the **reserve list**. This means that, if further instructors come forward (which sometimes happens closer to the course date) and express a willingness to teach on the course, we are able to expand the course and approve such 'reserve candidate placements'. If we are unable to offer such candidates (who are on the reserve list) a placement by the date of the course, they will receive a refund of any fees paid (minus £25 administration charge).

If an applicant does not wish to go onto the reserve list, we are happy to refund their entire booking fee (without any administration charge deductions). However, they must let us know in writing (an e-mail will suffice) that they wish to withdraw from the reserve list within 7 calendar days of the date of their application or by 48 hours before the course start date (whichever is sooner), for this refund process to be activated. After 7 days, they will be put on the reserve list by default. If they have e-mailed us to withdraw from the reserve list, until a response is given by us, they should not assume that we have received that e-mail.

If a reserve list candidate is offered a placement (due to course expansion), but they decline that offer, this shall be treated the same as a course placement cancellation and thus the cancellation policy (in the terms and conditions that they signed up to during the GIC course booking process) shall take effect.

3. Waiting List Placements

Once the maximum number of candidate applications (permitted by ALSG, per course) have been approved, we close the course to further applications to the reserve list. Any further enquiries are added to the **waiting list**, where we permit application forms to be submitted but do not take any payments. In the event that either a core or reserve candidate placement becomes vacant (e.g. a candidate withdraws from the course), we then offer that placement to those on the waiting list. On receipt of payment, applicants on the waiting list can secure a place on the course.

PREPARING FOR THE COURSE

Prior to attending the face-to-face course, you should have:

1. **Read the manual.** You should have received this by now. If you have not, please contact us ASAP.
2. **Completed the e-learning modules on the LMS (VLE).** You can find these at <http://www.gic-online.org/vle/>.
3. **Practiced the delivery of your 'practice' teaching material.** As mentioned above, you will be required to prepare sessions covering various teaching modalities such as:
 - Lecture
 - Skill teaching and assessment
 - Simulation teaching
 - Simulation assessment
 - Discussion

To enable your preparation, you will be given a specific allocation number. This will contain all the materials you will require to deliver each session listed above.

The content of the material that you are to use for the GIC has been largely prepared by the GIC national working group and is accessible on the LMS (so that hard work is already done!). Please note: for the purposes of this particular course (i.e. the GIC), the content is not nearly as important as how you teach it – that is the focus of the GIC. It is a course that concentrates on the skills of *how* to teach, not *what* you will teach on your respective provider course. This means that, for example, you wish to reduce the number of slides in your powerpoint lecture material then you may do so – as long as the teaching objectives for that session are met.

4. **Download the 'Nearpod' software onto your phone/tablet.** You may need this for the faculty-led sessions.

HOW TO ACCESS THE E-LEARNING MODULES

Once you login via the [learning management system login page](#) (if you do not have login details, you will need to register first via the same page), you will then see the course in the main body of the dashboard page. Click on that. You will then see a page with the heading 'Welcome to your course page'. Click on the link 'before the course'.

You will then see the following e-learning modules, that you will need to complete:

- Topic 1:** Introduction
- Topic 2:** Adult learning theory
- Topic 3:** Group dynamics
- Topic 4:** The structure of the teaching event
- Topic 5:** Feedback
- Topic 6:** Lecturing and presentation skills
- Topic 7:** Teaching skills
- Topic 8:** Teaching scenarios
- Topic 9:** Facilitating small groups
- Topic 10:** Assessment
- Topic 11:** Human Factors
- Topic 12:** The role of the mentor
- Topic 13:** Planning for your GIC
- Topic 14:** Planning for your IC
- Topic 15:** Being a reflective practitioner

DEADLINE BY WHICH THE E-LEARNING MODULES MUST BE COMPLETED

Please do not underestimate the amount of time the online e-learning will take. Based on the feedback from past candidates, it typically takes an average of 10 hours. The e-learning does not have to be completed in one sitting. Your work is saved as you progress from page/section to page/section. However, **the e-learning must be completed at least 48 hours before the date of the course.** This is necessary to allow pre-course preparations to be completed by the administration team in advance of the face-to-face course. All that said, **we would advise that you do the e-learning as early as possible, so that you can get timely support if you have any issues.**

DURING THE COURSE

PARTICIPATION

ATTENDANCE

Under GIC regulations, it is mandatory to attend all parts of the course. Even if you miss part of a session, workshop etc. you may receive an 'incomplete', irrespective of how well you do in the components of the course you attended.

TIMEKEEPING

For the above reason, please ensure you are on time for all sessions. At this point we would like to apologise in advance for the time that the Faculty meetings take. We will try our best to keep to time too but the Faculty meetings can take a variable length of time, as we focus on the needs of the candidates (which can never be fully ascertained until the course). We therefore thank you in advance for your patience with this aspect of the course.

THE CANDIDATES

These are healthcare professionals who range from medical, nursing and allied healthcare professionals. To preserve the quality of the learning experience, you will be in groups of 6 people or less. You will be in the same group throughout the course. You will be allocated several mentors on a group basis.

