

PROGRAMME SPECIFICATION FOR TAUGHT PROGRAMMES AT ALL LEVELS

1. Name of Programme:		Podiatric Medicine	
2. Final award (BSc, MA etc):		BSc (Hons) (with eligibility to apply for registration with the Health and Care Professions Council as Chiropodist / Podiatrist [protected titles] – with annotations to prescription only medicine administration (POM-A) and prescription only medicine –sale/supply (POM-S).	
3. Intermediate Terminating Qualifications (ITQs)			
<p>Level 4 + 30 credits at level 5 = Certificate in Higher Education Level 5 = Diploma in Higher Education Level 6 = BSc Health Care</p> <p>ITQ's do NOT lead to registration with the Health and Care Professions Council. Students being awarded an ITQ CANNOT use the title of Chiropodist / Podiatrist [as these are protected titles] and they CANNOT administer local analgesia or prescription only medicines (even if the assessments have been completed successfully). In order to administer these, the student is required to successfully complete the BSc (Hons) and register with the Health and Care Professions Council.</p> <p>Please note: Local Anaesthetics is annotated as 'Prescription only Medicines – administration' (POM-A). Prescription Only Medicine is annotated as 'Prescription only Medicines – sale/supply' (POM-S).</p>			
4. Progression			
<p>Requirements for progression and the criteria on which the final award is based are in accordance with the University Regulations for Taught Programmes.</p> <p>The following exemptions to the University of Buckingham guidelines have been granted:</p> <p>Students who are referred in the pre-clinical practical assessment in the 'Podiatric Medicine 1' module. As a consequence of the patient safety issues involved, resits in this module will take place within 2 weeks. Progression to the patient contact phase of the module will not occur unless the candidate attains a pass mark.</p> <p>To progress from one Level to the next, students will normally be required to record a 100% attendance at all clinical sessions. This is a Professional Body requirement (opportunities are made available for retrieval of clinical sessions missed through minor illness and personal mitigating circumstances etc.).</p> <p>Because of the professional nature of the award all modules are exempt from automatic compensation. All module assessments must be passed at the required standard and compensation is not permitted within a module.</p>			
5. Awarding institution/body :	University of Buckingham	6. Teaching institution:	University of Buckingham
7. School of Study:	Postgraduate Medicine and Allied Health	8. Parent Department: (the department responsible for the administration of the programme)	Postgraduate Medicine and Allied Health
9. Length of the programme: (Please note any periods spent away from Buckingham, e.g. placements)	2 years	10. Method of study: Full-time/Part-time/Other	Full Time

11. Framework for Higher Education Qualifications (FHEQ) Level (see Guidance notes, section D – External Reference Points)	Level 6 - Ord Degree/Hons Degree/GradCert/GradDip
12. Relevant subject benchmark statement (SBS) (see Guidance notes, section D – External Reference Points)	The Quality Assurance Agency for Higher Education Benchmark Statements: Health Studies Programmes (2016) and Podiatry (2001).
13. Professional body accreditation	Health and Care Professions Council College of Podiatry

14. Criteria for admission to the programme:	Qualification	Entry requirements	15. Cohort(s) to which this programme specification is applicable: (e.g. from 2012 intake onwards)	September 2020 intake onwards
	Access to HE	60 Credits, 45 at level 3, 30 at Distinctions Level 3, the other 15 will be at Level 2 and will not be graded		
	GCSE	Five A-C grades including English language, maths and science		
	UCAS tariff points	120 points		
	GCE A level	At least one Science, at grade B		
	BTEC National Diploma	DDM to include sports and exercise science, sports therapy		
	BTEC Higher National Diploma	Refer to Admissions tutor		
	Foundation Degree	Cert in med foundation studies (Buckingham)/Refer to Admissions tutor		
	Scottish Highers	120 points to include Biology		
	Irish Leaving Certificate	120 points to include B in Biology		
International Baccalaureate	34			
	International student's attainment of at least 7.0 overall and at least 6.5 in each component of IELTS.			
	Appropriately experienced applicants will be considered in line with the University's APL procedure.			
16. UCAS Code	Not yet allocated			

17. Summary of Programme

The B.Sc. (Hons.) Podiatric Medicine programme is designed to educate and train those who wish to pursue a professional career in podiatry, as a health care professional, who specialises in the management of disease and disorder of the lower limb and foot.

