



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	Queen Margaret University
3	Professional body accreditation	College of Podiatry
4	Final Award	BSc Hons Podiatry
	Subsidiary exit awards	Certificate in Higher Education [120 credits, SCQF level 7]
		Diploma in Higher Education [240 credits, SCQF level 8]
		BSc Health Studies [360 credits, level 9]
		These awards map to the Skills for Health Career Framework bands 2-4
5	Programme Title	BSc Hons Podiatry
6	UCAS code (or other coding system if relevant)	B985
7	SCQF Level	10
8	Mode of delivery and duration	Full time, 4 years <i>Part time, with permission of Programme Team</i> Normal time period for completion: 4-6 years BSc (Hons) Podiatry
9	Date of validation/review	8 th April, 2014

10. Educational Aims of the programme

The programme aims to develop a graduate who:

- is eligible for registration with HCPC as a podiatrist, 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 patient's 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 multiprofessional environment/team

- 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 meet the **Standards of Proficiency (2013) for Chiropodists and Podiatrists of the HCPC** (www.hpc-uk.org).

Registrants must

- 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
- 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
- 14 be able to draw on appropriate knowledge and skills to inform practice
- 15 understand the need to establish and maintain a safe practice environment

The programme also aims to meet the requirements of the **College of Podiatry, Section 3 Competence Criteria** as per the Quality Assurance Committee's Regulations and Guidance for the accreditation of Higher Education Programmes

12. Learning Outcomes of the Programme

QMU aspires to develop graduates who are

- CONFIDENT AND SELF-RELIANT, with the academic, professional and personal skills for successful personal and career development;
- A CREATIVE PROBLEM-SOLVER who can bring together skills of enquiry, research evidence, and critical analysis to investigate problems and propose solutions;
- A POSITIVE CONTRIBUTOR to building a just and sustainable society;
- ADEPT AT USING MANY SOURCES OF INFORMATION to sift, create and share knowledge;
- A PROFESSIONAL AND ETHICAL EMPLOYEE with an understanding of how other fields relate to and work with your own;
- A LIFELONG LEARNER who can reflect and build on your experiences to achieve success.

(Ref – Future Focus – What are your graduate attributes?
<http://www.qmu.ac.uk/futurefocus/PDPgraduateattributes.htm>)

Specific and detailed learning outcomes are set out in the validation document and module descriptors for BSc Hons Podiatry

13. Teaching and learning methods and strategies

A variety of teaching and learning approaches will be utilised, tailored to the level of study, the content of the module and its learning outcomes, and the student group undertaking the module.

All approaches aim to develop transferable skills as well as the standards of proficiency for eligibility for Health Professions Council registration.

Approaches used include lectures, tutorials, laboratories and workshops as well as clinical placements. Group work is undertaken, especially where a problem based approach is used, and the subject area aims for a student centred and student led approach.

Students undertake shared learning across levels (within podiatry) and across subject areas (for example Interprofessional Education).

Transferable skills are developed (for example communication, digital literacy, presentational skills, research and dissemination skills) and reflective learning is also encouraged.

14. Assessment strategies

Assessment strategies include written examinations, Objective Structured Clinical Examinations (OSCEs), continual assessment in clinical practice (integrative assessment) end of module examination, case study analysis, presentations (group and individual), scientific research writing, posters, concept mapping, presentation of web based material and reflective writing.

Examples of these are written examinations in Anatomy to assess core foundation knowledge, patient case studies to assess knowledge, understanding, synthesis and analysis; research project reports, PowerPoint presentations designed for a conference presentation, concept maps to explore medical problems such as breathlessness, WIKI pages for health information, reflective writing to explore aspects of clinical practice.

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

The programme is designed as a 4 year full time programme, and is delivered in a modular structure across 4 years (120 credits in each year).

Eligibility for HPC registration is gained after successful completion of 480 credits (levels 1-4).

Successful completion of 480 credits from all 4 years leads to the award of BSc Hons Podiatry.

*Successful completion of 360, but less than 480 credits leads to the award BSc Health Studies

*Successful completion of 240 credits leads to the award of Diploma in Higher Education.

*Successful completion of 120 credits leads to the award of Certificate of Higher Education.

Lesser awards * map with the Skills for Health Career Framework bands 2-4

Modules are delivered at each level as single modules (10 credits) or double modules (20 credits).

There are 20 credits of Clinical Studies within each year, and students may not progress to subsequent years of study until each year of Clinical Studies is successfully completed.

16. Criteria for admission

The normal minimum entry requirements will be BBBC at Scottish Higher level or, CCC at English A level or, BBBC for the Irish Leaving Certificate.

Students presenting with an International Baccalaureate, Foundation or Access Course qualification will also be considered for entry to the BSc Honours Podiatry programme.

Subjects presented for entry should normally include English and preferably one science at Higher/A Level or equivalent, and English and Maths at Standard Grade, Intermediate 2 or GCSE level.

Mature students with other relevant academic qualifications and work experience will equally be considered for entry to the programme.

International students, who do not have English as a first language will be required to present evidence of British Council English Language Testing Service (IELTS) at an aggregated grade of 6.0 (or equivalent) with no element of performance lower than IELTS grade 5.5.

Places on the programme may be offered to students who successfully complete appropriate one-year full time Access Courses.

Vocational qualifications may be acceptable for entry to the programme such as awards of the Scottish Qualifications Authority (formerly SCOTVEC) and awards of the Business and Technician Education Council (BTEC).

A certificate of completion of an appropriate group of SVQ Level III modules will be acceptable for entry to the programme in place of all or part of the qualifications.

The Foot Health practitioners programme of the SMAE Institute (1919) Ltd is also accepted in lieu of an Access Course.

Please see <http://www.qmu.ac.uk/quality/documents/Admission%20July%202007.doc> for further details.

17. Support for students and their learning

QMU programmes 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

All students of the BSc Hons Podiatry programme will have access to the range of student services available from QMU that can be accessed through the following link:

http://www.qmu.ac.uk/prospective_students/student_services/default.htm

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/>