THE FACULTY

These are healthcare or medical education professionals who have been 'handpicked' to offer you excellent depth and breadth of expertise. We try to source individuals spanning experience in Paediatrics/Neonatology, Emergency Medicine, Anaesthetics/Intensive Care, Surgery/Trauma and Pre-Hospital Care. The Faculty are there not only to assess you but to help, mentor and support you. Please use them as a resource – particularly if there is an area you are not confident in and would like more practice etc. They too were GIC candidates, once-upon-a-time, and so know what you are going through!

THE EXPERIENCE

The secret to a successful GIC course is to try and enjoy yourself. Treat it with both a bit of realism and imagination, keeping in mind that you are working with low-fidelity simulation manikins! We tend to find that the more you put into the course, the more you get out of it.

THE COURSE PROGRAMME

This is subject to amendments and so is available online by logging in to the www.paediatric-training.com website as a 'member' using the login details you set up when applied for a candidate placement. Broadly speaking, the face-to-face course is divided thus:

Day 1 (08:00 – 18:00 hours)

08:00 Registration and coffee
08:30 Welcome and introductions
08:40 Educator-delivered session: Theory into practice
09:25 Introductions in Mentor groups and Equipment familiarisation
10:10 Practice Stations: Lecture / Presentation skills (Round 1)
11:25 Refreshments
11:45 Faculty Demonstration & Discussion: Skills teaching with continuous assessment
12:00 Practice Stations: Skills teaching with continuous assessment (Round 1)
13:40 Lunch
14:15 Faculty Demonstration & Discussion: Group dynamics and facilitating small groups
14:30 Practice Stations: Facilitating small groups (Round 1)
15:45 Break
15:55 Faculty Demonstration & Discussion: Simulation teaching
16:15 Practice Stations: Simulation teaching (Round 1)
17:30 Peer Groups
17:45 Meet mentors
18:00 Close

Day 2 (08:00 – 17:00 hours)

08:00	Meet mentors
08:15	Faculty Demonstration & Discussion: Assessment in simulation
08:45	Practice Stations: Simulation assessment (Round 1)
10:00	Break
10:15	Practice Stations: Lecture / Facilitating small groups (Round 2)
11:30	Practice Stations: Skills teaching with continuous assessment (Round 2)
12:45	Lunch
13:15	Practice Stations: Simulation teaching (Round 2)
14:30	Practice Stations: Simulation assessment (Round 2)
15:45	Break
16:15	Mentor Feedback
16:45	Course closure
17:00	Close

TEACHING MODALITIES

Over the two days of the 'face-to-face' course, you will have opportunities to practice a number of teaching modalities (lecture, facilitating small group discussion, skills teaching, simulation teaching, simulation assessment). Candidates are put into groups comprising individuals from their own provider background and/or other provider backgrounds. Each group will be allocated mentors who you will meet at the start of the course and periodically thereafter.

During the GIC you will meet someone who is called an 'Educator'. They are a specialist in the field of medical education. The GIC is run jointly by the Course Director and Educator.

There will be two 'rounds' of practice:

In Round 1, you will have a chance to:

- Deliver a lecture
- Teach a skill
- Facilitate a small group discussion
- Teach through a simulation
- Assess through a simulation

In Round 2, you will have a chance to:

- Deliver a lecture OR facilitate a small group discussion (whichever was felt to need more improvement in round 1)
- Teach a skill
- Teach through a simulation
- Assess through a simulation
- Assess a fellow GIC candidate and give feedback on their delivery of a teaching session

During practice teaching sessions, your audience will be made up of both fellow candidates the GIC instructors (as 'pretend candidates'). At the end of each of your practice teaching sessions, the GIC instructors will give you feedback on your session. The feedback sheets are enclosed with this e-mail for your perusal, so you have an idea of what is involved. The GIC instructors will guide you as to the outcome of each of your practice teaching sessions. The outcomes may be 'needs further development (NFD)' or 'effective and competent (E+C)'. To pass the course, each teaching modality must achieve an E+C at least once.

IMPORTANT NOTE REGARDING TIME MANAGEMENT: Good time management is essential during teaching sessions. As you know, the provider courses are packed with lots of sessions. If each session were to overrun by even 5 minutes, the cumulative effect would be a time slippage of 1-2 hours by the end of each day on the provider course. You will therefore be allocated a fixed time allotment to deliver each practice session and be assessed on both how effectively you keep to time as well as how you deliver the session itself.

LECTURE / PRESENTATION SKILLS

Each GIC candidate will be allocated **5 minutes** for delivery of their lecture ('dialogue' and 'closure'). If you feel that the number of slides are too many, you are allowed to trim them down (as long as you achieve the learning outcomes you have set out to achieve for that teaching session).

The material is taken from the provider course (whichever one you were IP'd on and is the basis of your attendance at the GIC). Each 'lecture' is a miniature version of the full lecture that would have been delivered on a real provider course.

