



Lifelong  
Learning  
Programme



# Leonardo EURACT level 3 course for teachers in Family Medicine



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***Framework for Continuing Educational Development of Trainers in General Practice in Europe (CEDinGP)***

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## Content:

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Introduction.....	4
Study day 1 – Developing the project.....	4
Study days 2/3 – Outputs of the project .....	18
Instructions for final assignment.....	26

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## INTRODUCTION

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The Leonardo EURACT level 3 programme is designed to help develop proficient educators to the level of the educational expert, with the capability of developing their own educational expertise and providing skills training for future GP teachers. Those who progress to this highest level will be tasked with maintaining a European teaching skills programme, and ensuring that it is cascaded beyond the original partner organizations to other European countries. During the programme participants work with their peers from other European countries and gain an understanding of the advantages of such a common European approach. Programme members need the support of an academic institution and an identified education supervisor who should be prepared to support the activity of participating doctors through reviewing and criticizing their work, providing feedback, advice and support

The programme is structured in the same way as a Masters module, with the majority of the time spent in self-directed study, with three days course work split into two sessions:

- The pre-course work includes development of a Personal Development Plan as a teacher, discussed with the supervisor.
- Study 1 day focuses i.a. on small group work to identify concrete plans for the project. Personal work between study days includes i.a. preparing concrete plans for educational intervention as well as course materials, including a literature review.
- Study Days 2-3 take place with small group work on developing an educational framework, preparing finite plans for delivery of individual modules revised as necessary, developing a network.
- Final step is delivering the course and submitting a written report of the whole process.



# STUDY DAY 1

## Developing the Project



## STUDY DAY 1

### Title: Developing the Project

#### Content:

Module	Title	Activity
M 1.1	Pre-course preparatory work	<i>See handout 1</i>

  

Module	Title	Type	Time – 3h
M 2.1	Introductions	<i>Pair discussion / Group presentation</i>	40'
M 2.2	Presentation – course background	<i>Presentation</i>	20'
M 2.3	Self directed work – planning Discuss within trio	<i>Facilitated small groups</i>	90'
M 2.4	Feedback session – Plans so far	<i>Plenary discussion - poster display (2 minutes at each poster)</i>	30'
<b>BREAK</b>			
Module	Title	Type	Time – 3h
M 2.5	Self directed work – content, methods, materials	<i>Individual work – faculty available</i>	90'
M 2.6	Feedback session	<i>Plenary presentation / discussion</i>	75'
M 2.7	Homework plans – the next 6 months	<i>Plenary discussion</i>	15'

#### Aims:

1. To provide an environment to promote development as an educator.
2. To identify personal learning needs as a teacher, and formulate and implement plans to meet these.
3. To prepare and implement a teaching project on a European scale to meet the learning needs identified, .
4. To master the skills of teaching the skills of teaching to others.
5. To demonstrate the ability to teach these concepts to new teachers.
6. To be able to provide support and constructive feedback to other course members.



## Methods:

- Pairs working and presentation.
- Presentation
- Facilitated group task-based work
- Self directed work
- Plenary presentation of work
- Poster presentation

## Description:

This study day is part of the Leonardo EURACT Level 3 programme. The participants are expected to be self-directing and self-resourcing learners, and to have completed the pre-course work before coming. The day will start with a structured introduction in which pairs will work together to describe themselves as teachers, and their ideas, concerns and expectations of the programme. In plenary discussion each will present their colleague, and the Faculty will briefly present themselves. There will be a short presentation about the project and the educational models which underpin it, with opportunities for discussion.

The next part of the day will be to start working in pairs or trios to develop participants own teaching project. Each mini-group will have a faculty member available to facilitate. How the mini-group chooses to work is left to the members to decide. A module template for planning a teaching session has been provided. Each participant will produce a poster on their plans to present in a structured poster discussion. During the lunch-break individuals may continue to discuss posters with their colleagues.

After the break work on individual projects will continue and there will then be a feedback session where each participant will present their concrete plans for comment and constructive criticism. Finally plans for continuing work before the next study days will be agreed.

One of the key elements of this course will be keeping to time, and working within the discipline of presenting key features within the allotted timeframe. If course members have not completed their presentation in the time allowed they will NOT be permitted to overrun.



## Evaluation of this study day:

- Course evaluation process.
- Production of a poster
- Preliminary plans for a new teaching module to be worked on.

