The Society of
Chiropodists and
Podiatrists

hcpc health & care
professions
council

CPD Profile

1. Personal Details

1.1 Full name   Lecturer

1.2 Profession   Podiatrist

1.3 CPD number   000000

2. Summary of recent work

I have been employed as a podiatry lecturer throughout most of the thirty years of
my professional career. As a podiatry lecturer in Higher Education I deliver aspects
of the theoretical component of podiatry undergraduate and postgraduate degrees
and hold an honorary contract with a local NHS Board in order to work with
undergraduate students in a podiatry clinic. My role in the podiatry clinic is to
support and guide undergraduate students in their application of theoretical learning
to clinical practice while ensuring the delivery of safe, competent and appropriate
patient care in accordance with the policies and practices of the NHS Board. As a
podiatry lecturer I conduct my own area of research which over the last two years
has focused on the effective use of e-learning applications to improve
undergraduate and postgraduate students' learning in relation to professional
practice and effective and efficient patient care.

In previous years I have taught level one, two, three and four students in the
undergraduate programme. Currently I am working with level one and level three
podiatry students. Working with level three students in clinical practice requires my
ability to guide students in the competent application of the skills and knowledge
necessary to treat high risk patients who present with a range of medical problems
that have implication on the health of the lower limb and the foot. Working with level
one students in the clinical environment requires a nurturing of confidence while
supporting students to apply skills and knowledge required for the palliative care of
patient who present with low risk problems.

My lecturing remit also includes the delivery of the theoretical component for level
three students in Pharmacology, the Psychosocial Approaches to Health and Illness
and Evidence Based Healthcare. The pharmacology is delivered through a problem
based approach and is linked with solving patient case studies. The students are
expected to identify the appropriate medications used for specific problems while
exploring the physiological effects of the current drugs used. I also must be familiar
with the current legislation that relates to the use and supply of medications used in
podiatry practice. Students are also tasked with identifying the psychosocial issues
related to living with illness as they arise within the various problems posed. This
part of the undergraduate programme is taught in conjunction with problem based
medicine and as all these components are linked together. I work with another two

members of the teaching team ensuring that students deal with all relevant components required for current podiatry practice.

My teaching remit therefore requires that I keep up to date with my knowledge of current pharmacological preparations used in podiatry.

I have also been responsible for the design of a distance learning MSc programme for Podiatry which is now available for podiatrists worldwide.

462 words
(maximum 500 words)

3. Personal Statement

Standard 1: A registrant must maintain a continuous and up-to-date and accurate record of their CPD activity.

I keep and maintain an electronic record of my CPD activity through the use of an electronic portfolio system known as Pebble Pad which is provided by my employer. The e-portfolio is designed to encourage reflective thinking in relation to CPD activities and lifelong learning. I also regularly update my Curriculum Vitae which is often required for the purpose of demonstrating my continuous professional development in relation to validating my ability to teaching educational programmes within the university (evidence 1).

Standard 2: A registrant must identify that their CPD activities are a mixture of learning activities relevant to current or future practice.

My CPD activities are a mixture of formal and informal learning activities relevant to current and future practice.

They include:
- work-based learning;
- formal courses and workshops; and
- reading journals and clinical guidelines.

Some of these learning activities are part of my employed role as a podiatry lecturer, such as pharmacology learning. However, although using a VLE learning system to enhance learning is considered to be part of modern developments in teaching and learning, I have further developed the expertise to provide learning opportunities for those who are geographically remote such as using the VLE for distance e-learning.

Standard 3: A registrant must seek to ensure that their CPD has contributed to the quality of their practice and service delivery.

Standard 4: A registrant must seek to ensure that their CPD benefitted the service user.

