**The “How to Guide” for Coordinating a Workshop (with a partner)**

Ideally work in pairs consisting of:

* One “old” more experienced ME who has previously been involved with this workshop and one “new” more junior ME – if succession is not possible then allocate a “resource” person for guidance

**Stages:**

1. Planning
2. Delivery
3. Evaluation
4. Future planning
5. **Planning**

Circular process carried out in tandem with events team linear timeline

Both content and process elements need to be considered

**Content**

* 1. Topics and date – decided at annual medical education planning day
  2. Venue – booked by events depending on availability and needs
  3. Desired final outcome - Learning objectives and abstract:
     1. Common topics - preset by CORE (Committee for Registrar Education)
     2. Regional topics – need to be written (refer to separate resources, include “action” words) - ask RHoE/DRHoE/Senior ME to review before finalising these for new topics; for repeat topics can reuse from previous sessions and update as needed
  4. Speakers – see in process section
  5. ReCEnt data – try and incorporate this into sessions to illustrate relevance to registrars – contact the ReCEnt team for support (similar to BEACH data)

(ReCEnt = Registrar Clinical Encounters in General Practice)

* 1. Aboriginal and Torres Strait Islander health - try and interweave into sessions – some sessions have been earmarked for this
  2. Be prepared for the unexpected – arrange back up presentations and speakers (this is usually the coordinator)

**Process**

1. Arrange a planning meeting with your co-coordinator as soon as possible – ideally several months prior to workshop, the earlier the better depending on the complexity of the workshop
2. Decide on workshop “style” if not determined at annual education planning day ie lectures or small group work – check venue suits this plan
3. Create a draft outline/program for the day including duration of sessions and timings of breaks
4. Identify potential speakers
5. Assign tasks (this may include first writing learning objectives (LOs)), set timelines and a review period – be aware of events timeline
6. Copy each other into correspondence (failsafe mechanism)
7. Approach potential speakers - you can use the “seeking interest” email template found in the resource folder; need LOs finalised first

Repeat this step as many times as required to finalise speakers. Note timings may change with speaker changes.

1. Finalise list of speakers and program – send to events team minimum 6 weeks prior to workshop and include:
   1. Speaker contact details
   2. Topic LOs and abstracts - events will put information into “GP Synergy templates” then send these back to the coordinators for final approval before uploading to GPrime.
   3. For small group work please detail:-

* number and size of groups
* number of rooms required and any special room setup
* any equipment/props required and specify amounts
* include time for a facilitator briefing in the boardroom before small group work begins
* if there will be a rotation or will the facilitator stay with the one group
* if there is a rotation, if the groups or facilitator move and what are the timings for bells/changes
* if any printing is required this must be advised 1-2 weeks prior with clear instructions including how many copies for the facilitators and registrars (whether it’s one copy between 2 registrars etc)
  1. Stipulate which coordinator will give Acknowledgement of Country, housekeeping and chair sessions
  2. Any other relevant information you have and anything you specifically need events to arrange (see 2nd email template).

1. **Delivery** 
   1. Ideally both coordinators should be available in case of illness
   2. Decide in advance who will step in if a speaker doesn’t arrive and what emergency talks you could use (check what may have already been used this term/year)
   3. Chair to arrive early and check with events team that everything is in order and if any additional messages need to be delivered
   4. Chair to liaise with speakers on how they will advise time keeping (ie 5 minutes to go with a hand signal etc)
   5. Feedback – explicitly tell registrars if a change was made to session from previous evaluations in order to “close the loop” and reinforce the importance and utility of feedback
2. **Evaluation**
   1. Need to advise evaluations team if deviating from LOs so that evaluation survey questions are accurate (eg LO 4 is post workshop activity so can’t be assessed)
   2. Presenters:
      1. On the day
         1. MEs – all MEs should regularly seek feedback and self-reflect – discuss with your fellow MEs in advance how and when to give each other feedback (can use self-reflection form)
         2. External speakers – ideally the coordinator should observe sessions by external speakers, especially any new speakers, and objectively assess content, delivery and engagement in order to determine, in combination with registrar feedback, if the speaker should be used again (use observer feedback form)
      2. After the workshops – draft combined registrar feedback is sent to coordinator for comment before being released (hence notes from above will help); the coordinator is then responsible for giving this feedback to all speakers – may need to “modify” if particularly negative – ask RHoE/DRHoE/Senior ME for support if required
3. **Future workshops (succession planning)**
   1. Coordinator to leave relevant notes regarding suggested improvements or changes, with reasons, for future sessions – ideally saved with all documents and transferred to subsequent year

Top tips….

* Start planning early and set aside time to regularly complete tasks
* Ask for help and ask early – we’re all learning
* Communicate clearly – with everyone involved
* Work together or with a mentor – easier to share the load
* Expect the unexpected – be prepared for this
* Be clear on what the message is you’re trying to deliver in your session
* Practise, practise, practise (with a timer in front of the mirror)

Additional resources (separate documents):

* Research proven learning strategies which can be incorporated in educational sessions
* Avoiding death by PowerPoint
* Suggested format for presentations (set, body, closure)
* Learning objectives resources
* Feedback forms – presenter self-reflection and observer feedback