Queen Margaret University
EDINBURGH

School of Health and Life Sciences
Department of Psychology, Social Work and Allied Health Sciences

MSc Theory of Podiatric Surgery

Programme Specification Document

April 2015

Contents

Programme Specification

1.0	General Information	1
2.0	Educational Aims of the Programme	2
3.0	Intended learning outcomes	3
4.0	Programme structures and requirements, levels, modules, credits and awards	5
5.0	Support for Students and their Learning	8
6.0	Criteria for Admission	10
7.0	Methods for evaluating the quality and standards of teaching and learning	12
8.0	Assessment regulations	13
9.0	Indicators of quality and standards	14
10.0	Information about the programme	15

PROGRAMME SPECIFICATION

1.0 GENERAL INFORMATION

1.	**Programme Title:**	MSc Theory of Podiatric Surgery
2.	**Final Award:**	MSc Theory of Podiatric Surgery
3.	**Exit Awards:**	MSc/PgD/PgC Theory of Podiatric Surgery
4.	**Awarding Body:**	Glasgow Caledonian University
5.	**Approval Date:**	10th April 2015
6.	**School:**	School of Health & Life Sciences GCU
7.	**Host Division/Dept:**	Department of Psychology Social Work and Allied Health Sciences (GCU)
8.	**UCAS Code:**	Not applicable
9.	**PSB Involvement:**	Society of Chiropodists and Podiatrists (SOC&P)
10.	**Place of Delivery:**	Glasgow Caledonian University and Queen Margaret University, Edinburgh
11.	**Subject Benchmark Statement:**	Not applicable to post-graduate programmes
12.	**Dates of PSP preparation/revision:**	February 2015

2.0 EDUCATIONAL AIMS OF THE PROGRAMME

Programme philosophy

The programme philosophy has its foundation in the belief that at Master's level, the educational process will have a positive effect on the development of cognitive leadership and practical skills leading to enhancement of patient management and professional practice. The modules are designed to facilitate the development of higher order processes to enable the Health and Care Professions Council registered podiatrist to conscientiously achieve maturity and leadership as a scientist practitioner.

Providing intellectual challenge within a student-centred learning environment, students can develop a wider perspective for developing the role of the podiatric surgeon and/ or advanced practitioner within the health care team. This is achieved through a range of key note lectures from both practicing podiatric surgeons and other health professionals who work alongside and support the podiatrist working in a surgical environment. A broader awareness of those factors which have an influence on health will foster an understanding of the effects of both positive as well as negative health on the individual and society.

This modular programme aims to provide an academic underpinning in preparation for podiatric surgery and conceptualises the podiatrist as a critical, problem solving, reflective clinical practitioner who is able to act autonomously in planning and implementing professional tasks. The programme utilises a wide variety of contemporary learning and teaching approaches which challenges the students to work independently as well as fostering an appreciation of the value of a team approach to care. These key generic skills are developed and utilised to promote the highest quality of practice and enable the students to use the best available evidence as well as widening their scope of practice.

The programme aims to produce a practitioner who is able to gather systematically, appraise, make sound judgements in the absence of complete data, utilise the best available evidence for practice and disseminate this information to other colleagues and the broader healthcare community.

Programme Aims

The aims of the programme are to produce postgraduates who can:

I. Develop the theoretical underpinning required before surgical training as a podiatric surgeon can commence;
II. further the progression of the profession into the specialist areas of podiatric surgery and other related specialisms such as musculo skeletal management;
III. cultivate the development of critical skills and scientific understanding to enable them to

develop into effective and reflective practitioners of evidence-based practice in podiatric surgery and related specialisms;

IV. develop a critical and evaluative approach to current research relevant to podiatric surgery;

V. demonstrate independent research competence with supervision.

VI. provide innovative and relevant learning and teaching opportunities based on applied research and scholarship.

VII. meet the diverse needs of a range of learners and employing organisations, within a knowledge economy.

VIII. facilitate and engender independent lifelong learning, in line with University, Government and Professional Body objectives.

3.0 INTENDED LEARNING OUTCOMES

The MSc Theory of Podiatric Surgery provides opportunities for students to demonstrate progression and achievement in the following areas:

A Knowledge and understanding

B Intellectual skills

C Professional/practical skills

D Transferable/key skills

A – Knowledge & Understanding

A1. A knowledge that covers and integrates the key areas of Podiatric Surgery and/or advancing practitioners, including boundaries, terminology and conventions

A2. An ability to critically appraise a range of specialised theories, principles and concepts related to podiatric surgery and professional practice

A3. A systematic understanding of knowledge, and a critical awareness of current issues including new insights at the forefront of Podiatric Surgery and Podiatric practice

A4. An ability to critically appraise current issues in podiatric practice

A5. A comprehensive knowledge and critical understanding of applicable techniques for research and advanced academic enquiry within Podiatric surgery and podiatric practice

B – Intellectual Skills.

