

Proposal for BAPO short course

For Prosthetists and Orthotists continuing professional development (CPD) is a requirement of maintaining registration with the Health and Care Professions Council (HCPC). Failure to conduct CPD may lead to withdrawal of registration resulting in inability to practice. CPD includes many activities including reflection, clinical audit, reading journal articles and educational courses. In order to encourage our members to partake in post graduate short courses, BAPO regularly run a number of short courses throughout the year.

To run a short course on behalf of BAPO organisers should submit a proposal on the form below together with any additional information to the BAPO Secretariat. If possible please submit this information electronically to enquiries@bapo.com



Proposal for BAPO short course

Title	
Aims	This event aims to:
Learning Outcomes	By the end of this event the participant will be able to:
Learning and teaching strategy (& assessment strategy if appropriate)	
Syllabus	

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Pre-event requirements	
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Target Audience	
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Number of delegates (Please state Min & Max Numbers)	
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Presenter(s) (Name, profession & qualification. Please attach biography(s) separately)	
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Date(s) and Location(s)	
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Cost of Course (Please provide a full breakdown)	<ul style="list-style-type: none">• Course Cost• Venue (if applicable)• Refreshments• Lunch• Handouts• AV• Accommodation and travel for presenters (if applicable)• Any other cost• Will there be a charge for cancelling the course?• How much notice will you require to cancel the course?• How much notice will you require to run the course?• Will you require BAPO to provide any equipment for this course? (Please give full details and cost if known)	
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Additional information (please attach separately but	
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list attachments here)	
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Organisation(s) providing event	
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Contact Information	Name
	Address
	Telephone No
	Email Address

Approval from other professional bodies	
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Proposal for BAPO short course

Title	The title of the CPD event should be concise
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Aims	<p>An aim is a broad, generalised statement of what you hope the event to achieve. It may be in terms of what the presenters will be presenting to the participants.</p> <p><i>e.g. This course aims to equip allied health professionals and nurses with the knowledge and skills to competently prescribe and supply compression hosiery</i></p>
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Learning Outcomes	<p>The learning outcomes should state what a participant will be able to know and do when they have completed the event. A learning outcome will contain a verb (see attached sheet for possible verbs), an object, and a qualifying clause or phrase which provides a context or condition. It will be written in the future tense and be achievable and assessable.</p>
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	<p>They will be able to follow the phrase: By the end of this event the participant will be able to...</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Identify and evaluate patient needs to develop a prescription rationale.</i> • <i>Analyse their personal requirements for continuing professional development.</i> • <i>Undertake systematic assessment and fitting procedures, for compression hosiery.</i> • <i>Describe and evaluate pathologies that may be managed by the prescription of compression hosiery</i>
<p>Learning and teaching strategy (& assessment strategy if appropriate)</p>	<p>The learning and teaching strategy should be aligned with the learning outcomes i.e. they must use methods that enable the achievement of the learning outcomes. For example the learning outcome example above relating to assessment and fitting procedures should have a learning and teaching strategy that includes some practical work. Adult educational theory states that adults learn by being actively involved with the material they are expected to learn. This also encourages them to understand the information (deep learning) rather than simply memorising it (surface learning). To actively involve the participants' individual, pair and group work are recommended. These can involve problem solving, case studies, discussion, and reflection.</p> <p>If appropriate for the event e.g. if it provides competence to practice a particular treatment modality then BAPO recommends that some form of assessment is included. Again this must be aligned to the learning outcomes and the learning and teaching strategy. The assessment must also be conducted by an appropriately qualified professional. For example if the course requires practical aspects then a practical assessment would be more appropriate than a written test.</p>
<p>Syllabus</p>	<p>The syllabus contains bullet points of the information that will be presented during the event. These can be knowledge and/or skills based</p> <p>e.g.</p> <p>Cardiovascular system</p>

	<ul style="list-style-type: none"> • Structure and function of blood vessels • Overview of principle arterial and vascular vessels • Venous return <p>Fitting of compression hosiery</p>
Pre-event requirements	<p>If appropriate the participants may be asked to conduct some individual work or bring information relevant to the event. e.g. <i>Maintain a practice journal for 5 working days prior to the workshop</i> <i>Bring your CPD portfolio to the event</i> <i>Complete the revision pack prior to the event</i></p>
Target Audience	<p>The target audience should include Prosthetists and Orthotists and ideally be multidisciplinary appealing to other health care professionals e.g. Podiatrists, Physiotherapists, Doctors</p>
Number of delegates	<p>The minimum and maximum number of delegates must be specified.</p>
Presenter(s) (Name, profession & qualification. Please attach biography(s) separately)	<p>The presenter(s) should be appropriately qualified, experienced and registered in the field in which they are presenting. Aspects which are within the normal scope of practice of a Prosthetist or Orthotists should be presented by a Prosthetist or Orthotist. A brief biography including qualifications of each presenter should be submitted.</p>
Date(s) and Location(s)	<p>The proposed date(s) and location(s) of the event should be detailed.</p>
Cost of Course (Please provide a full breakdown)	<ul style="list-style-type: none"> • Course Cost • Venue (if applicable) • Refreshments • Lunch • Handouts • AV • Accommodation and travel for presenters (if applicable) • Any other cost <p>Will there be a charge for cancelling the course? How much notice will you require to cancel the course? How much notice will you require to run the course? Will you require BAPO to provide any equipment for this course? (Please give full details and cost if known)</p>

<p>Additional information (please attach separately but list attachments here)</p>	<p>In addition to the information detailed above please include any proposed promotional literature, examples of certificates of attendance and course evaluation forms. The evaluation forms must contain a section on the level of promotional content of the course. Copies of the event evaluation forms must be returned to BAPO to ensure continued approval of the course. From evaluation of the event any amendments must be submitted to BAPO. Dependant on the size of the amendment approval will be maintained, maintained subject to modification or withdrawn.</p>
<p>Organisation(s) providing event</p>	<p>For an internally organised event this may be BAPO or if it is an external event this may be a company. It is important that if the event is being run by a commercial company that the event is not a marketing tool but is an educational event.</p>
<p>Contact Information</p>	<p>Contact details of the person responsible for organisation of the event. Please include telephone number and email details for ease of contact.</p>
<p>Approval from other professional bodies</p>	<p>In some cases, especially where the target audience is multi-disciplinary, approval of events may be requested from other professional bodies e.g. the Society and College of Radiographers, the College of Occupational Therapy. These professional bodies have similar procedures to BAPO for approving events. If you have applied for approval or received approval from another professional body please insert the name of the organisation here.</p>

Bloom's Taxonomy

Knowledge	Underpins all of the higher level outcomes		
	Define Record Recall	Relate Repeat List	Name Underline
Comprehension	Knowledge is being explored and manipulated but not applied		
	Translate Discuss Recognise Express	Locate Review Restate Describe	Explain Identify Repeat Tell
Application	Involves relating theory to practice or using models and techniques to solve problems		
	Interpret Employ Demonstrate Apply	Use Dramatise Practice Operate	Sketch Illustrate Schedule
Analysis	Builds on knowledge, comprehension and application		
	Distinguish Differentiate	Calculate Analyse	Appraise Experiment
Synthesis	May include production of an original communication or object, a plan or scheme of operation, a theory or set of explanatory relationship		
	Compose Propose Formulate	Assemble Plan Design	Arrange Collect
Evaluation	May be undertaken in terms of criteria internal to the problem or wider external criteria – it is at the top of Bloom's taxonomy		
	Judge Evaluate Compare	Assess Appraise Rate	Revise Estimate