

Q6 What training if any have you already provided? Include here the size of the group(s) you have trained.

1. I have taken a session on an Engineering database in my previous role at Imperial College. Since being at St George's I have taken reference management software training (2-8 people), and a two one to one sessions on Medline via Dialog Datastar and Ovid. I am taking a greater role this year in the training sessions.
2. I have only delivered two large group sessions here, and numerous one-to-ones because I have only been employed here for just over 3 months. In my previous role I delivered training to groups of student nurses doing post grad and pre registration courses over a 4 week period 3 times a year, the groups ranged from 10 to 40.
3. DMSc students (20 - 40+) UG Med students (18 - 100) Nurses and AHPs (1- 12)
4. Database searching Critical Appraisal Health information on the internet Cochrane library groups from 4 to 20
5. Training on use of NLH, databases etc. All one-to-one.
6. I have assisted training of groups from a few people up to about 30, but have not yet lead a group.
7. One-to-one sessions with undergrad and postgraduate students and all grades of NHS staff; scheduled small group sessions (max. 9) on literature searching and using databases; critical appraisal workshops (max. 10); library inductions (max. 20); longer information skills sessions with students (3 hours; up to 45 people); contributed to planning, design and delivery of UCL Graduate School information skills program of 6 3-hr sessions (max. 15 people); contributed to design and authoring of UCL's Biomedicine & Health Information Literacy modules delivered via WebCT.
8. In my ten years as a qualified librarian I have trained numerous healthcare professionals in both group (between 4-6) and one-to-one settings, as well as larger group (between 15-30) presentations.
9. I have been working as a trainer for 4+ years - mainly on healthcare literature searching. Group sizes vary from 1-1 to 14-16.
10. 1-to-1 training (booked and ad hoc) for NHS staff, academics and students (undergraduate and postgraduate), small groups (3-15) for the same groups, larger group hands-on (30-90) and large lectures (300+) for undergraduates.

Q7 Describe any Continuing Professional Development activities you have already completed which covered teaching and learning as part of the curriculum. Please specify the date(s) for each CPD training you have undertaken and whether this was awarded any qualification.

1. Training the trainer, Internal 2 day course - Imperial College, early 2007.
CPD25 Sessions to compliment Chartership process, between Oct 2006-July 2007.
I have sat in on all the courses given by SGUL Library to gain experience of what is expected in sessions.
Reflective Practice, CPD25, 25/10/07.
BMA Advanced Searching Techniques using Ovid Medline, 7/12/07.
No awards for any of above.
2. From Jan 2002 to May 2005 I was employed as a school librarian at a secondary school with sixth form. My role was very diverse and I had to employ a number of skills and one I did develop was teaching, for 3 years I took a small group (10) of children with learning difficulties 3 times a week.
It was a steep learning curve, but very rewarding and successful on both sides, it taught me a great deal about learning, barriers, and people.
I didn't achieve a qualification but one of my students I nominated for the Princess Diana Award for consistent improvement in the face of difficulty and she was the first person ever to receive the award at the school. Her achievements alone in the 3 years were better than any piece of paper.
3. Training End Users October 2000
Facilitating critical appraisal November 2003
4. One day course on presentation skills (Sept'07)
5. None
6. I recently attended a two-day CILIP course on End-User Training (these were on 31/10/07 and 15/11/07). There was no qualification.
7. Fundamentals of effective lecturing (UCL Centre for Applied Learning & Teaching, May

- 2007, certificate of attendance)
Instructional design and materials development (UCL Centre for Applied Learning & Teaching, April 2007, certificate of attendance)
Facilitating a critical appraisal skills workshop (LHL, March 2007, certificate of attendance)
WebCT for e-learning (UCL Information Systems, June 2006)
Designing e-learning (Netskills, May 2005, certificate of attendance)
Graduate Teachers' Certificate (1994/95, Education Department Malta, permanent teacher's warrant)
8. Training the Trainers workshops with Sharon Markless (CILIP, c.1997/98)
FOLIO: Designing and Delivering Information Skills Training (ScHARR, 2005)
 9. I completed a Post Graduate Certificate in Education (Post Compulsory Adult Education) a year and a half ago.
 10. MSc Information Science (completed Sep 07) including module covering Information Literacy and Dissertation focusing on Information Literacy teaching at Imperial College. Information Literacy workshop at Imperial College with Christine Bruce, Gwyneth Price, Debbi Boden, Jane Secker and Ruth Stubbings - April 07

Q8 Give a brief example (approximately 100 words) of effective learning you have personally experienced on a training course (any course, including non-work related). By effective learning I mean that you were able to retain and apply what you learned after the course ended. Please structure your answer by giving the course title, a brief summary of the learning experience and the reason why the course was effective