The audience for this session will comprise both your fellow GIC candidates and at least one GIC instructor who will pretend to be a candidate themselves.

SKILLS TEACHING

Each GIC candidate is allocated **10 minutes** in total for this practice session. This includes everything: your 'set', 'dialogue' and 'closure'.

The material is again taken from the provider course (whichever one you were IP'd on and is the basis of your attendance at the GIC). Each 'skill' is a miniature version of the full skills station that would have been delivered on a real provider course.

Your 'co-instructor' for this session will be another GIC candidate from your own provider background.

The audience for this session will comprise both your fellow GIC candidates and at least one GIC instructor who will pretend to be a candidate themselves.

The skills practice session is both a 'teaching' and 'continuous assessment' session whereby you are trying to ensure that the audience you are teaching achieve a satisfactory standard of the skill being taught to them.

FACILITATING SMALL GROUP (FSG) DISCUSSION

Each GIC candidate is allocated **7 minutes** in total for this practice session. This includes everything: your 'set', 'dialogue' and 'closure'.

The material is again taken from the provider course (whichever one you were IP'd on and is the basis of your attendance at the GIC). Each 'discussion topic' is taken from the curriculum that would have been delivered on a real provider course. **This is the only practice session that you have to prepare the material for, in advance of the GIC.**

Your 'co-instructor' for this session will be another GIC candidate from your own provider background.

The audience for this session will comprise both your fellow GIC candidates and at least one GIC instructor who will pretend to be a candidate themselves.

SIMULATION TEACHING

Each GIC candidate is allocated **7 minutes** in total for this practice session. This includes everything: your 'set', 'dialogue' and 'closure'.

The material is again taken from the provider course (whichever one you were IP'd on and is the basis of your attendance at the GIC). Each 'simulation' is taken from the selection of simulations that would have been delivered on a real provider course.

Your 'co-instructor' for this session will be another GIC candidate from your own provider background.

The audience for this session will comprise both your fellow GIC candidates and at least one GIC instructor who will pretend to be a candidate themselves.

SIMULATION ASSESSMENT

Each GIC candidate is allocated **7 minutes** in total for this practice session. This includes everything: your 'set', 'dialogue' and 'closure'.

The material is again taken from the provider course (whichever one you were IP'd on and is the basis of your attendance at the GIC). Each 'simulation' is taken from the selection of simulations that would have been delivered on a real provider course.

Your 'co-instructor' for this session will be another GIC candidate from your own provider background.

The audience for this session will comprise both your fellow GIC candidates and at least one GIC instructor who will pretend to be a candidate themselves.

GIVING FEEDBACK

You will have an opportunity during Round 2 (during the practice lecture or FSG) to learn how to give feedback, as you may need to do in the real provider course.

During the GIC, you will be giving feedback to a fellow GIC candidate on the quality of their lecture/FSG session. After you have done so, a GIC instructor will then give **you** feedback on the manner in which you have given feedback to your fellow GIC candidate.

ASSESSMENT

EXPECTED LEVELS OF PERFORMANCE

There are two components to the assessment for GIC course certification:

- Pre-course assessment ('e-learning' component)
- In-course assessment ('face-to-face' component)

E-LEARNING COMPONENT

On the VLE, candidates must complete all 15 e-modules. Failure to do so will render the candidate ineligible to undertake the face-to-face component of the course as a provider. In such an event, they may still attend as an observer (at the discretion of the Course Director).

FACE-TO-FACE COMPONENT

There is continuous assessment throughout the face-to-face course, using the matrices and feedback forms shown in the appendix section of this document. GIC candidates will be given feedback on each of their practice teaching sessions, with one of two possible outcomes per practice teaching sessions:

- "Effective and competent"
- "Needs further development"

There are 6 areas of teaching practice that are scored in this manner:

1. Lecture / Presentation Skills
2. Skills teaching
3. Facilitating small groups (FSG)
4. Teaching simulation
5. Assessment simulation
6. Giving feedback

In order to pass the course, by the end of 'Round 2' a candidate should have achieved an 'effective and competent' outcome in all 6 areas of teaching practice listed above.

AFTER THE COURSE

COURSE OUTCOMES

After the course you will be given your GIC and Instructor Progress Log (GIPL), which you will need to take with you when you begin your teaching on the provider course. The provider course director at the centres where you undertake your teaching practice will refer to this to ensure that you are given appropriate support.

Candidates are awarded a final result based on a 'global assessment' of their performance on each of the teaching practices in the course. Global assessment outcomes are one of the following:

- Pass GIC with no named centres
- Pass GIC with 1 named centre
- Pass GIC with 2 named centres
- Redo GIC
- Do not proceed with instructorship process

If you successfully complete the GIC, your status will change from IP (Instructor Potential) to IC (Instructor Candidate). An IC is a 'trainee instructor' who teaches under the supervision of a fully trained instructor. ICs will typically have to teach at two provider courses as a member of the course faculty, where they will have an opportunity to apply the principles learned at the GIC into actual teaching practice. Think of these as 'instructor training placements'. The first provider course where you teach as an IC is called your IC1 placement. The second provider course where you teach as an IC is called your IC2 placement.