This is an accelerated two-year full time undergraduate programme leading to a professional and academic qualification in podiatric medicine. It extends over two years or eight academic terms or six trimesters. The structure of the degree programme introduces, in a defined manner, inter- professional learning in both academic and clinical modules. It has, as its central focus, the integration of theory with clinical practice with opportunities for inter-professional learning with other health care professionals at each level of study.

The overall goal of this programme is to prepare competent, flexible, accountable practitioners, who are capable of lifelong learning. Preparing students to be flexible and self-directed in learning is considered to be a key outcome of the degree programme as it is recognised that the current rapid pace of change in the health services means the skills of tomorrow will be different from those of today. It is therefore fundamental that graduates “learn how to learn”. Lifelong learning is a continually supportive process, which stimulates and empowers individuals to acquire the knowledge, values, skills and understanding they will require throughout their lifetime and develop the capacity to apply these with confidence.

The B.Sc. (Hons.) Podiatric Medicine programme at Buckingham is designed to equip all students with a sound knowledge base, clinical competencies and transferable skills. The entire curriculum is focused on producing tomorrow’s clinicians – The podiatrist as a scholar and scientist, The podiatrist as a practitioner and The podiatrist as a professional, (Adapted from Outcomes for graduates (tomorrows doctors) GMC 2015).

18. PROGRAMME STRUCTURE

YEAR	LEVEL	TERM	MODULE TITLE	Credits		
1	4	1	Podiatric Dermatology	10		
			Podiatric Medicine 1	20		
		1	Applied anatomy and physiology	15		
		2	Applied anatomy and physiology	5		
		2	Lower Limb Kinematics	20		
			Podiatric Medicine 2	20		
	5	3	Musculoskeletal assessment	20		
			Medicine and pathophysiology	20		
			Health and Behaviour	10		
		4	Pharmacology (POM-S)	20		
			Musculoskeletal diagnosis & management	20		
			Podiatric Medicine 3 (Assessment and diagnosis of the complex patient in practice)	10		
		5	5	Podiatric Medicine 3 (Block placement)	20	
				Evidence based practice	20	
			6	6	Local Anaesthesia and Surgery (POM-A)	20
					Research Methods and Design	20
	7	Skills for Practice		20		
Research dissertation		15				
Podiatric Medicine 4 (Management of the complex patient in practice)		10				
8	Research dissertation	15				
	Podiatric Medicine 4 (Block placement)	30				
2 YEARS		8 TERMS	<p style="text-align: center;">17 MODULES 5 LONGITUDINAL THEMES</p> 1- Core Medical Knowledge 2- Professional Development/Lifelong Learning 3- Research 4- Clinical Skills 5- Multidisciplinary Team Working & Interprofessional Education	360 CREDITS		

19. Educational Aims of the Programme

The B.Sc. (Hons.) Podiatric Medicine programme aims:

1. To facilitate the development of competent practitioners in the field of Podiatry who have attained the required academic, clinical, professional and personal attributes that are essential for professional practice.
2. To instil prerequisite skills, attitudes and have a strong ethos for the professional demands of continuous development (lifelong learning) of healthcare workers who appreciate the need to demonstrate up-to-date skills and knowledge in order to maintain eligibility for HCPC registration.
3. To engender a reflective approach to practice which draws upon validated evidence bases in order to continually improve the service.
4. To develop practitioners that can anticipate, adapt, influence and respond to the changing demands of contemporary health care, service delivery, technology, education, management and the developing evidence base, and encourage them to become future educators and leaders of the profession.
5. To develop the analytical, problem solving and innovative faculty that will enhance professional judgement in all aspects of patient care.
6. Provide a comprehensive, academic and clinical teaching programme with integration of theory into the clinical practice setting across the spectrum of podiatric medicine: The clinical teaching programme involves experience with patients from various medical/ surgical disciplines; this ensures a high level of quality practice education offering over 1000 hours of high quality clinical placements.
7. To provide an environment that fosters the ethos of multiprofessional practice and learning and the development of enterprise knowledge and skills to meet the demands of the contemporary health care market and a variety of post graduate destinations.
8. To enable the students to gain understanding and experience of patient-centred care and how health behaviours are affected by the diversity of the patient population including the wider determinants of health, health inequalities, health risk and disease surveillance and collaboration in health care environments.

