

## Clarifying APLS Director Responsibilities:

1. Conduct a high quality course
  - a. Efficient
  - b. Effective (everyone learns)
  - c. Enjoyable – safe environment for learning
2. Development of others
  - a. Candidates
  - b. Faculty
  - c. Self
3. Quality Cycle – (measure, solve, change)
  - a. Course
  - b. Individuals

### Director must have capacity for

- Assertiveness
- Flexibility
- Reflection
- Insight and Judgement
- Conflict resolution
- Collaboration
- Leadership (capacity to motivate, encourage, promote ethos)

Therefore:

A Course Director leads a high quality course by being efficient, effective & allowing a safe environment for learning. They are mindful of the candidates, faculty, the course co-ordinator and themselves. They manage a high quality course being respectful of individuals and aware of course content. The Director must have capacity to be Assertive, Flexible and Reflective, as well as showing Insight, be Collaborative but with sound Leadership.

## How is Quality in education measured?

### Conceptual Model of Quality

A review of quality indicators for higher education was published by Schindler et al in 2015. The authors created a conceptual model to describe how stakeholder's perspective of quality were related but different.

For APLS, stakeholders include professional/governance bodies, hospitals, research groups (PREDICT), candidates, faculty, critically ill and injured children and their families.

Stakeholder groups can have different priorities for which aspect of quality is most important to them..

**Quality Concepts/Domains for APLS** – a NFP training organisation for the care of critically ill and injured children.

The Attribute of **Professionalism and Advocacy** for APLS is required to support all quality concepts/domains

Quality Concept/ Domain	Definition	Skill/Attribute of Course Director	Indicators
Accountable	For use of resources and delivery of courses at acceptable level	<b>Development of others</b> <b>Reflective</b>	Equipment provided for skills/simulation Number, credibility, and teaching skills/behaviour of faculty Continuous improvement Use of algorithms, implementation of safe care in clinical practice
Purposeful	ALSG and APLS (Aus) mission and standards. Accreditation by external professional/regulatory bodies	<b>Development of others</b> <b>Leadership</b>	Alignment with mission of organisation Transparent aims and processes Achievement of desired aims (# candidates attending/successful completion. Role with advisory bodies: professional, government, research.)
Transformative	Positive change in cognitive, psychomotor, and affective domains. Change has personal and professional impact.	<b>Communication &amp; Collaboration</b> <b>Development of others</b> <b>Leadership</b>	Learner-centred approach that allows learners to test new information against prior knowledge for their practical application in the clinical setting. Clear objectives Teaching skills and behaviours of faculty Learner engagement Openness to critical thinking
Exceptional	Recognised and referenced	<b>Reflective</b>	Credible Reputation Referenced

### Quality concepts for evaluation of Higher Education. Indicators adapted for APLS

Schindler, Laura & Puls-Elvidge, Sarah & Welzant, Heather & Crawford, Linda. (2015). *Definitions of Quality in Higher Education: A Synthesis of the Literature. Higher Learning Research Communications*. 5. 3. 10.18870/hlrc.v5i3.244.

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