What does a 'named centre' mean?

If the GIC faculty have identified areas where they feel you would benefit from particular support during your Instructor Candidacy, they may prescribe specific course centres for you to do your IC1 +/- IC2 placements (where a member of the GIC faculty will be available to give you extra support). **The decision regarding named centres is made by the GIC faculty on a mandatory basis and cannot be overturned by provider course centres or the ICs themselves** (if the ICs wish to proceed with the instructorship process).

FEEDBACK

We ask all candidates to leave feedback on BOTH the [GIC Learning Management System](#) & [Central Scotland](#) websites. The feedback is anonymous.

BEING RECOMMENDED AS IP ON ANOTHER TYPE OF PROVIDER COURSE

If you get recommended from another course you will not be expected to complete another GIC. You will need to get in touch with the sponsoring organisation and let them have the details of your GIC. Once this has been checked you will be fast tracked as an Instructor Candidate for that course and sent all the appropriate paperwork.

COMPLETING THE INSTRUCTORSHIP TRAINING PROCESS: IC COURSE PLACEMENTS

You will need to complete your 2 ICs within two years of the date of your GIC to complete the instructorship process. If you think you may experience problems in doing this, you will need to contact the organising body for guidance and advice. It is recommended that you do not complete all your courses in the same centre and that at least one course should be at a different centre; i.e. you should not do your provider, GIC and both ICs all at the same centre.

You cannot undertake all three stages of your teaching (provider, GIC and IC) at the one centre. Only two of the three may be at the one centre.

If you are unable to teach for a period of time, you should notify the organising body as soon as you know you may have a problem and they will be able to negotiate a suitable time frame to start your teaching.

ACCESSING PROVIDER COURSE TEACHING MATERIAL

Once you have completed the GIC, you will be given access to the teaching material for your course.

ALSG Instructors will be given access to the Instructor area on the VLE where you will be able to download and print off any teaching/supporting material you will need.

RC(UK) Instructors at present sent an Instructor CD, prior to attending the GIC and have access to any updated material via the RC(UK) website. In the future materials will be available via the LMS.

MAINTAINING INSTRUCTOR STATUS

Once you have become a full instructor (completed your 2 ICs), to maintain your instructor status you will need to teach at least three courses every two years, in addition for RC(UK) instructors, it is recommended that one course should be away from your home base and instructors are advised to attend one annual instructor day every four years.

You will need to recertify every 4 years after achieving full Instructor status to maintain your Instructor status. The date you become a full instructor will be shown on your instructor certificate. If you are unsure you can contact the organising body for your course.

To recertify as a full instructor, you will need to book on a course as part of the faculty and let the organiser/co-ordinator know that you will need to recertify to ensure that all the appropriate paperwork is available on the course when you go to teach. You will be assessed as you were as an IC and be assigned a mentor for the duration of the course.

CODE OF CONDUCT

For both organising bodies there is a code of conduct which we expect all Instructors to adhere to. A copy is available to read/download on both the RC(UK) and ALSG websites.

BOOKING ON COURSES TO TEACH ON

To book on a course to teach you will need to go to the web-site for the organising body for your course; (ALSG) www.alsg.org (RCUK) www.resus.org.uk

If you are unable to access the website you should contact your approving organisation; (RCUK) Tel: 0207 388 4678 (ALSG) Tel: 0161 794 1999. You may also receive invitations from specific centres as your name will appear on the course instructor list.

COST OF TEACHING ON COURSES

You will not be expected to pay anything when you go to teach; all your out of pocket expenses will be covered by the course centre i.e. travel, and accommodation. Some centres do offer a form of payment (Honorary) to Instructors as an incentive to teach, but we would urge caution as you will need to ensure that you are not being paid twice i.e. by your trust and for teaching on the course which could have serious implications.

RECEIPTS

- Receipts for payments made in relation to the GIC course(s) held at the Central Scotland course centre may only be made on submission of a written request to [the administrator](#).
- Receipts may only be issued 1 calendar week after any payment has been fully processed and the GIC course has been completed (whichever is the latter).

GETTING YOUR GIC CERTIFICATE

This is downloadable from the VLE after the following steps have been completed:

- Online feedback has been submitted. This is up to you.
- The Course Director's and Educator's joint report has been submitted.
- ALSG has processed all the candidate results and reviewed/accepted the course director's report. This step also takes time.

Therefore, please allow up to 8 weeks (after course completion) before trying to download your certificate. If it is absolutely imperative that you receive your certificate earlier than that (e.g. you are applying for a job or GMC specialist registration), we would advise that you find an earlier alternative course to book on as we cannot guarantee any faster a timeline than those advised by ALSG.