Programme Outcomes

Knowledge, Understanding, Practical and Cognitive skills:

1. Have an ability to apply knowledge and understanding of underlying concepts and principles of medical science and podiatric theory to underpin podiatric practice, and use this knowledge to effectively diagnose, plan, negotiate and deliver comprehensive and competent care.
2. Demonstrate psychomotor skills and professional values, which underpin safe, autonomous, competent, patient-centred podiatric practice.
3. Effectively analyse and evaluate the effectiveness of their treatment and management strategies by applying appropriate outcome measures.
4. Be high calibre professionals who meet the specifications and standards of proficiency of the professional and regulatory bodies for podiatry, the College of Podiatry and the Health and Care Professions Council.
5. Understand the impact of effective leadership and management in therapeutic and service delivery, recognising the need to build and sustain professional relationships both as an independent practitioner in collaboration as a member of the 'multi-disciplinary' team.
6. Have developed a professional identity and ethos, with awareness of the scope and limitations associated with the role of the podiatrist, acting within the boundaries of ethical and legal practice whether that be in therapeutic or professional relationships, working with and/or referring onto other agencies where appropriate. At all times, maintaining the best interests of the patient in respect of their wishes, beliefs and cultural practices.
7. Communicate conclusions confidently and clearly in a variety of methods suitable for specialist and non-specialist audiences, using established academic techniques. Be able to justify conclusions and explore alternative solutions.
8. Develop and discuss a depth and breadth of knowledge of their commitments as a professional within clinical governance frameworks and to act as reflective practitioners, recognising their personal and professional strengths and limitations to engage in continuous professional development and have awareness of the obligation to maintain fitness to practice.
9. Embrace and apply evidence-based practice, skills of enquiry, analysis, synthesis and critical evaluation, and understand how this may underpin practice and effective service delivery and the need for research to advance the profession.
10. Effectively identify risk factors for common disorders associated with podiatric pathology and apply a holistic and compassionate approach to patient management and service delivery.

Transferable skills (able to):

1. Complete a given task to a high standard, within the limits of their competence, and make sure that no one is being put at unnecessary risk.
2. Communicate effectively with a wide range of individuals and demonstrate skills in documenting care and written communication.
3. Demonstrate an awareness of the impact of culture, equality and diversity on practice and be able to maintain successful professional relationships with patients and colleagues always acting with integrity and honesty.
4. Demonstrate an ability to critically reflect upon and appraise the performance of self and provide a commitment to continuous professional development.
5. Utilise problem-solving skills in a variety of theoretical and practical situations to manage self-learning.
6. Demonstrate an ability to work both independently and within multi-disciplinary, multi-agency teams.
7. Demonstrate effective skills in managing health informatics, application of evidence into practice, research and service evaluation.
8. Demonstrate a professional duty of care and an awareness of their own health and conditions and not allow it to put others at risk.

20. Teaching, Learning and Assessment Strategy

1. Overview

Guided by current literature and legislation^{1,2,3,4} the teaching, learning and assessment strategies were developed to ensure that students attain the required knowledge, skills, competencies and attributes commensurate with a graduate who is fit for purpose and fit for award.

Workshops, group discussions, PBL and case study scenarios are present from Level 4 to promote and foster student centred learning.

The programme encompasses the requirements of the QAA benchmark statements for Podiatry (2001), and the strategies for teaching, learning and assessment have been designed to ensure that these are met.