## References:

1. Knowles, M. (1973) The adult learner: a neglected species. Gulf Publishing Company, Houston.
2. From Andragogy to Heutagogy  
Hase S. Kenyon C, Southern Cross University, Australia  
<http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm> (accessed 11 August 2011)
3. A five-stage model of the mental activities Involved in directed skill acquisition  
Dreyfus S, Dreyfus H; University of California, Berkeley (this is the original work from 1980)  
<http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA084551&Location=U2&doc=GetTRDoc.pdf>  
(accessed 11 August 2011)
4. Professions, competence and informal learning  
Cheetham G. Chivers E. Chapter 10, pp 159 - 167  
[http://books.google.com/books?id=xwyqLR-mG4cC&pg=PA162&dq=""Dreyfus+Model+of+Skill+Acquisition""&hl=en#v=onepage&q=""Dreyfus%20Model%20of%20Skill%20Acquisition""&f=false](http://books.google.com/books?id=xwyqLR-mG4cC&pg=PA162&dq=) (accessed 11 August 2011)
5. Novice to Expert: the Dreyfus model of skill acquisition  
Lester S.  
<http://www.sld.demon.co.uk/dreyfus.pdf> (accessed 11 August 2011)

## Recommendations for further reading:

- The EURACT Educational Agenda, EURACT 2005. Download from [www.EURACT.eu](http://www.EURACT.eu)
- Dreyfus H. Dreyfus S. Mind over Machine: The Free Press, New York, 1986
- Worall P. et al, Advanced Consulting in Family Medicine: Radcliffe, Oxford, 2009

## Handouts:

- Copy slides
- Teaching exercises and group work instructions
- Handout 1 - Preliminary and future working



- Handout 2 -. Module structure

**Equipment:**

- One room for plenary session equipped with computer data projection.
- Small group rooms with flip charts.
- Facilities to display flip charts / posters
- Internet connection



## Proficient to Expert Programme Study Day 1 Introduction

 Leonardo EURACT level 3  
course for teachers in Family Medicine

### ***Presentation available at the full version of the materials***

If a General Practice academic/teaching organisation wishes to run any of the Leonardo EURACT courses they must apply for permission to the European Academy of Teachers in General Practice and Family Medicine (EURACT).

Application should be made to the EURACT secretariat (see [www.euract.eu](http://www.euract.eu)) at least one month prior to the course.

Course materials (either in English or in other project partner languages) will be released only after permission of EURACT has been granted.



## Handout 1

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### Pre-course work

1. Identify and meet with your supervisor
2. Develop a Personal Development Plan as a teacher; discuss with supervisor
3. Carry out a learning needs analysis of the GP educators in your own programme/ region/ country.
4. Prioritise the learning needs that have been identified and reflect on what education interventions are needed.
5. Familiarise themselves with the course materials for the level 2 and level 1 courses.

### Personal work between study days:

1. Meet supervisor at least monthly
2. Keep a personal learning log
3. Prepare concrete plans for educational intervention(s).
4. Prepare course materials, including a literature review.
5. Regular contact with “buddy” from the course.



## Handout 2

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### Module Structure

- 3 hour session (or multiples)
- Rationale for choice of topic
- EURACT framework:
  - Description (see below)
  - Presentation(s)
  - Handout(s)
  - Evaluation
  - Physical resources

### EURACT layout for the Description

1. Module title
2. Contents table – time, method, section title
3. Educational aims
4. Methods used
5. Detailed description of each element of the module (as if someone else is presenting it – they will be!)
6. Evaluation process
7. References (to support description)
8. Further reading suggestions
9. Handouts list including instructions to group facilitators
10. Resources (room, materials, computer etc)



## STUDY DAY 1

### Guidance for Faculty Facilitators

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The number of participants on this programme has been strictly limited in order to allow working in groups of 3 (or 4 at the most). It is suggested that facilitators work with the same group of 3 participants during each of the study days, and possibly providing support electronically between the study days. Facilitators should be prepared to attend both study days, and should familiarise themselves with the course materials not only for this programme but also the materials for the Level 1 and Level 2 courses.

Participants have been asked to meet their supervisors and to do some preparatory work before this study day (M 1.1 - details in Handout 1). They should have developed a Personal Development Plan as a teacher; carried out a learning needs analysis of GP educators, prioritised these learning needs, and reflect on what education interventions might be needed. They were also asked to familiarise themselves with the course materials for the level 1 and level 2 courses.

After the introductory exercise (M 2.1) there will be a short (20 minute) presentation on the background to the project and the educational model being followed in this programme (M 2.2).

We will then start the first of the trio working sessions (M 2.3) looking at the material they have produced. The work plan to follow can be found in the slides and in the written course materials. Facilitators should be prepared to deal with the situation in which one or more of the participants has done no preparatory work. The facilitator, together with the remaining group members, will have to decide how much time to allow for catch-up without disrupting their own work. You will need to get them to produce a poster of their plans for display and presentation (M 2.4)

The next group session (M 2.5) lasts 90 minutes and is for self-directed work for the participants on their own educational projects. Facilitators should give help and advice to individuals on request, particularly if they get stuck. To help them formulate their plans Handout 2 has the module structure and layout for the description which we have used in our courses.