1. Course Title: Reflective Practice A Brief Summary of the Learning Experience: The afternoon contained a mixture of theory and practice regarding the basics on how we learn and how to start reflecting on events/situations.
Reason Why The Course Was Effective: We were given very good tools in which to take back to our jobs which would help us reflect on training sessions for example, in order to improve our practice. The exercises we undertook as part of a group were engaging and we could see the benefits not only for work related issues but also outside of the work arena.
Course Title: The BMA Advanced Medline course
A Brief Summary of the Learning Experience: A days course using Medline starting with constructing a search strategy with PICO leading onto using the more advanced features of Medline in the afternoon.
Reason Why the Course Was Effective: I have been able to pass on tips to my colleagues and Library users to help make their research easier and more relevant. The course was a good mixture between clear instruction and the time to have a go ourselves.
2. I was employed as a school librarian and we had received training via the Education Library Service, Winsford, Cheshire, on reader development and as a result I decided to start a 'reading aloud' initiative that didn't just involve the children but the teachers as well. It was addressing a number of issues, firstly reading standards, confidence in reading, breaking the stereotypes and awareness of the fact that reading can be fun!
It was a great success, of course! No really over the first year it was quite apparent that some of the lower ability groups when told to read on their own, were not able to manage some of the words, this only became obvious when we read aloud in a group, but because the group was a 'safe' group of members would help each other with difficult words. An example is one girl in the group at first could not say one sentence without having to stop to ask for help, by the end of the year, she was managing whole sentences and having the reward of helping others, simple but effective.
3. Finance for Budget Holders. The course went through the requirements for being a budget holder and the processes necessary to observe. It also went through the budget statements in detail. The course was effective because it was focused and structured to meet some very clear needs and gaps in my knowledge.
4. Introduction to Cochrane Training Session - Archway Library, 2005. I had to come to terms with the jargon of evidence-based healthcare for the first time as well as learn how to use Cochrane in a workshop situation. The Trainer explained how the Cochrane Library works using examples and overhead projection (Powerpoint). I also had the chance to explore the examples hands-on. My learning experience was that searching the database as a Librarian is much easier using Mesh Terms, however the results have to be analysed based on type eg. systematic reviews, etc. The course was effective in that the Trainer

- was patient, the slides were easy to follow, there was a helper around to help me catch-up with others, the computer and internet access worked well, we were given handouts and the practical exercises also helped me gain practical skills.
5. Course title: Improving your KA24 searching skills.
Format: demonstrations and formal teaching followed by practical exercises on paper and on PCs. I felt the course was effective because it reinforced the formal teaching elements with practical exercises. The group was small and friendly, with all participants at a similar level so everyone was able to progress at a similar rate. The course had been well planned, the trainer was experienced and had obviously run the course previously. The trainer was supportive and approachable, and gave assistance to the participants during the practical exercises when required. This all contributed to an enjoyable and informative course.
 6. A course on End User Training I went on recently seemed effective to me. I'm not sure I can put my finger on exactly what made it effective, but I think it was a combination of a few things:
it was a good mix of practical exercises and more lecture-like elements. I do like to be told why I'm doing something, but I also like to put this to use. The course leader was good at making everyone feel at ease and was a positive presence. The group work allowed for a sociable atmosphere.
 7. Fundamentals of Effective Lecturing Covered practical techniques for getting an audience to sit up and take notice, from presentation design to self-presentation, voice projection, 'reading' your audience etc. I found the course effective because (a) it was very practical, teaching techniques that I could take away and practice immediately, thus reinforcing what I'd learnt, and (b) we were given the opportunity to practice each new technique in front of the class, and get immediate feedback from peers on what had worked, what hadn't and why. The whole atmosphere was very supportive and constructive too, with a charismatic tutor who quite clearly practiced what she preached to great effect.
 8. FOLIO: Designing and Delivering Information Skills Training. This course, developed by SchARR provided an overview of what's needed in preparing and conducting information skills training for healthcare staff. Although I had found previous online learning a challenge (in contrast to the interactive classroom setting) it was particularly useful as I was in the process of revamping training programmes at an NHS shared-services organisation. I found the examples given helpful and the practical exercises beneficial as they gave me a framework from which to develop my existing training sessions, which I followed through with on the course and subsequently delivered county-wide.
 9. Course Title: Medicines Enquiry Workshop. I feel this was an effective learning experience as the session wasn't too long, the group small and the trainer planned the session well. There was plenty of time to carry out practice exercises and the group was small enough for the trainer to address any individual queries adequately.
 10. Presentation skills (internal College course). A day's workshop involving introductions, guidance on techniques for structure etc, a brief presentation from each participant with feedback from the tutor, further help and discussion and the chance to prepare and deliver a short presentation with feedback from the group. This was supported by handouts to take away and read. The session was particularly effective as the tutor's style was open and friendly with lots of examples and anecdotes to explain his suggestions and make stick. Feedback from both the tutor and group was really interesting and helpful, highlighting what each person could improve and how to do it. Particularly effective as I can apply my own experience and put into practice straight away.