Pharmacology learning

My knowledge of pharmacology has been facilitated through a number of sources, books, journals, working with pharmacology colleagues and keeping up to date with the Scottish Intercollegiate Guidelines Network (SIGN) and National Institute of Clinical Evidence (NICE) through an electronic registration to eGuidelines (evidence 2). I am able therefore to impart relevant knowledge of pharmacological processes to students to enhance their understanding of the use of medication in relation to podiatry practice. An example of such learning would be from NICE guideline on the treatment of hypertension. Learning about current practice from this guideline, I have been able to explain to students current thinking in the prophylactic cardiovascular care through drug usage and to guide students to provide relevant advice to podiatry patients about smoking, exercise to avoid heart failure and/or stroke (evidence 3).

eGuidelines updates

As I have registered with eGuidelines I regularly receive documentation and changes to clinical guidelines relating to clinical practice. Through this regular update, I am able to select relevant information for podiatry practice and integrate current policies and practice procedures into teaching material to demonstrate to students the relevance of implementing clinical guidelines in relation to delivering effective patient care (evidence 4). I also inform podiatry colleagues within the NHS Boards of current practice guidelines so that appropriate changes may be made to update clinical procedures based on clinical evidence (evidence 5).

Virtual Learning Environment

Applying my pharmacology knowledge for a variety of different clinical practices has provided me with the opportunity to reflect on the learning needs of the students, whether at undergraduate level or postgraduate level, and to cater for their learning needs in relation to the development of their clinical practice. I have identified that using a Virtual Learning Environment (VLE) to teach students can provide a useful flexible interactive learning resource that can support and enhance learning development. I have therefore attended a short formal accredited course that taught me about electronic teaching approaches and practices and I have attended workshops and seminars to learn about using the many applications available on a VLE learning system (evidence 7). I have become more proficient in the application of electronic learning resources for undergraduate and post registration learning and have developed a distance learning Masters Programme for podiatrists. The benefit to the learner is access to relevant teaching material, case studies and group discussion at any time including access to resources that will allow self testing and reflection on knowledge levels (evidence 6).

Distance e-learning courses

I have also applied my experience in using a VLE for distance e-learning to provide learning resources to healthcare professionals who are unable to travel to the university through work and personal constraints. These learning resources have allowed healthcare professionals to access learning programmes at a time that suits them best, being able to fit learning around work and personal life. An example is a distance learning course developed from reflecting on course provision for practice-based facilitators which was difficult for clinicians to attend as they were experiencing difficulty in being released from work duties (evidence 8). Over the two years that the distance learning course has been available, just over 200 clinical

facilitators have accessed the course and are now in a position to supervise undergraduate students in a clinical teaching environment.

Learning about application of electronic portfolio systems

Through research I have learned about the use and the application of electronic portfolio systems to encourage and support reflection for personal development planning and lifelong learning. Part of the research involved reviewing current published literature on the uses of an e-portfolio system for personal development planning. Through this research I learned about the educational uses of an e-portfolio for reflection, assessment and personal development planning and also learned about the barriers and difficulties in implementing an e-portfolio for personal development planning in higher education (evidence 9). This research work provided me with an opportunity to consider how learners can be encouraged and supported to build a personal portfolio to enhance their own personal development plan for lifelong professional development which has led me to develop a series of web pages which are now available for staff and student users of the e-portfolio at my university (evidence 10).

I believe that my CPD activities provide students and fellow colleagues with a broad learning experience that facilitates the development of competent skills suitable for their future practice.

985 words
(maximum 1,500)

4. Summary of supporting evidence submitted

Evidence Number	Brief description of evidence	Number of pages, or description of evidence	CPD standards that this evidence relates to
1	Copy of screen grab from e-portfolio	3	1 and 2
2,3 and 4	Copy of front page of NICE guidelines for Hypertension used for teaching. Copy of email received from eGuidelines.	2	2, 3 and 4
5 and 6	Copy of screen grab of MSc home site	1	3 and 4
7	Attendance certificates from courses and seminars	5	3 and 4
8	Screen grab of Facilitating Practice-based Learning VLE home page.	1	3 and 4
9 and 10	Screen grab of pages from e-portfolio instructional website	2	3 and 4