



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	AMC – AKMI Metropolitan College
3	Professional body accreditation	Eligibility to apply to SAEP (Ministry of Education) and the HCPC through the international route
4	Final Award	BSc (Hons) Podiatry
	Subsidiary exit awards	Cert in H.E (SCQF 7) Diploma In H.E. (SCQF 8) BSc Podiatry (SCQF 9)
5	Programme Title	BSc (Hons) Podiatry
6	UCAS code (or other coding system if relevant)	N/A
7	SCQF Level	7-10
8	Mode of delivery and duration	FT (4 years) PT, with permission of Programme Team
9	Date of validation/review	4 May 2017

10. Educational Aims of the programme

Years 1- 3

The programme thus aims, by the exit point at the end of level 3, to develop a graduate who:

- Is eligible to apply for registration with HCPC as a podiatrist through the international route, understanding the need to self regulate and self develop in order to maintain eligibility for, and fitness to practice
- Is a caring and patient focussed practitioner
- Is an independent and self motivated thinker
- Is an effective communicator at all levels, and in all forms (written, verbal, electronic) and to peers, colleagues, patients etc.
- Is able to communicate for a variety of purposes; e.g. all aspects of clinical practice, negotiation within multidisciplinary teams, develop research proposals and funding bids
- Is a problem solving practitioner who can prioritise the patients needs

- Is a critical, analytical and reflective practitioner, who can self-critique, monitor and evaluate their practice
- Is able to embrace the challenge of change, understanding the need for, and having the ability to be flexible and proactive in a rapidly changing healthcare environment
- Has skills to source, appraise and utilise current relevant literature to inform their practice
- Is proactive in engaging with lifelong learning, and willing to further develop transferable skills
- Is effective and competent working in a multi-professional environment/team

These outcomes are further illustrated in the individual module descriptors.

Honours year

The Honours year of the programme aims to produce a graduate who:

- has experience of working as professional podiatrist of HCPC standard,
- has had the opportunity to undertake areas of study in their own interests, which will enhance their employability in the workplace,
- has set the foundation for Life Long Learning (LLL) and Continuing Professional Development (CPD).

11. Benchmark statements/professional and statutory body requirements covered by the programme

The programme aims to produce a graduate who meets the Standards of Proficiency (SOPs) by the exit point at the end of level 3

The full SOPS for eligibility for registration with the HCPC are available at <http://www.hcpc-uk.org/publications/standards/index.asp?id=41> . The generic criteria within the HCPC SOPs for registered allied health professionals are in the following areas, with podiatry specific standards provided in *italics*.

1. Be able to practise safely and effectively within their scope of practice
2. Be able to practise within the legal and ethical boundaries of their profession
3. Be able to maintain their fitness to practise
4. Be able to practise as an autonomous professional, exercising their own professional judgement
5. Be aware of the impact of culture, equality and diversity on practice
6. Be able to practise in a non-discriminatory manner
7. Understand the importance of and be able to maintain confidentiality

8. Be able to communicate effectively* [8.9 *understand the need to empower patients to manage their foot health and related issues and recognise the need to provide advice to the patient on self-treatment where appropriate*]
9. Be able to work appropriately with others
10. Be able to maintain records appropriately
11. Be able to reflect on and review practice
12. Be able to assure the quality of their practice
13. Understand the key concepts of the knowledge base relevant to their profession [13.7 *understand, in the context of chiropody and podiatry:*
 - *anatomy and human locomotion*
 - *behavioural sciences*
 - *foot health promotion and education*
 - *histology*]
14. be able to draw on appropriate knowledge and skills to inform practice [14.10 *know and be able to interpret the signs and symptoms of systemic disorders as they manifest in the lower limb and foot with particular reference to:*
 - *cardiovascular disorders*
 - *dermatological disorders*
 - *developmental disorders*
 - *diabetes mellitus*
 - *infections*
 - *malignancy*
 - *neurological disorders*
 - *renal disorders*
 - *rheumatoid arthritis and other arthropathies*
15. be able to carry out the following techniques safely and effectively:
 - *administer relevant prescription-only medicines, interpret any*
 - *relevant pharmacological history and recognise potential*
 - *consequences for patient treatment*
 - *apply local anaesthesia techniques*
 - *carry out mechanical debridement of intact and ulcerated skin*
 - *carry out surgical procedures for skin and nail conditions*
 - *make and use chair-side foot orthoses*
 - *manage nail disorders*
 - *prescribe foot orthoses*
 - *use appropriate physical and chemical therapies*
16. *be able to interpret physiological, medical and biomechanical data in the context of chiropody and podiatry*
17. understand the need to establish and maintain a safe practice environment