They should be working on preparing real course materials, including the description, presentations, group tasks etc. Session M 2.6 will be for presenting their plans in plenary session – they will each have 5 minutes in total, including discussion. The final session (M 2.7) will be to outline the work expected from this point until study days 2 and 3.



**Group work (support)**

- Have you identified learning needs of GP educators?
- Have you a particular teaching project in mind?

**If you have:**

- Identify Dreyfus level of provision
- Draft course learning outcomes
- Select teaching methods
- Start detailed planning

**If you have not identified learning needs of GP educators:**

- Prepare a module on area of probable need in your country
- Identify Dreyfus level of provision
- Draft course learning outcomes
- Select teaching methods
- Start detailed planning



## Notes

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### Androgogy (Knowles)

- Pedagogy and androgogy
  - Child and adult learners
- Adult learning is best if:
  - Self-directed
  - Experiential
  - Needs based
  - Problem based

### Heutagogy (Hase and Kenyon)

#### The study of self-determined learning

- To be truly self determined learner (not teacher) must decide:
  - What is to be learnt



## Personal Development Plan

- Personal
- Needs related
- Reflective
- Relevant
- Record for lifelong learning
- Reaccreditation

### Step 1: What do I think I need to learn?

- Do not focus on areas of expertise, but on areas of deficiency
- What areas of work make you anxious?
- What keeps coming up as a problem?
- What are you good at (and might enjoy learning more about)?
- What conditions do you wish would present to your partners rather than yourself?

### Step 2: What do I know I need to learn?

- Staff views/observations
- Consultants' comments
- Partners' confidential appraisal
- PUNS ("Patients' Unmet Needs")
- DENS ("Doctor's Educational Needs")
- SEA ("Significant event analysis")
- Audit data

### Step 3: How will I learn?

An outline of how you plan to address your learning needs.

Try to make these "**SMART**": **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**imed



**Step 4: Assessment - how am I going to know if I have done it? (Before implementing, discuss it with a mentor, or have a discussion between peers)**

#### **Assessment of needs**

- Educational needs are of relevance to primary care
- There is a balance of needs
- The need represents a deficiency
- There is evidence of need
- If a GP has a specialised role, this is being considered
- Addressing the needs seems feasible

#### **Assessment of PDP objectives and activities**

- The objectives are SMART
- The activities are appropriate

#### **Assessment of evidence**

- There is evidence of learning
- Evidence arises from mainstream activity
- There is evidence of reflective learning
- Certificates...



## **STUDY DAYs 2/3**

# **Outputs of the Project**



## STUDY DAYS 2/3

### Title: Outputs of the Project

#### Content:

Module	Title	Activity
M 2.1	Inter-course preparatory work	<i>See copy letter from Professor Igor Svab</i>

Module	Title	Type	Time – 3.5h
M 2.2	Ice-breaker	<i>Exercise</i>	15'
M 2.3	Am I an expert - meeting the criteria	<i>Pair discussion, plenary presentation</i>	45'
M 2.4	Self directed work – progress reports - plan the sessions	<i>Facilitated small groups</i>	30'
	<b>Coffee break</b>		30'
M 2.5	Self directed work	<i>Facilitated small groups</i>	90'
	<b>BREAK</b>		

Module	Title	Type	Time – 3.5h
M 2.6	The Framework Document	<i>Short plenary presentation / group discussion</i>	60'
M 2.7	Self directed work	<i>Facilitated small groups</i>	30'
	<b>Coffee break</b>		30'
M 2.8	Self directed work / Plan day 2	<i>Facilitated small groups</i>	90'

Module	Title	Type	Time – 3.5h
M 3.1	Values of Medical Educators	<i>Presentation</i>	10'
M 3.1	Values of Medical Educators	<i>Small group discussion, plenary feedback</i>	50'
M 3.2	Self directed work	<i>Facilitated small groups</i>	30'
	<b>Coffee break</b>		30'
M 3.3	Self directed work	<i>Facilitated small groups</i>	90'
	<b>BREAK</b>		



Module	Title	Type	Time – 3.5h
M 3.4	Self directed work	<i>Facilitated small groups</i>	90'
	<b>Coffee break</b>		30'
M 3.5	Self directed work – tying up loose ends	<i>Facilitated small groups</i>	30'
M 3.6	Future plans – a European network	<i>Plenary discussion</i>	60'
M3.7.	Farewell session, evaluation	<i>Plenary reflection</i>	30'

## Aims:

By the end of this course participants will:

1. Be able to use the environment to promote their continuing development as an educator.
2. Have formulated and developed implementation plans to meet personal learning needs as a teacher.
3. Completed preparation of their teaching project and finalised plans to deliver this. .
4. Have demonstrated the ability to use the teaching methods used on this course appropriately..
5. To demonstrate the organisational abilities to deliver their project successfully.
6. To be able to provide support and constructive feedback to other course members.
7. Developed their understanding of the opportunities for future working, and participate in developing an expert teachers' network.