Personal statements 2008

I have recently taken up the role of Outreach Librarian at the [...]. My role is to provide information support and service enhancement to NHS Trust staff through, amongst others, presentations, tutorials, service-promotion and IT-related activities. It is clear that my attendance of the FILE: Facilitating Information Literacy Education course would be of benefit to me and all those whom I serve in my role. This is because it would allow me to more effectively identify the needs of a varied NHS Trust staff, provide training in the facilitation of information literacy activities and enable me to evaluate the effectiveness of my work. In conclusion, this course meets my developmental needs perfectly, and I look forward to attending and applying all that I learn throughout my career.

Having just completed an MSc in Information Science I still feel I lack formal training in practical teaching skills. Information literacy is a key interest for me - my MSc dissertation was an analysis of the information literacy programme in medicine at Imperial - and my job is very heavily based around training so it's an area I would like to explore further.

Although I regularly conduct one-to-one training, I have never received any instruction on how to train, and I feel the training I give would be more productive if I know more about the training process and how people learn. My role is likely to change to that of 'trainer' in the near future, and if so, I would like this to include group training, but I feel this is beyond my capabilities at present. I hope this course will give me more understanding of the training and learning process, and the confidence and experience to provide group training.

In my new role I am taking a more active part in training, an area I am keen to pursue. It would be beneficial to be able to identify and develop information literacy strategies within the healthcare sector. I have taken sessions in previous roles and offer an informal service with individuals via various service desks. The course is an opportunity to consolidate and build on these skills. It will also raise the service provision of my institution as the sessions I take will be more proficient and I can offer positive input into the design of future training.

Although I have experience in information skills training for a diverse group of healthcare professionals in both acute and primary care, to be more effective as an information literacy facilitator I believe I need the peer group support FILE would provide. The opportunity to interact, observe and study together with fellow trainers would be invaluable. This course would develop my confidence and competency in designing, preparing and delivering appropriate learning resources within a structured programme and in so doing identify what users require and what strategies can be devised to meet their needs on a one-to-one and group basis.

I have never done any formal training in how to "do" training and I would like to improve my technique so that the training is more effective and focused on end users. Our service has recently taken on delivering services to two other PCTs and the amount of training undertaken has increased significantly. I feel that now is a good opportunity to rethink what we do and how we do it.

I have worked as an Information / Library Skills Trainer for 4 years and have attended various training events on effectively searching a range of quality health e-resources. I have also completed a Post Graduate Certificate in Adult Education which helped me improve my knowledge of learning and teaching. However, I have never been fully conversant with the concept of Information Literacy and I am keen to undertake this training to enhance my skills in order to enable me to become a better trainer.

I have just started working for [...] as an Outreach Librarian, it is the first time they have employed anyone in this position and I am keen to provide the best service possible to all users of the service. I am also part way through completing my chartership and feel that this course will help me continue my professional development. I am very interested in the subject of training, online resources and am keen to develop my skills further. It would also be a good opportunity to meet, work and learn from other people who are on the course.

I have recently become the member of staff within a team serving a wide range of healthcare-related users, students and staff. A large part of my job is to provide information skills training to all these different user groups. While I have experience of working in a healthcare library before, this is the first time that I have had primary responsibility for providing this training. I feel that taking part in this

course would allow me to provide this training more skillfully and sensitively and by so doing allow me to further my professional development.

My main job responsibility at [...] Library is to give lectures to students on information literacy skills as well as supervise the NHS Liaison person to ensure a programme of training is implemented. I have responsibility for developing and maintaining library user guides. I have a passion for teaching and health sciences librarianship, hence it is of necessity that I develop teaching skills and better understanding of information literacy.

Although I have been an information skills trainer for a number of years now, I have only recently been practicing in a clinical setting and have found it to be a very different audience from the undergraduate population I previously worked with. In spite of having written about information literacy for my MA LIS dissertation, I have received little formal training in developing course materials to support information literacy, and it is a professional development need I am keenly aware I have. From what colleagues enrolled on the previous FILE course have said, this seems to fit the bill perfectly.

As a Web Development Librarian, I'm responsible for investigating emergent web technologies and assessing the relevance to the on-going process of Library staff CPD within our region. Additionally, I have just embarked on a self-sponsored PGCE in Lifelong Learning, and am keen to teach information literacy skills as a subject to contribute towards my 75 hour a year teaching requirement. Obviously, as a Web Development Librarian my skills are a bit rusty and this programme would offer a great opportunity to sharpen my knowledge, skills and confidence