It is important to note that although the programme has been designed to meet the HCPC requirements for registration, and indeed has led to graduate registration when offered by QMU, AMC graduates will need to apply through the international route <http://www.hcpc-uk.org/apply/international/> in order to achieve registration

12. Learning Outcomes of the Programme

The programme aims to develop graduates who:

- have academic, professional and personal skills for career management and personal development;
- undertake and use research: understanding the nature and boundaries of knowledge creation; applying skills of enquiry, critical analysis, synthesis and creative thinking to investigate problems; systematically collecting and evaluating evidence; and proposing solutions;
- conduct themselves professionally and ethically, respecting the diversity of others;
- have the capacity to help build a socially just and sustainable society, striving for high levels of social, ethical, cultural and environmental conduct;
- are mindful of their role as global citizens, contributing positively to society at local, national or international levels;
- demonstrate high level skills of information literacy and communication to create and share knowledge;
- promote the principles of multi-/inter-disciplinarity;
- are confident, responsible, autonomous and critically reflective lifelong learners.

Level Specific Learning Outcomes

The learning outcomes for each year of the programme are summarised in the table below; the examples are illustrative only, and not exhaustive.

Full learning outcomes are detailed in the module descriptors for each year (Appendix 1). It is intended to demonstrate how the learning outcomes for each year inform and underpin those of subsequent years.

Thus the programme aims to allow for a sequential development, where each year's work moves fluidly into the next, rather than 4 'discrete boxes' of study.

LEVEL	Outcomes	Example/s (not exhaustive)
1 (SCQF level 7)	Achieve foundation studies in terms of knowledge of the 'normal' to underpin understanding of the abnormal/pathological processes studied in subsequent years. Develop competency in infection control and basic psychomotor skills.	Loco Science 1 -Anatomy, Human Physiology Clinical Studies 1

	<p>Develop communication skills</p> <p>Develop transferable skills; IT, Literature searching and referencing</p> <p>Initial development of group working</p> <p>Initial development of problem based approach to learning</p>	<p>Clinical Studies 1</p> <p>EBHC1</p> <p>Academic skills</p> <p>Disorders and Management 1</p>
2 (SCQF level 8)	<p>Develop intellectual skills in understanding of the abnormal/pathological processes occurring in body systems and lower limb.</p> <p>Develop independence in learning</p> <p>Develop skills of enquiry</p> <p>Develop decision making, problem solving , diagnostic skills</p> <p>Further extend communication skills</p>	<p>Disorders and Management 2– Physiology 2 -Pathophysiology</p> <p>Professional Roles and Interprofessional Teamwork</p> <p>EBHC 2 Research Design, D & M 2</p> <p>Clinical Studies 2, D & M 2, Physiology 2- Pathophysiology</p> <p>Clinical Studies 2 Presentation work within appropriate modules</p>
3 (SCQF level 9)	<p>Gain understanding of general and lower limb specific disease manifestations</p> <p>Utilise a problem based approach to learning, skills of enquiry Group work and communication</p> <p>Develop critical evaluation skills Develop transferable learning skills through VLE</p> <p>Practise reflective and self critique skills</p> <p>Demonstrate independence and competence in practice – eligibility to apply for HCPC registration (international route).</p>	<p>Clinical Studies 3 D & M 3 Loco Science 3 (Path. Gait)</p> <p>D & M 3, EBHC 3 – Designing a clinical audit</p> <p>EBHC 3 Appraising the Evidence</p> <p>D & M 3, Clinical Studies 3</p> <p>All modules</p>
4 (SCQF level 10)	<p>Gain experience as practitioner</p> <p>Further develop problem solving skills, and skills of enquiry</p> <p>Develop areas of interest in practice</p> <p>Develop transition to ethos of LLL, and ongoing CPD</p>	<p>Clinical Studies 4</p> <p>Dissertation</p> <p>Elective modules</p> <p>Elective modules</p>