Please do not contact the administrators at the course centre (Central Scotland) as they have no control over the VLE. If you are having difficulties downloading your certificate, please contact ALSG (enquiries@alsg.org).

CPD (OR CME) CERTIFICATES

We do not routinely provide CPD certificates. If a healthcare professional finds that a course (or part of a course) is useful, they can count it as CPD with one CPD credit for one hour of relevant educational activity (excluding meal breaks etc). If a doctor attends a course and finds that it was of no educational value, it should not be counted as CPD. Please contact your professional body for further information.

APPENDIX: MATRICES & FEEDBACK FORMS

Please find attached the evaluation forms that will be used during the course by both faculty and your fellow candidates to provide the basis for feedback on your practice sessions.

LECTURE/PRESENTATION SKILLS MATRIX

SET (includes environment)

	Needs further development	Effective and competent
1. Checks and adjusts layout and equipment	Layout inappropriate and no adjustments made. Fails to check and / or is unable to use equipment	✓ Appropriate layout. ✓ Checks and is able to use equipment
2. Introductions	Neglects to welcome and / or introduce self	Welcomes and introduces self
3. Establishes usefulness and clearly states learning outcomes	Fails to convey usefulness. Does not establish or communicate learning outcomes	Conveys context of lecture. Outlines learning outcomes

DIALOGUE

1. Uses visual aids appropriately	Inappropriate use of equipment/content	Competent and appropriate use
2. Uses voice appropriately	Speaks too quietly / too loudly / is inarticulate	Effective use of voice with variation of tone and pace
3. Uses eye contact appropriately	Fails to establish eye contact or inappropriate / aggressive	Establishes good eye contact with the audience
4. Demonstrates enthusiasm	Unable to motivate audience	Enthusiastic delivery of material
5. Uses humour appropriately (if applicable)	Inappropriate use of humour	Uses humour appropriately
6. Uses personal / audience experience (if relevant)	Does not use personal or audience experience	Illustrates points to enhance learning
7. Encourages interaction	Does not encourage interaction	Uses questions and discussion to encourage participation and enhance learning
8. Presents material in a clear, logical sequence	Presents material in a confused / illogical way	Clear and logical presentation
9. Keeps to time	Runs out of time or finishes too early	Works within time constraints
10. Attitude / behaviour encourages learning and interaction	Has difficulty in presenting a positive attitude, behaviour discourages interaction	Behaviour / attitude allows for interaction and contributes to a positive learning experience

CLOSURE

1. Invites and answers questions	Fails to ask questions / answers inappropriately	Uses questions and answers to clarify content
2. Returns to learning outcomes and summarises	Fails to re-establish learning outcomes and / or summarise	Reiterates learning outcomes and gives short summary
3. Terminates session	Unclear termination	Terminates session verbally

LECTURE/PRESENTATION SKILLS FEEDBACK FORM

Candidate		Mentor	
Evaluator Practice 1		Evaluator Practice 2	

SET (includes environment)

	Practice 1		Practice 2	
	Needs further development	Effective and competent	Needs further development	Effective and competent
1. Checks and adjusts layout and equipment				
2. Introductions				
3. Establishes usefulness and clearly states learning outcomes				

DIALOGUE

1. Uses visual aids appropriately				
2. Uses voice appropriately				
3. Uses eye contact appropriately				
4. Demonstrates enthusiasm				
5. Uses humour appropriately (if applicable)				
6. Uses personal / audience experience (if relevant)				
7. Encourages interaction				
8. Presents material in a clear, logical sequence				
9. Keeps to time				
10. Attitude / behaviour encourages learning and interaction				

CLOSURE

1. Invites and answers questions and comments				
2. Returns to learning outcomes and summarises				
3. Terminates session				

Practice 1 Global Assessment:		Practice 2 Global Assessment:	
Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>	Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>
Comments and Summary of feedback:		Comments and Summary of feedback:	

SKILLS TEACHING WITH CONTINUOUS ASSESSMENT MATRIX

SET (includes environment)

	Needs further development	Effective and competent
1. Checks and adjusts layout and equipment	<ul style="list-style-type: none"> Layout inappropriate and no adjustments made Fails to check and or is unable to use equipment 	<ul style="list-style-type: none"> Appropriate layout Checks and is able to use
2. Ensures all candidates can see clearly	Fails to respond to candidates' verbal / non- verbal clues	Asks candidates to move if appropriate
3. Introductions	Neglects to welcome and or introduce self and candidates	Welcomes and initiates introductions
4. Establishes usefulness and clearly states learning outcomes	<ul style="list-style-type: none"> Fails to convey usefulness Does not establish or communicate outcomes 	<ul style="list-style-type: none"> Conveys context of skill Outlines learning outcomes
5. Explains the transition from teaching to assessment	Does not explain the relationship between teaching and continuous assessment	Explains the transition from teaching to assessment