The introduction of longitudinal themes within the curriculum has allowed for greater integration of related subject matter. This ensures that learning is more focused, avoids both duplication and inclusion of irrelevant material but also builds a structured framework for the student to develop from novice to graduate.

The modules incorporating in-house professional practice at Level 4 are thin streamed throughout terms one and two.

This allows for closer integration of theory with practice and an opportunity for feedback and reflection. At Levels 5 and 6 the theory is delivered prior to the professional practice, which mainly occurs outside the university, to allow the application of theory to practice in a real world setting.

The programme incorporates elements of both inter-professional and multi-professional education, as the students will have the opportunity in several modules to learn alongside students from biomedical sciences, medicine and other allied health programmes.

1.1 Strategy

Level 4

The emphasis at Level 4 is on the building of a foundation, which establishes the basic skills and knowledge required to underpin and inform safe practice. Students will begin to acquire the reflective, critical thinking, reasoning and problem solving skills that are essential to professional practice.

Level 5

Students will begin to demonstrate analysis, synthesis and evaluation in a variety of contexts and circumstances commensurate with more demanding experiences encountered in professional practice. They will be developing reflective, reasoning, critical thinking and problem solving skills.

Level 6

The focus at Level 6 will be on critical evaluation and analysis of practice in a wide range of contexts. Their skills as practitioners will be refined through reflection, experiential learning and advanced practice.

1.2 Methods

A variety of methods are used to impart information and to develop/refine skills of critical thinking, problem solving, analysis, communication, team working and reflection. The variety of teaching methods meets the needs of the inclusive and accessible teaching framework.

- Lectures
Lectures are used to impart information and knowledge and to introduce key concepts
- Tutorials
Tutorials provide a mechanism for extension, exploration and discussion of material delivered in lectures.
- Workshops
Workshops provide opportunity for discovery of practical approaches to handling given situations. They enable integration of theory with practice and develop, extend and refine the skills of critical thinking, problem solving, analysis, communication, team working and reflection.
- Problem based learning
PBL provide student driven structured collaboration in solving an open ended problem with a real world connection. It enables errors to be made through exploring a variety of possible pathways which may or may not lead to the ideal answer.

- **VLE**
All modules have an associated module area on moodle. On-line teaching material, self-assessment, links to YouTube videos, are available for many modules and allows students 24/7 access from any internet-connected computer.
- **Discussion Groups**
Discussion groups are designed to explore concepts and ideas and for development, extension and refinement of skills outlined above.
- **Clinical/Fieldwork Education**
The clinical experience ensures that theoretical concepts and knowledge are integrated within the clinical setting. It enables students to develop, extend and refine their skills through the process of observation, demonstration, practice and reflection.
- **Portfolio**
Students are required to compile a portfolio and are introduced to the concept of portfolio building through the process of self-assessment and development planning in the modules relating to clinical practice. The personal tutor, module tutors and clinical educators facilitate this process, which begins in Level 4 and continues through each level of the programme. The portfolio assists students in the development of skills of reflection, analysis and independent learning.

The modules containing aspects of clinical practice contribute to the respective level portfolio and are listed below:

Level	Module
4	Podiatric Medicine 1
4	Podiatric Medicine 2
5	Musculoskeletal assessment
5	Health and Behaviour
5	Musculoskeletal diagnosis and management
5	Podiatric Medicine 3
6	Skills for practice
6	Podiatric medicine 4

Tools for assisting portfolio development will be;

- Self-assessment questionnaires
- Service user feedback
- Feedback from tutors and peers – formative assessment
- Assignment feedback
- Learning agreements
- Clinical log
- Reflective practice

1.3 Themes

The following themes are delivered in an integral way within the programme as opposed to delivery as a single module

Clinical skills

Demonstration and application of the clinical skills required to perform as a clinician are embedded throughout the programme. Students will start learning in the psychomotor domain from week one and will have their first contact with patients by week 5 of the programme. Students will be guided through the levels of learning of the psychomotor domain via the practical modules at levels 4, 5 and 6 (Podiatric medicine 1,2,3 and 4). These skills will also be developed in lower limb kinematics, musculoskeletal assessment, musculoskeletal diagnosis and management and local anaesthesia and surgery. During these experiential learning experiences and application of skills students will also be required to utilise two further methods of learning both cognitive (theoretical knowledge) and affective (Filtering information through ones values beliefs and emotions).