13. Teaching and learning methods and strategies

The overall aim of learning, teaching and assessment strategies for this programme is to develop students into increasingly independent learners and problem solvers, within the context of podiatric practice. At all levels of learning we acknowledge *diversity of learning* styles, and thus teaching approaches will vary over the four years from lecture, group-focused discussions, challenge and debate and case based learning, to collaborative case study analysis, reflective debriefings, skills rehearsal and independent study. All modules have a *technologically enhanced component* mediated through the AMC Moodle platform. Interactive learning methods, based around each individual's knowledge and experience, contribute to the development of an integrated, interdisciplinary and reflective approach to health care. The *inter-professional education/issues modules* are a specific example of these approaches.

The programme is also designed to provide students with *transferable skills for practice/life*. The programme aims to produce a graduate/HPCPC registrant who has the skills to effectively communicate through a variety of mediums (e.g. spoken, written, electronic); to a variety of individuals/groups. The programme team wish to develop a podiatrist who has the ability to *support the learning of others*, be it patients or colleagues.

It is envisaged that these skills and qualities are developed as the student progresses through the programme. At the same time, the team is mindful that the student must demonstrate that they have met all the *Standards of Proficiency for HPCPC registration* by the end of level 3 of the degree, in case the student wishes to seek registration.

The development and effective use of reflective skills are considered extremely important within the BSc Hons Podiatry programme, and indeed are essential skills for effective and empathetic practice as a health professional. The clinical studies 1 -3 modules contain a learning outcome specifically related to reflection, and practice in reflection is constantly encouraged

14. Assessment strategies

The forms of **assessment** may vary depending on what is considered as most appropriate according to the aims and objectives of each module. Assessment may be in the form of a final exam or continuous assessment.

Various types of assessment are used, including:

- Written examinations
- Short answer/MCQ written examinations
- Objective Structured Clinical Assessments (OSCA)
- Continual assessment for clinical practice
- Demonstration of practical competence (e.g. Local analgesia practical exam)

- Poster presentations
- Group and individual presentations
- Case study analysis/synthesis
- Reflective writing
- Constructive appraisal of literature
- Online discussions (Moodle)
- Production of powerpoint presentations, with notes; designed for conference presentation
- Production of web based material for patient education purposes

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

SEMESTER 1	SEMESTER 2	CREDITS	EXIT
Year 1			
CLINICAL STUDIES 1	CLINICAL STUDIES1	20	CERT HE
LOCOMOTORY SCIENCE 1 - Anatomy	LOCOMOTORY SCIENCE 1 - Anatomy	20	
HUMAN PHYSIOLOGY	HUMAN PHYSIOLOGY	20	
DISORDERS & MANAGEMENT (soft tissues, nails and skin)	DISORDERS & MANAGEMENT (soft tissues, nails and skin)	20	
ACADEMIC SKILLS*	MICROBIOLOGY	10 &10	
EVIDENCE BASED HEALTH CARE 1 Understanding the Use of Evidence	LOCOMOTORY SCIENCE 1(Principles of Gait)	10 &10	
		120 (lvi 7)	
Year 2			
CLINICAL STUDIES 2	CLINICAL STUDIES 2 (incl LA)	20	DIPLOMA HE
LOCOMOTORY SCIENCE – Normal Gait		10	
DISORDERS & MANAGEMENT 2 (musculoskeletal)	DISORDERS & MANAGEMENT2 (musculoskeletal)	30	
PHYSIOLOGY 2 (Pathophysiology)	PHYSIOLOGY (Pathophysiology)	20	
IPI 1: PROFESSIONAL ROLES AND INTERPROFESSIONAL TEAMWORK*	IPI 1: PROFESSIONAL ROLES AND INTERPROFESSIONAL TEAMWORK*	20*	
HUMAN PHYSIOLOGY AND PHARMACOLOGY 1	EVIDENCE BASED HEALTH CARE Research Design	10 & 10	
		120 (lvi 8)	
Year 3			
CLINICAL STUDIES 3	CLINICAL STUDIES 3	20	
LOCOMOTORY SCIENCE 3 (Pathological gait)	PROFESSIONAL ISSUES	10&10	
EVIDENCE BASED HEALTH CARE 3 Appraising the evidence	EVIDENCE BASED HEALTH CARE 3 Designing a clinical audit	10&10	