B1. Apply critical analysis, evaluation and synthesis to issues which are at the forefront or are informed by the forefront of clinical practice

B2. Identify, conceptualise and define new and abstract problems and issues.

B3. Develop original and creative responses to problems and issues.

B4. Critically review, consolidate and extend knowledge, skills, practices and thinking within Podiatric Surgery and clinical practice

B5. Deal with complex issues, both systematically and creatively and make informed judgements in the absence of complete or consistent information/ data.

C - Professional Practice Skills

C1. Practise in a manner which draws on critical reflection of their own and others roles and responsibilities.

C2. Take responsibility for their own work, fully utilising the wide range of resources and information sources available.

C3. Use a range of specialised practice skills and techniques, which are at the forefront, or informed by the forefront of knowledge in clinical practice.

C4. Deal with complex ethical and professional issues and make informed judgements.

C5. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional level.

D –Transferable Skills.

D1. Demonstrate through self-led learning, a critical, analytical and evaluative approach to lifelong learning.

D2. Use a range of specialised skills to communicate with a range of audiences with differing levels of knowledge and expertise.

D3. Communicate effectively with peers, more senior colleagues, discipline specialists and professionals from other disciplines in health and social care.

D4. Use a range of numerical and graphical data handling and presentation methodologies.

D5. Exercise substantial autonomy and initiative in professional activities

D6. Demonstrate cognisance with professional body requirements to evidence accountable practice

Learning, Teaching and Assessment Strategy

The LTAS for the MSc Theory of Podiatric Surgery takes into account the characteristics of experienced adult learners who maybe working in practice settings. This programme provides flexibility in relation to the study mode and adopts a self-directed student centred approach. The programme adopts flexible delivery through part time study incorporating a blended approach to learning and teaching which combines face to face instruction and digital technology. GCU Learn and QMU hub, the Universities Virtual Learning Environment (VLE) is the platform for computer mediated instruction and is incorporated appropriately across modules in the programmes. This is utilised in three different ways within the programme. All the modules utilise GCU Learn or QMU hub to communicate with students and provide module resources. Secondly, there are some modules which use a blended learning approach to module delivery and lastly there are a number of modules that are delivered entirely online to meet the needs of our diverse student population. Learning and teaching recognises the importance of learners building upon existing knowledge and skills. The programme LTAS synthesises a range of pedagogies to enable the development of knowledge, intellectual, professional and transferable skills. A variety of teaching methods and approaches to learning are utilised to enable the integration of theory and practice via lab based session and the use of case studies in assessments to enhance students' progression and development in relation to the programme. These include face-to-face and on-line; lectures, group discussion, seminars, tutorials, self-directed learning.

4.0 PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

The MSc Theory of Podiatric Surgery complies with the GCU exit requirements for a Master's programme. This modular programme reflects the Scottish Credit and Qualification Framework (SCQF) and follows the standard Glasgow Caledonian University structure for Postgraduate programmes, which normally comprise 180 credits. The programme will be offered on a part time basis – normally 3 years.

The MSc Theory of Podiatric Surgery programme will be hosted by the Masters Framework in Advancing Practice. The credit structure for this programme will accord with accumulating 180 Masters level credits by undertaking a combination of mandatory core school modules (equalling 90 M level credits) and mandatory core profession specific modules (equalling 90 credits). School core modules within this programme involve study of Research Methods, and a Research Dissertation, these modules can be undertaken at GCU or QMU. The core profession specific modules that are required to be taken are made up of six (15 credit) modules delivered by GCU and QMU (three from GCU and three from QMU):

- Principles of Diagnostic Investigations (GCU) 15 credits
- Diagnostic Imaging (GCU) 15 credits
- Pharmacology (QMU) 15 credits
- Medicine and Pathology (QMU) 15 credits
- Anatomy for surgical practice (GCU) 15 credits
- Mechanics (QMU) 15 credits

Two of these modules require some face-to-face delivery, Anatomy for Surgical Practice and Mechanics, the rest of these modules are delivered on-line.

The time frame in which the student chooses to complete their award will reflect; work load commitments, personal work life balance, initial confidence in studying at M-level, and for self-funding students the impact of module fees. For these reasons the programme has been designed to be very flexible so that it will meet the needs and aspirations of a wide range of students. Below is an example of the part time study route.