## Methods:

- Icebreaker
- Pairs working and presentation.
- Presentations
- Plenary discussions
- Facilitated group task-based work
- Self directed work

## Description:

1 hour of each morning and afternoon session will be spent with iall course members working together on structured activities to promote interaction outside their working group. 2 hours in



each morning or afternoon session will be spent on self directed work in their working groups.

The participants will remain in the same groups as for the first study day and with the same main facilitator from the course Faculty. Other Faculty members will participate if available. All participants should have completed their course plans and should be prepared to discuss with their colleagues in their working groups the current status of their project, including their supervisor's comments. It is suggested that each working group should take a turn at facilitating the plenary sessions, controlling the discussion and crucially the timing. If any are unwilling this will be done by their Faculty facilitator

M 2.2 The meeting will start in plenary with a short icebreaker exercise in which each participant will have 30 seconds to describe something memorable that has happened to them since the previous meeting (anything to do with the project is banned). Timing will be strict. This session will be facilitated by the Faculty.

M 2.3 Course members will then work in pairs looking at the expertise grid produced for the course (see handout 1- pages 15-20 of the Framework). There will be 20 minutes to agree where they "sit" on the scale novice-competent –proficient –expert in each domain. Are there differences? Do they matter? Each pair will briefly describe their findings and these will be plotted on a flip chart by the facilitators. This session will be facilitated by the Faculty.

M2.4 and 2.5 The remainder of the morning will be in self directed work in working groups. Each group will have to decide how to spend the 8 hours of time they have on this course.

M 2.6 The afternoon session will open with a short presentation on one of the other outputs of the project – the Framework Document ( the latest version has been sent electronically to participants who must read it carefully) Printed versions will be available at the meeting. The meeting will then be split into 2 groups to discuss the Framework and to develop feedback to the authors (the faculty) and each group will present its findings. This session will be facilitated by Working Group 1.

M2.7 and 2.8 The remainder of day1 is spent in self directed work.

Day 2 M 3.1 will start with a presentation on a paper on Excellence in Education – Values of Medical Educators which has been produced in the UK. The web reference has been circulated



to participants (for personal use only) who must download read and bring to the meeting.

Is it relevant to this project? What would specialist teachers think of it in your country? There will be small group discussions and plenary feedback. This session will be facilitated by Working Group 2.

M 3.2 to 3.6 The remainder of the morning and the rest of the afternoon will be in self-directed work.

M3.6 This session will be spent in considering the possibility of producing a continuing European network and to develop any other ideas to promote the continuation of the work started in this project. This session will be facilitated by Working Group 3.

M3.7 will be a short session to allow course members and faculty to give immediate feedback on how they are feeling about this module. This session will be facilitated by Working Group 4.

## EVALUATION

- Project evaluation process
- Reflective feedback at the end of the course.

## HANDOUTS

1. Document – “Framework for the Continuing Educational Development of Trainers in General Practice/Family Medicine in Europe” pages 15-20 for M2.3, full document for M2.6
2. Academy of Medical Royal Colleges, Values of Medical Educators , Excellence in Medical Education 2011- for M3.1 - can be downloaded:-  
<http://www.medicaleducators.org/aome/assets/File/Final%20PDF%20EME1.pdf>
3. Copy slides of presentations

## EQUIPMENT

- One room for plenary session equipped with computer data projection.
- Small group rooms with flip charts.
- Facilities to display flip charts / posters
- Internet connection



## M 2.3 Am I an Expert?

CEDinGP Framework Document  
2012



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## M 3.1. Values of medical educators

 Leonardo EURACT level 3  
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## Instructions for final assignment

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### Dear participants,

This programme was designed to help you to develop to the level of the educational expert, with the capability of developing and maintaining your own educational expertise. Part of the exercise should be to explore these issues for yourself and to find your own answers, and then checking with your peers or supervisors that you are on the right lines. Your final report should contain reflection on the whole experience and your journey through it.

For your guidance you might find the following structure useful, but you may wish to vary it, depending on the content of your project.

The Faculty should review your paper and send you feedback.

### Written report- guidance on structure

#### Aims:

To demonstrate your ability to analyse your learning project, reflect on it, describe and deliver it, and produce an expert report.

#### Report length:

8000 words

#### Content and layout guidance:

- Title of your project
- Your project aims
- The rationale for this particular project both in the context of your medical education system and your personal development
- The methods used
- Results and course outcomes
- Discussion and reflection
- Conclusion
- References
- Plans (if any) for publication/ abstracts/workshops



Some of you will not have completed your project by the deadline and should discuss with your supervisor and your group facilitator from the faculty as to what to do. You may be granted a time extension or advised to write your report at the stage you have reached but including your plans and timescales for completion.