DIALOGUE

1. Explains the process of 4 stage method	Fails to describe method / confusing description given	Clearly describes 4 stage method
2. Demonstrates the skill – 'real time' – Stage 1	Fails to demonstrate / adds commentary	Demonstrates without commentary, in real time
3. Demonstrates the skill – with commentary – Stage 2	Fails to demonstrate / commentary inappropriate	Demonstrates skill with appropriate commentary
4. Demonstrates the skill – with candidate commentary – Stage 3	Fails to demonstrate / inaccurate candidate commentary	Demonstrates skill, ensures accurate candidate commentary
5. Allows the candidate to demonstrate the skill – Stage 4	Fails to enable candidate demonstration / inappropriate commentary	Enables candidate to demonstrate skill with accurate commentary
6. Facilitates the candidates' independent practice	Does not facilitate continuous assessment	Enables continuous assessment
7. Relates skill to other aspects of the course	Fails to explain relevance of skill	Places skill in context
8. Attitude / behaviour encourages learning and interaction	Has difficulty in presenting a positive attitude, behaviour discourages interaction	Behaviour / attitude allows for interaction and contributes to a positive learning experience

CLOSURE

1. Clarifies standard reached of all candidates with co-instructor	Does not consult with co-instructor	Liaises effectively with co-instructor
2. Gives verbal feedback on standard achieved	Fails to provide appropriate and effective feedback	Informs candidates of outcome of continuous assessment
3. Outlines plan to rectify unsatisfactory performance (if relevant)	Fails to give appropriate and effective feedback / fails to identify features of unsatisfactory performance	Provides appropriate and effective feedback and identifies needs for remedial action
4. Re-emphasises the continuous assessment element of this skill throughout the course	Fails to remind candidate of need for continued satisfactory performance of skill	Emphasises the need for continued satisfactory performance of skill
5. Invites and answers questions	Fails to ask questions / answers inappropriately	Uses questions to clarify issues or concerns
6. Returns to learning objectives and summarises	Fails to re-establish learning outcomes and/or summarise	Reiterates learning outcomes and gives short summary
7. Terminates session	Unclear termination	Clear verbal and visual instructions that session is over

SKILLS TEACHING WITH CONTINUOUS ASSESSMENT FEEDBACK FORM

Candidate		Mentor	
Evaluator Practice 1		Evaluator Practice 2	

SET

	Practice 1		Practice 2	
	Needs further development	Effective and competent	Needs further development	Effective and competent
1. Checks and adjusts layout and equipment				
2. Ensures all candidates can see clearly				
3. Introductions				
4. Establishes usefulness and clearly states learning outcomes				
5. Explains the transition from teaching to assessment				

DIALOGUE

1. Explains the process of 4 stage method				
2. Demonstrates the skill – ‘real time ’ – Stage 1				
3. Demonstrates the skill – with commentary – Stage 2				
4. Demonstrates the skill – with candidate commentary – Stage 3				
5. Allows the candidate to demonstrate the skill – Stage 4				
6. Facilitates the candidates’ independent practice				
7. Relates skill to other aspects of the course				
8. Attitude / behaviour encourages learning and interaction				

CLOSURE

1. Clarifies standard reached of all candidates with co-instructor				
2. Gives verbal feedback on standard achieved				
3. Outlines plan to rectify unsatisfactory performance (if relevant)				
4. Re-emphasises the continuous assessment element of this skill throughout the course				
5. Invites and answers questions				
6. Returns to learning objectives and summarises				
7. Terminates session				

Practice 1 Global Assessment:		Practice 2 Global Assessment:	
Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>	Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>
Comments and Summary of feedback:		Comments and Summary of feedback:	

TEACHING SIMULATIONS MATRIX

SET (includes environment)

	Needs further development	Effective and competent
1. Checks and adjusts layout and equipment	Layout inappropriate and no adjustments made. Fails to check and / or is unable to use equipment	Appropriate layout. / Checks and is able to use equipment
2. Briefs assistant(s) (if relevant)	Fails to explain/check familiarisation with role	Explains and checks role familiarisation
3. Introductions	Neglects to welcome and / or introduce self and candidates	Welcomes and initiates introductions
4. Establishes usefulness and clearly states learning outcomes	Fails to convey usefulness. Does not establish or communicate learning outcomes	Conveys context of teaching simulation. Outlines learning outcomes

DIALOGUE

1. Briefs candidates	Neglects or poorly communicates details	Describes setting, patient and role details
2. Allows questions	Does not invite or allow questions	Invites questions
3. Checks understanding	Fails to inquire about understanding	Asks candidate to repeat information and corrects if appropriate
4. Directs simulation logically	Directs illogically / unrealistically / inappropriately	Directs logically and introduces realistic and rational developments appropriately
5. Keeps check on safety (if relevant)	Fails to maintain safety	Safety conscious and appropriate intervention
6. Responds appropriately to candidate's treatment strategies	Inappropriate responses / fails to intervene or correct candidate	Responds positively to strategies and intervenes appropriately
7. Enables candidate to establish key treatment points	Poorly directs simulation so candidate is unable to meet key treatment strategies	Manages and directs appropriately
8. Encourages appropriate and effective feedback	<ul style="list-style-type: none"> • Fails to invite candidate feedback • Fails to offer own view / offers negative view only Inappropriate / unrealistic comments 	<ul style="list-style-type: none"> • Asks and encourages candidate feedback • Realistic and practical comments
9. Keeps to time	Runs out of time or finishes too early	Aware of time constraints