DISORDERS & MANAGEMENT 3 (endocrine, vascular, neurological)	DISORDERS & MANAGEMENT 3 (endocrine, vascular, neurological)	40	BSc PODIATRY
INTERPROFESSIONAL EDUCATION	INTERPROFESSIONAL EDUCATION	20	
		120 (lvl 9)	
Year 4			
DISSERTATION*	DISSERTATION*	40 (core)	BSc (Hons) PODIATRY
CLINICAL STUDIES 4 (Reflection)	CLINICAL STUDIES 4 (Reflection)	20 (core)	
<i>Elective modules (E) - 60 credits from these</i>			
PODIATRIC MECHANICS		20 (E)	
MEDICINE AND PATHOLOGY	MEDICINE AND PATHOLOGY	20 (E)	
	EVALUATION OF DIABETES AND DEVELOPING PRACTICE*	10 (E)	
DEVELOPING RESOURCES FOR PATIENT EDUCATION*		10 (E)	
HEALTH PSYCHOLOGY AND DIABETES*		10 (E)	
	IPI 2: POLITICAL AND SOCIAL CONTEXTS*	10(E)	
TISSUE VIABILITY*		10 (E)	
		120 (lvl 10)	

16. Criteria for admission

Admissions criteria are consistent with criteria for other programmes at AKMI such as Dietetics, Physiotherapy and Occupational Therapy. The minimum educational qualifications for admission to Year 1 of the BSc (Hons) Podiatry programme are:

1. Academic Requirements

Applicants, in order to be considered for admission should have a High School leaving certificate/Lyceum certificate ("Apolyterion"), or equivalent (e.g., International Baccalaureate, European Baccalaureate, etc.) with a grade 10 or above. This requirement is in line with the Greek government's minimum standard for access to higher education. High school leaving certificates issued by vocational Lyceums, such as TEE or EPAL and foreign certificates which are equivalent to the Greek Lyceum certificate (e.g. International Baccalaureate, European Baccalaureate, etc.) are also accepted. For non-native Greek

speakers, a certificate of attainment in Greek Level D is required

(<http://www.greeklanguage.gr/greekLang/certification/index.html>)

2. Recognition of Prior Learning

The following candidates may also be eligible for entry to the programme. Applications will be considered on an individual basis:

- University graduates
- Polytechnic (or Technological Educational Institutes) graduates
- Transfers

AMC and Queen Margaret University will consider recognition of prior learning (RPL) for applicants who are commencing the programme, transferring from one AEI to another, or are returning to a programme after a lengthy break. The process in QMU is Recognition of Prior Learning

www.qmu.ac.uk/quality/documents/2012/Final%20RPL%20Guidance%20Sept%202012.pdf

Selection Criteria

All applicants must meet criteria for good health and good character in line with the QMU selection process. To attest to good health, each applicant must complete a health questionnaire. These are reviewed by the Programme Leader and if required a student is referred to student services. To attest to good character, each applicant must supply character references from reliable referees. All candidates are required to produce a clear police record in order to be accepted onto the programme.

Additionally applicants must:

- Demonstrate through their application and interview that they are motivated to care for others
- Demonstrate ability to communicate effectively with others
- Undertake an assessment of numeracy and literacy at interview

Occupational Health Assessment

All students will be required to sign a health declaration form signed by their GP in order to complete their registration with the programme. An interview with the Occupational Health Nurse is also mandatory before commencing on the programme. The Occupational Health Nurse will discuss any health issues students have disclosed, both past and present and review their vaccination history. If necessary he/she will suggest a vaccination plan according to the recommendations of the Ministry of Health and the Hellenic Center for Disease Control & Prevention.

International applicants

Attracting international applicants is within the strategic development plans of AMC. Subject to future approval of programme delivery in English, international applicants will be invited for interview and an opportunity to visit AMC and the podiatry teaching and learning facilities. Academic criteria will be equivalent to those applied to national students (see (1) above). In respect of English language, the requirement for entry is an IELTS score of 5.5 with no element lower than 5. HCPC registration for practice requires a score of 7.0, to be achieved by the time of application for registration.

17. Support for students and their learning

AMC programmes in collaboration with QMU normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees
- English Language support

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>