A worked example of the MSc part-time student experience over 3 years:

Year 1 = 60 credits

Trimester A	*Trimester B*
Delivered face to face	**Delivered on-line**
Anatomy for Surgery (15 credits) Podiatric mechanics (15 credits)	Choose 2 modules from the 4 on-line options: • Principles of Diagnostic Investigations (GCU) 15 credits • Diagnostic Imaging (GCU) 15 credits • Pharmacology (QMU) 15 credits • Medicine and Pathology (QMU) 15 credits

Year 2 = 60 credits

Trimester A	*Trimester B*
Delivered on-line or face to face	**Delivered on-line**
EEDRIP / Research methods (GCU) 30 credits Or Research Methods (runs over Tri A & B) 30 credits	Choose 2 modules from the 4 on-line options: • Principles of Diagnostic Investigations (GCU) 15 credits • Diagnostic Imaging (GCU) 15 credits • Pharmacology (QMU) 15 credits • Medicine and Pathology (QMU) 15 credits

Year 3 = 60 credits

Trimester A	*Trimester B*
Dissertation GCU or QMU	Dissertation (60 credits)

Awards - Exit Credits for Post-Graduate Awards

Award Title	Credit points and minimum level
Post-graduate Certificate Theory of Podiatric Surgery	60 credits: With all 60 credits made up from 4 of the six available profession specific modules
Post-graduate Certificate - Podiatry	60 credits: Which can be made up of Research Methods and 2 x 15 credit modules.
Post-graduate Diploma Theory of Podiatric Surgery	120 credits
Master of Science Theory of Podiatric Surgery	180 credits

5.0 SUPPORT FOR STUDENTS AND THEIR LEARNING

The School of Health and Life Sciences has a long standing commitment to equipping students with the skills they require to become both successful students and competent practitioners. In implementing the University Strategy for Learning (2013-2020) the School acknowledges the diverse range of previous academic and practice experience which post qualified podiatrists and healthcare practitioners may exhibit and strives to enable every student to attain their highest possible level of professional and personal development. All of the programmes within the School attract students from a variety of educational backgrounds, including mature students and those who meet non-traditional entry requirements and students with specific needs. Each Department also has a special needs advisor.

Academic Guidance provision within the School now aligns with the University's Student Experience Framework (2013-2017) which aims to ensure that all students develop the cognitive and generic skills necessary to maximise their learning opportunities, academic, career and personal development. Students are appointed an academic advisor, usually the Programme Lead; upon commencement of their studies in line with University policy and they provide appropriate support on a regular basis.

Additionally, within the School of Health and Life Sciences a team of Academic Development Tutors (ADT) provide confidential, tailored student learning support, with referral to appropriate services if required. The ADTs adopt a flexible and shared approach that allows students to identify the skills that they would like to develop e.g. essay-planning, note-taking, interpreting coursework feedback, balancing university with work and other commitments and revising effectively for exams. This is facilitated through embedded tutorials, lectures and seminars alongside a weekly workshop

programme and drop-in sessions. The ADTs have also developed blended learning materials and web resources to support students in their development of graduate attributes. A mix of delivery methods ensures sufficient accommodation for students who have competing demands on their time and differing preferences in terms of mode of engagement and learning.

All activities follow an enhancement model to equip students with academic skills tailored to their programme. The ADTs adopt an academic literacies approach, making explicit to students the expectations that staff have of their work and providing progressive support as students develop the skills necessary to meet those expectations. The ADTs work closely with colleagues in academic roles throughout the School to develop a programme of activities which are both incremental in complexity, and delivered at a time when students need particular input. Key areas within the learning and teaching strategy of the School, such as problem based learning and reflection, have also been incorporated as core themes. The sessions also have a strong focus on the applicability of developing sound academic skills for clinical practice and lifelong learning as an evidence-based practitioner. The team also notes the strong role of emotion in learning and the impact this can have on student confidence and participation. Therefore there are aspiration and confidence raising elements to all activities.

The Programme team for the Master's Framework comprises of the Programme Leader (GCU), Programme Co-ordinator (QMU), Module Leaders and module tutors. The team have wide ranging knowledge, skills and expertise in learning, teaching and assessment which will support programme delivery and align with the needs of the student population. The Programme is supported by administrators, one from GCU and one from QMU, who provide additional expertise. Together the team offer advice and guidance to the students throughout the duration of their study. Included are issues such as:

- Advising applicants with respect to admission criteria.
- Providing information, guidance and support for Flexible Entry.
- Providing information and guidance during induction.
- Compiling a Student Framework Handbook which is issued to students at the beginning of their programme and posted on the Composite Framework GCU Learn site.
- Compiling a Module Guide for each module the student is undertaking.
- Developing and maintaining module and programme GCU Learn sites.
- Providing academic guidance and supervision in relation to formative and summative assessments.
- Providing written feedback on all submitted course work (formative or summative) in line with policy Feedback for Future Learning.
- Facilitating multiple communication channels for students via telephone, E-mail and GCU Learn.
- Offering opportunities for those students requiring additional support and Academic guidance.
- Utilising the services of the School Disability Advisor where appropriate.

