

ISPO Category II Inspection
NAME OF SCHOOL OR TRAINING PROGRAM
Where - Date

INTRODUCTION:

This document provides a framework and proposed schedule for the inspection of the abovementioned program and provides a template of identified areas that will be examined by the inspection team. As you are aware, **ISPO INSPECTORS NAMES or SIMILAR** will be performing the inspection for ISPO.

The current ISPO Category II Information Package will be used as the framework to ensure the competencies required to reach a Category II level of practitioner are met. If applicable, the inspection team should receive or be presented with information not only for the course at **XXXXXXX**, but should also include any details with regard to the overall process for graduates to be nationally recognized as a Category II Practitioner or similar in whatever jurisdiction or national structure they return to. For example, it will be important to know the overall process required by the involved national authorities and what competencies are required in the academic and practical areas to reach the final professional recognition (in this case – a Category II Orthopedic Technologist).

The description of the Professional Profile and the Learning Objectives/Competencies for a Category II professional that are sections 2 and 4 respectively in the ISPO Category II Information Package will also be used in the inspection process. They will be used as a template to ensure the primary academic and practical elements are encompassed in the program. **A copy of the ISPO Category II Information Package has been sent to you as an attachment with this draft document. Please refer to the abovementioned sections in this document as a reference for what will be assessed by the inspection team.**

On DATE, an initial letter was sent from ISPO Head Office (by Karen Schmidt) to **SCHOOL or TRAINING SITE** indicating the proposed dates of the inspection and related particulars. This letter also outlined the framework for the inspection and in addition requested various documents. **These documents should be received by DATE or have been RECEIVED?**

The Category II examination protocol was also sent or is sent with this correspondence.

This protocol should be implemented as outlined in this document. I would suggest that the appropriate school representatives review this protocol and ensure this process is implemented. If there are any problems or issues with this, the ISPO Education Chair should be contacted with regard to this prior to the arrival of the ISPO team. **It would be best that this process is finalized and agreed to by DATE (around a month ahead of time).**

Schedule for Inspection

Dates

A) Inspection/Recognition Process

Date – time (1/2 day normally)

Initial Discussion:

- Purpose of inspection
- Clarify expectations
- Finalize schedule
- Tour of facility (if there is time)
 - o Classrooms
 - o Laboratories
 - o Teaching resources
 - o Students

Normally two other days should be allocated to complete the following .

- Tour of facility (if not done on Monday)
 - o Classrooms
 - o Laboratories
 - o Teaching resources
 - o Students
 - Overall background on **SCHOOL or TRAINING INSTITUTE** - Presentation/clarification of items (i) to (iv)
 - Curriculum Issues - Presentation/clarification of items (v) to (vi)
 - Presentation/clarification of items (vii) to (xi)
 - Address specific requests from Inspection Team (if there are any – at the end of first day of the inspection)
 - Meeting/discussion with faculty
 - Meeting/discussion with students
 - Meeting with other groups – ie: Board of Studies/Government, etc.
 - Discussion of the topics outlined in the “Questions & Issues to address section”
 - Other requests from inspection team
 - Finalize discussions
 - Other requests for more information/documentation if required
 - Clarification of what will take place after discussion
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The inspection will focus on following issues:

- i) What are the entry requirements & minimal requirements for professional recognition?
 - a. Entry requirements for the course at **XXXXXXXX**
 - i. What level of competency must someone have to enter **XXXXXXXX**
 - b. Are there minimal requirements for entry into the professional pathway to attain the competency level?
 - c. Is there a minimal academic qualification(s) required to practise.
- ii) How is the course and candidates recognized?
 - a. National recognition
 - b. Education and health authorities
 - c. Professional bodies/association
- iii) Certification of course
 - a. Is the course certified or accredited by an outside body – government and/or professional?
 - b. Are there published guidelines/requirements for this (if there is – I think we should have a copy for our records)
 - c. Is a certificate of recognition given – if so, we should have a copy
- iv) Permanency of course
 - a. What assurances are given that the course at **XXXXXXXX** is sustainable
 - b. Financing of the program for the future? Budgeting (ie: student costs?)
 - c. Government recognition issues
- v) Program/curriculum structure
 - a. Duration of overall curriculum/course (ie: start dates and end dates)
 - b. How many intakes of students per year
 - c. Listing of all courses
 - d. Curriculum design or schematic
 - e. Listing of program objectives/outcomes
 - f. Hours and schedule of all courses
- vi) Content of courses - list course in each category and provide the following
 - a. Theoretical subjects
 - i. Course description
 - ii. Course outlines
 - iii. Course goal & objectives
 - iv. Marking schemes
 - v. Examination/evaluation utilized
 - b. Clinical subjects
 - i. Course description
 - ii. Course outlines
 - iii. Course goal & objectives
 - iv. Marking schemes
 - v. Examination/evaluation utilized
 - vi. Breakdown of devices fit in the practical subjects

1. How many are performed on live subjects/patients
2. If procedures are not implemented on live subjects how are carried out

- c. Workshop/lab subjects
 - i. Course description
 - ii. Course outlines
 - iii. Course goal & objectives
 - iv. Marking schemes
 - v. Examination/evaluation utilized

vii) Teaching staff

- a. Listing of all teaching staff full and part time
- b. Professional credentials held
- c. Short resume for each staff member

viii) Examination processes

- a. Examination methods/protocols within the curriculum
- b. Are there any protocols/rules for testing and assessing academic and practical areas

ix) Final examination / certification exams

- a. Is there a process for final examination upon exit of the program
- b. Who has the authority over this exam process
- c. Who composes/makes up the exam
- d. Is there a published protocol for putting on these exams
- e. When do they occur relative to the educational program

x) Internship/residency/work experience arrangements

- a. Details of work experience(s) during the educational program
- b. Details of an internship/residency program if implemented

xi) Facilities such as classrooms, workshops, equipment, clinic areas

- a. Overall layout of the facility
- b. Safety protocols/precautions

Other questions or issues to address:

What assurances are there that a high standard of practical and clinical work is maintained?

- Quality assurance programs - is this sustainable/who is responsible

Curriculum Changes?

- How is this handled
- How implemented
- Is there a committee/process for this
- Past suggestions from ISPO inspections – are there any?
- Cost calculation or related – has this been implemented -> suggestion from last report.

Components used in program

- What is currently used?

Failure rates at XXXXXXXX and related topics

- Can statistics of student success/failure rates – what are they?
- Entry stats?
- Drop out – (are there out of country students)
- RESIT policy

Access to patients -

- Future strategies for getting patients with a wider scope of pathologies/conditions
- How is XXXXXXXX able to access volunteer patients/clients for participation in the program?
- Clinic/hospital liaisons??

Financial

- Revenue sources
- Budgeting, etc.

What is the level of training compared with other paramedical professionals?

- PTs, OTs, etc.
- What level - medical personnel, etc

What is the access to medical and other paramedical personnel for exposure to the students within the curriculum?

Teaching materials

- Listing of textbooks, videos, CD's, etc. (is there a listing in the documents?)
- Electronic learning tools – websites, curriculum delivery.
- Audiovisual tools available.

Professional ethics

- Is this covered in the curriculum of XXXXXXXX?
- Is there a code of ethics published by the profession?
- How is it implemented in practise?

Employment prospects of graduates

- What is the employment rate for graduates over the past 10 years

Research Activities (Cat I related)

- Does it occur within the curriculum for students?