CLOSURE

1. Invites and answers questions and comments	Fails to ask questions / answers inappropriately	Uses questions and answers to clarify content
2. Returns to learning outcomes and summarises	Fails to re-establish learning outcomes and / or summarise	Reiterates learning outcomes and gives short summary
3. Terminates session	Unclear termination	Clear verbal and visual instructions that session is over

TEACHING SIMULATIONS FEEDBACK FORM

Candidate		Mentor	
Evaluator Practice 1		Evaluator Practice 2	

SET [includes environment]

	Practice 1		Practice 2	
	Needs further development	Effective and competent	Needs further development	Effective and competent
1. Checks and adjusts layout and equipment				
2. Briefs assistant(s) (if relevant)				
3. Introductions				
4. Establishes usefulness and clearly states learning outcomes				

DIALOGUE

1. Briefs candidates				
2. Allows questions				
3. Checks understanding				
4. Directs simulation logically				
5. Keeps check on safety (if relevant)				
6. Responds appropriately to candidate's treatment strategies				
7. Enables candidate to establish key treatment points				
8. Encourages appropriate and effective feedback				
9. Keeps to time				
10. Attitude / behaviour encourages learning and interaction				

CLOSURE

1. Invites and answers questions and comments				
2. Returns to learning outcomes and summarises				
3. Terminates session				

Practice 1 Global Assessment:		Practice 2 Global Assessment:	
Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>	Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>
Comments and Summary of feedback:		Comments and Summary of feedback:	

FACILITATING SMALL GROUPS MATRIX

SET (includes environment)

	Needs further development	Effective and competent
1. Checks and adjusts layout	Layout inappropriate and no adjustments made	Appropriate layout
2. Introductions	Neglects to welcome and / or introduce self and candidates	Welcomes and initiates introductions
3. Establishes usefulness and clearly states learning outcomes	<ul style="list-style-type: none"> • Fails to convey usefulness. • Does not establish or communicate learning outcomes 	Conveys context of assessment. Outlines learning outcomes

DIALOGUE

1. Establishes the "chair" role and makes an appropriate opening statement	Fails to convey subject matter / lead discussion	Outlines subject matter and initiates dialogue
2. Facilitates an effective discussion	<ul style="list-style-type: none"> • Unable to deal with diverse opinions • Lacks direction and does not provide micro summaries • Is not aware of all candidates • Makes no or ineffective interventions to manage the group • Shows no or little awareness of non-verbal communication 	<ul style="list-style-type: none"> • Uses diverse opinions in a positive way • Provides appropriate micro-summaries and redirects • Facilitates all candidate participation • Makes effective interventions in managing the group • Sensitive and responsive to non-verbal communication
3. Covers key learning points	Fails to convey key learning points	Ensures key learning points are covered
4. Keeps to time	Runs out of time or finishes too early	Aware of time constraints
5. Attitude / behaviour encourages learning and interaction	Has difficulty in presenting a positive attitude, behaviour discourages interaction	Behaviour / attitude allows for interaction and contributes to a positive learning experience

CLOSURE

1. Invites and answers questions and comments	Fails to ask questions / answers inappropriately	Uses questions and answers to clarify content
2. Returns to learning outcomes and summarises	Fails to re-establish learning outcomes and / or summarise	Reiterates learning outcomes and gives short summary
3. Terminates session	Unclear termination	Clear verbal and visual instructions that session is over

FACILITATING SMALL GROUPS FEEDBACK FORM

Candidate		Mentor	
Evaluator Practice 1		Evaluator Practice 2	

SET [includes environment]

	Practice 1		Practice 2	
	Needs further development	Effective and competent	Needs further development	Effective and competent
1. Checks and adjusts layout and equipment				
2. Introductions				
3. Establishes usefulness and clearly states learning outcomes				

DIALOGUE

1. Establishes the "chair" role and makes an appropriate opening statement				
2. Facilitates an effective discussion				
3. Covers key learning points				
4. Keeps to time				
5. Attitude / behaviour encourages learning and interaction				

CLOSURE

1. Invites and answers questions and comments				
2. Returns to learning outcomes and summarises				
3. Terminates session				

Practice 1 Global Assessment:		Practice 2 Global Assessment:	
Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>	Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>
Comments and Summary of feedback:		Comments and Summary of feedback:	

SIMULATION ASSESSMENT MATRIX

SET (includes environment)