Quality improvement and patient safety are taught, practiced and assessed in all modules containing aspects of clinical practice throughout the programme.

Professional development and lifelong learning

Enterprise knowledge and skills are streamlined throughout all levels of the programme to prepare students for a wide range of career opportunities; this aligns with the ambition of 'preparing students for life', set out in the university's strategy. Throughout the programme the students work closely with the public in a podiatry healthcare setting and in addition to gaining several clinical skills they are involved in booking and checking in of patients, costing podiatry services, informing and gaining consent from patients for treatments that incurs extra charges. Patients and carers are central to this podiatry service, from planning to delivery, and they formatively assess student communication skills at Level 4. At Level patients are involved with clinical discussion tutorials.

At level 5 students study 'Health and Behaviour' that introduces them to the concepts, theories and practical applications of health, health behaviour and the principles of health promotion.

Level 6 introduces 'Skills for practice'. This module examines the process for developing curriculum vitae and professional social media profile tailored to a job specification from the public and private health sector. Information on business development skills in relation to new business start-ups and work in the commercial sector respectively are addressed. A range of courses and workshops on careers and employability offered through Student life's careers and employability hub complements the work in this module and provides further support for those students wanting to set up in private practice. This module also explores how clinical practice is mapped to the quality drivers in the private and public healthcare sectors.

Research

Research methods are embedded within modules where the content naturally allows integration e.g. a practical session within the module. Evidence based practice introduces students to research methods and evaluation of the literature at Level 4. Early in level 6 students study research methods and design. This equips students with the necessary knowledge and skills to design a research study suitable for a final year dissertation project. The research dissertation module at the end of Level 6 provides three assessment options: Project, Project proposal/service redesign or Literature review. Students who undertake the 'Project' option are expected to carry out some of the work outside of the normal period of study with the support of their project supervisor.

Inter-professional/Multi-professional Education

The first two levels of the curriculum incorporate inter-professional education in order to promote collaborative working.

Level	Podiatry modules	IPE partner
4	Podiatric medicine 1 and 2 Applied anatomy and physiology	Biomedical sciences Medicine
5	Medicine and pathophysiology Health and behaviour Pharmacology	Biomedical sciences & Medicine Biomedical sciences & Medicine Medicine

Multi-professional styles of delivery are also utilised where Podiatry students are taught by lecturers/practitioners from other Health related disciplines.

The level 5 and 6 placement opportunities will afford students the opportunity to work with multiple professionals from different fields of practice whilst in a real world health care setting.

At Level 6 the Skills for practice module further develops the professional development and multiprofessional themes with exposure to guest lectures from multiple professionals and those from the private sector in line with contemporary career opportunities.

1.5 Service user involvement

Service users are used throughout the programme:

- At all Levels as patients in our in-house clinics
- At all Levels as users of our service
- At Level 4 service users formatively assess students' communication skills
- At level 5 as demonstration patients during a clinical tutorial
- At Level 6 as expert patients in the delivery of some theory modules

Assessment Strategy:

1.1 Assessment

The assessment strategy utilises a range of methods designed to meet both the programme and modular learning outcomes. Student feedback, module evaluations and external examiner comments will have a great influence on the design of the new programme as it continues to develop in terms of modular content/depth, and appropriateness of teaching, learning and assessment methods.

Use of formative assessment including staged assessments will be used in each semester to give students adequate opportunity to improve and maximise their learning and achievement potential, and for remedial action to be facilitated when necessary.

The aims of assessment are to:

- Demonstrate fitness for academic award, membership of the Professional body and eligibility to apply for HCPC registration.
- Ensure that students are able to meet the professional demands of continuing education required to maintain eligibility for HCPC Registration.
- Inform students regarding their individual performance and provide feedback for future learning.
- Provide feedback for all staff involved in delivery of the programme on the effectiveness of teaching and learning strategies.

