COURSE APPROVAL PROCESS: Guidance for Applicants

The College of Podiatry

Guidance for completion of application for CPD course approval

This guidance informs completion of the application form to gain College of Podiatry Approval for a CPD course.

- Please complete the enclosed application form by mapping your course against each standard and providing evidence of this by populating the table under the column titled '*Where can evidence be found to demonstrate that this standard is met?*'

- Please provide a list of the documentation included with the application and include all documents with the application.

- Please sign the declaration at the beginning of the application form.

SET 1: Level of qualification for entry to the course

1.1 As courses are generally aimed at an audience of qualified practitioners who have completed a pre-registration qualification, organisers should clearly identify the qualifications that would enable attendees to successfully participate and complete the course.

1.2 A course focused on extending the scope of practice may require the attendee to hold particular qualifications or be knowledgeable in a particular area. Course providers should consider the pre-requisites that would enable the attendee to learn effectively during the course and then be able to put their new skills and knowledge into practice following completion of the course.

For example, a course to refresh knowledge about POMs would probably require the attendee to have the annotation for POMs on the HCPC register.

It may be appropriate to direct potential attendees to review knowledge previously gained. This can be achieved via providing pre-reading once attendees have registered to attend.

SET 2: Application to attend the course

2.1 The course organiser should provide sufficient and clear information, that is accessible to potential attendees to inform their decision to attend, which can include the following:
- Course learning objectives
- Overview of the course content
- Course timetable
- Course presenters and assessors (the latter as appropriate)
- Overview of assessments
- Timescale for submission of any assessment materials
- Course venue
- Course cost

2.2 The course organiser should provide clear information about the type and level of qualification that attendees should hold, in order to successfully participate in and complete the course.

2.3 The course organiser should obtain evidence of the qualifications that attendees hold. Only those that are identified as per point 2.2 should be collected.

SET 3: Course management

3.1 Evaluation of the course should cover the following:

- Overall rating of the course
- Level of organisation
- Level of challenge
- Lecturer appropriateness to the subject
- Usefulness of supplementary reading suggestions

(See Appendix 1 for an example of an evaluation form.)

3.2 The course organiser should provide a relevant CV.

3.3 Relevant CVs of those delivering the course should be provided.

3.4 A timetable should be supplied which details staffing of sessions.

3.5 The number of attendees should be detailed, including the number per workshop or practical session. A description of the venue and the facilities (e.g. IT, clinical rooms) should be provided.

3.6 Where there is a risk to attendees, they should be advised both verbally and in writing and informed consent obtained.

3.7 There may be particular sessions which are essential to ensure attendees are competent in a particular clinical skill, for example. The attendees should be advised of the sessions that are mandatory and the reason why. The organiser should take a register of attendees during the course, for appropriate sessions.

SET 4: Course curriculum

4.1 The course learning objectives should be provided.

A detailed overview of the course content mapped against the course learning objectives should be provided.

A timetable of course activities, detailing the method of delivery of each section of the course should be provided.

NB. In course applications where a learning objective is included which identifies the attendees as gaining a particular clinical skill, there will be an expectation that the course will include sufficient time to acquire this skill and an element of assessment of competency in this skill in the curriculum and delivery.

4.2 A list and copy (the latter can be provided as a web link) of relevant curriculum or practice guidance should be provided (e.g. the College of Podiatry Core Curriculum for Podiatry, NICE guidance).

4.3 The timetable should reflect an appropriate balance of practice and theory in the content delivered.

4.4 The detailed overview of the course content must include current practice and note what evidence will be used to support content delivery. The latter can be evidenced by a list of, for example, peer-reviewed journal articles, evidence-based guidance and expert opinion documents.

4.5 The course content must include an element of critique to encourage attendees to apply the knowledge and/or skills acquired through completion of their course as part of reflective practice. Examples of this are as follows:

- Provide information on audit of practice in order to assess the outcome of application of knowledge or technique
- Provide template for completion of reflective log of application of knowledge or technique
- Provide templates for risk assessment and standard operation procedure to ensure correct and safe application of technique

SET 5: Course assessment

NB. These standards are only applicable to those courses that include assessment. An element of assessment should be included if learning objectives state that attendees will obtain a particular competency by the end of the course.

5.1 A description of the assessment should be provided. An example of the assessment (e.g. written paper, viva questions) can be included.

5.2 Clear and detailed information about the method of assessment and the requirements to pass the assessment must be made available to the attendees once registered to attend the course.

5.3 Relevant CVs of those assessing the attendees should be provided.

5.4 A description of the marking regime should be provided.

5.5 A description of the monitoring procedure for the evaluation should be provided.

5.6 A description of the type of feedback that attendees will receive, as well as timescales for this, should be provided.

Feedback should be in sufficient detail for attendees to understand their performance in the assessment, to facilitate performance in future assessments out with the course, and re-assessment.

5.7 Clear and detailed information about how many re-assessments are available for attendees and when these will take place, must be made available to the attendees once registered to attend the course.

[COURSE NAME] [LOCATION& DATE]

Candidate Module Evaluation Form

(Please complete & return to the Module Leader during the last session)

1. How would you rate the module overall (please circle the comment which applies to you)				
Very good	Good	Average	Poor	Very poor

2. Please score each statement on the following scale: 4 = Strongly agree 3 = agree 2 = disagree 1 = strongly disagree	
a) The module was well organised	
b) The module was sufficiently challenging	
c) Lectures were appropriate to the subject	
d) Supplementary reading suggestions were useful	

3. List three positives aspects about this module
1.
2.
3.

4. List three negative aspects about this module
1.
2.
3.

Please use the space below to make any other comments and suggestions

Thank you for taking the time to fill out this form!