	Needs further development	Effective and competent
1. Checks and adjusts layout and equipment	Layout inappropriate and no adjustments made. Fails to check and / or is unable to use equipment	<ul style="list-style-type: none"> • Appropriate layout • Checks and is able to use equipment
2. Briefs co-instructor and assistants	Fails to explain / check familiarisation with role	Explains and checks role familiarisation
3. Introductions	Neglects to welcome and / or introduce self and candidates	Welcomes and initiates introductions
4. Establishes usefulness and clearly states learning outcomes	Fails to convey usefulness. Does not establish or communicate learning outcomes	Conveys context of assessment. Outlines learning outcomes
5. Establishes process	Fails to convey process	Explains the process of assessment

DIALOGUE

1. Briefs candidate	Fails to provide adequate briefing	Describes environment, patient and other relevant details
2. Allows questions	Does not invite or allow questions	Invites questions
3. Checks understanding	Fails to enquire about understanding or to correct misunderstanding	Asks candidate to repeat information and corrects error or misconception
4. Interacts constructively without leading	Fails to provide adequate clinical information or provides too much information	Provides appropriate information
5. Keeps check on safety (if relevant)	Fails to maintain safety	Safety conscious and appropriate intervention
6. Attitude / behaviour congruent with assessment	Has difficulty in understanding and demonstrating the transition from teaching to assessing candidates	Understands and demonstrates effectively the transition from teaching to assessing candidates
7. Terminates appropriately	Fails to terminate or ends session ambiguously	Clearly terminates

CLOSURE

1. Reaches correct decision	Fails to make a reliable accurate judgement	Reaches correct decision using pro forma key treatment points
2. Informs candidate of satisfactory outcome	Unclear communication about outcome	Clearly communicates satisfactory outcome
OR		
3. Advises candidate about need for retest	Fails to provide feedback and information / increases candidate anxiety	Provides constructive feedback and information about retest
4. Terminates session	Unclear termination	Closure well-constructed

SIMULATION ASSESSMENT FORM

Candidate		Mentor	
Evaluator Practice 1		Evaluator Practice 2	

SET [includes environment]

	Practice 1		Practice 2	
	Needs further development	Effective and competent	Needs further development	Effective and competent
1. Checks and adjusts layout and equipment				
2. Briefs co-instructor and assistants				
3. Introductions				
4. Establishes usefulness and clearly states learning outcomes				
5. Establishes process				

DIALOGUE

1. Briefs candidate				
2. Allows questions				
3. Checks understanding				
4. Interacts constructively without leading				
5. Keeps check on safety (if relevant)				
6. Attitude / behaviour congruent with assessment				
7. Terminates appropriately				

CLOSURE

1. Reaches correct decision				
2. Informs candidate of satisfactory outcome				
OR				
3. Advises candidate about need for retest				
4. Terminates session				

Practice 1 Global Assessment:		Practice 2 Global Assessment:	
Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>	Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>
Comments and Summary of feedback:		Comments and Summary of feedback:	

GIVING FEEDBACK MATRIX

	Needs further development	<i>Effective and competent</i>
1. Creates suitable environment	Begins debrief without any alterations to dynamics/position	Ensures everyone is positioned appropriately
2. Initiates debrief discussion (opening gambit)	Does not use opening phrases (gambit) appropriate to the situation	Uses opening phrases (gambit) appropriate to the situation
3. Allows candidate to explore and discuss their experience	Does not allow candidate to appropriately explore their experience. Delivers one-sided view of candidate performance	Engages in a learning conversation, facilitating the candidate to appropriately explore and discuss their performance
4. Responds to candidate's issues	Only gives own opinion or ignores candidate's issues	Actively listens and asks further clarifying questions (if applicable) using specific examples from candidate performance
5. Uses appropriate language	Eases in, uses leading questions or allows candidate to become defensive. Is inappropriately and/or relentlessly optimistic. Not clear or succinct	Uses techniques such as A/I, open questions and reference to specific data to facilitate learning. Is clear and unambiguous
6. Ensures other group members become involved in the discussion	Does not seek opinion of other group/faculty members	Uses group/faculty members for effective exploration of learning points
7. Gives guidance on points for improvement (if applicable)	Does not help identify ways that candidate can improve performance	Gives explicit, concrete suggestions for improvement which candidate is able to use
8. Gathers final comments and summarises	Fails to facilitate final comments and does not summarise	Facilitates final comments from candidate and group and summarises effectively

GIVING FEEDBACK FORM

	Practice 1		Practice 2	
	Needs further development	Effective and competent	Needs further development	Effective and competent
1. Creates suitable environment				
2. Initiates debrief discussion (opening gambit)				
3. Allows candidate to explore and discuss their experience				
4. Responds to candidate's issues				
5. Uses appropriate language				
6. Ensures other group members become involved in the discussion				
7. Gives guidance on points for improvement (if applicable)				
8. Gathers final comments and summarises				

Practice 1 Global Assessment:		Practice 2 Global Assessment:	
Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>	Needs further development <input type="radio"/>	Effective and competent <input type="radio"/>
Comments and Summary of feedback:		Comments and Summary of feedback:	