1.2 Assessment Strategy

The assessment strategy reflects both professional and academic requirements, and is cognisant of the need to ensure that students are not overburdened by the assessment process. A variety of summative and formative assessment strategies are used to meet the programme/module aims and learning outcomes. Formative assessment has proved to be particularly valuable to learning within the clinical situation where it provides a mechanism for monitoring, early feedback and facilitation of remedial action. Formative feedback also extends into academic modules to assist with development of key skills, reflective practice, portfolio building/assignment/examination technique. The variety of assessment methods meet the needs of the inclusive and accessible teaching framework.

- Modernising Allied Health Professions Careers: A Competence Based Career Framework, Department of Health (2008)
- Framework for advancing nursing, midwifery and allied health professional practice in Wales. National leadership and innovation agency for healthcare (2016)
- Education Outcome Framework. Health Education England 2012
- NHS Outcome Framework 2016 to 2017 Policy paper. Department of Health 2016
- National Health Service. NHS England's Business Plan. The NHS Long Term Plan 2019

OSCEs and clinical assessments will use borderline regression. Candidates will be marked under the following 'domains' communication, professionalism, Knowledge and practical skills which will be equally weighted and a mark awarded. Candidates will also be awarded a 'global score' for each station within the circuit based on the examiner's judgement of their ability. An example of a global score scale may be clear pass, borderline pass, borderline, borderline fail, clear fail. These standard setting methods are currently used effectively by the universities medical school in line with GMC requirements,

1.3 Re-assessment strategy

Students will have the opportunity to resubmit/retake theoretical/practical assessments in the reassessment period. They will be provided with feedback on their performance and support to enhance their learning/ skills in readiness for their reassessment.

Students who fail the reassessment will then have the opportunity to repeat the module in the next academic year. NOTE - Where a practical module has been passed and the repeat assessment is for a theoretical module the student will require some additional reorientation time in practice prior to the commencement of a repeat module in order to refresh the practical skills.

1.4 Assessed professional experience

Students are exposed to a wide and diverse range of service users throughout their training and undertake assessed clinical training both within the purpose built University clinical accommodation and during field work placement within the NHS and private practice. Throughout the year contact is maintained with clinical educators and PEFs by the Placement Co-ordinator, bi-annual placement educator meetings and by telephone/email.

All students attend a placement induction and are provided with comprehensive placement handbooks which meet the School (allied health and Medical), University, HCPC, CoP and QAA codes of practice in relation to placement learning.

At Level 4, clinical training occurs exclusively within the University clinics and the formative and summative assessments are undertaken by academics and clinical educators.

At Level 5 clinical training occurs within the University clinics and in the NHS. NHS clinical educators undertake formative and summative assessments of students on NHS placements. Formative and summative assessments are undertaken by academics and clinical educators within the University.

At Level 6, a programme of specialist rotational placements in both University and NHS facilities coupled with a period of NHS block placement is completed. Private practice and commercial placements are being developed to meet the changing demands of the podiatry service. Formative and summative assessments are undertaken by academics and NHS clinical educators who supervise the placements.

21. External Reference Points

The following reference points were used in designing the programme

The intended learning outcomes for the programme and each module are guided by the following benchmarks -

- The Quality Assurance Agency for Higher Education (2018) UK Quality Code for Higher Education.
- The College of Podiatry Quality Assurance Committee (2013) Regulations and Guidance for the Accreditation of Higher Education Programmes
- Health and Care Professions Council (2013) Standards of Proficiency for Chiropodists/ Podiatrists
- Health and Care Professions Council (2017) Standards of Education & Training for Podiatrists
- Academic Handbooks University of Buckingham, Compliance, Governance, Regulations, Quality, (2019/20).

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

Programme Director(s) Name(s):	MICHAEL HARRISON-BLOUNT
---	--------------------------------

Date approved by School Learning and Teaching Committee	25/09/2019
--	-------------------

Date approved by School Board of Study	9/10/2019
---	------------------

Date approved by University Learning and Teaching Committee	6/11/2019
--	------------------