Central services and facilities for students available within the University

Services and facilities can be accessed by students on line via the Student Home Page at www.gcu.ac.uk/student. Support for students and their learning includes:

- IT Helpdesk and email
- GCU Learn and audio visual services
- Saltire Learning Centre/Library
- Academic Development Tutors
- Students association - Finance, child care, counselling and accommodation
- Disability advisor

Learning environments are distributed throughout the University, where students have computer, Learning Café and Library services. Study space can be accessed within the Saltire Centre and general assistance is available to all students via the Base.

Student complaints

The University's Student Complaints and Grievance Procedure explain the procedure by which students can make a complaint about any service which is part of the University's provision. Information can be accessed via the student page of the University web site: http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/supportservices/Complaints-Handling-Procedure-August-2013.pdf

6.0 CRITERIA FOR ADMISSION

Post-graduate students admitted to the MSc Theory of Podiatric Surgery will normally be registered Health and Social Care professionals with nationally recognised first qualification in their discipline. Applicants will normally be expected to have an honours degree (Second class or above) in Podiatry or a Health Care Profession. However, degree level qualifications (particularly honours level) are still relatively new in many of the professions and consequently a number of applicants may hold professional diplomas. Those who hold an unclassified degree or professional diploma will normally be expected to have at least two years professional work experience before being admitted on to this programme of post-graduate study. This policy is in line with other academic institutions and is common practice in the sector.

The admissions criteria for module enrolment as a stand-alone option will be the same as for the full programme, though may be varied, as deemed appropriate and to the applicants academic advantage, by the Programme Lead, provided such variations are consistent with university policies and with the Programme philosophy.

In cases where there is no history of recent educational experience, evidence of awareness of research methodologies and attainment of basic IT skills, applicants will be expected to undertake a short course of self-directed study, prior to the commencement of the programme, in order to gain the skills required for masters level learning.

Flexible Entry: Credit Transfer/Recognition of Prior learning

Due consideration will be given to those student who wish to have recognition of prior learning taken into account. Academic guidance will be offered to all students in accordance with University policy outlined at:

http://www.gcu.ac.uk/media/ggap/content/RPL%20at%20GCU%20-%20Policy%20V4.pdf

The University allows a student, or potential student, to make a claim for RPL, which will allow him/her to gain:

• **Entry to the first level of a programme** i.e. as an alternative to normal entry requirements if he or she can demonstrate appropriate knowledge and skills comparable to the specified entrance requirements. For example those applicants who hold an unclassified degree or professional diploma will normally be expected to have at least two years professional work experience before being admitted on to this programme of post-graduate study.

• **Credit within programmes of study** at postgraduate levels (including credit for entire modules at postgraduate levels).

This Programme will comply with the University's Equality and Diversity policy which supports the programme alignment with inclusiveness and accessibility:

http://www.gcu.ac.uk/hr/policies/2012%20policies/Equality%20and%20Diversity%20Policy%20and%20Procedurev2.pdf

Fitness to Practise

http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/academicschools/sls/psytimetables/FtP%20SHLS%20Version%20June%202012.pdf

All applicants are required to demonstrate sufficient good health and character in the interests of health and safety of students and the public; this is carried out by means of the School's Fitness to Practise Documentation which students undertaking the MSc Theory of Podiatric Surgery are required to comply. As noted within this documentation, students are required to confirm the following statement at the commencement of the programme, and also in relation to part time students, transitioning into subsequent years of the programme:

'I declare that to the best of my knowledge I am in good health and am of good character and there are no impediments, legal or otherwise, which would necessitate my exclusion from this programme/course of study'

Internationalisation

The MSc Theory of Podiatric Surgery programme is suitable for international students, who are qualified healthcare practitioners wishing to attend GCU under the requirements of United Kingdom Visa and Immigration (UKVI) visa arrangements. Applications from International students must evidence and meet the specified entry criteria. International students wishing to study on campus in order to access this programme are required to adhere to the University's policy concerning 'International Students terms and conditions':
http://www.gcu.ac.uk/student/regulations/internationalstudenttermsandconditions/.

International students entering this programme must evidence current registration with a statutory professional body from their country of origin.

In line with University requirements, an applicant whose first language is not English or who has not been educated wholly or mainly in the medium of English, will be expected, before commencing the programme, to demonstrate an appropriate level of competency in the English language. The University provides guidance on the minimum International English Language Test (IELTS) of 6.5 for entry to non-professionally regulated programmes.
As this is a part time programme the visa required is a visit visa under para 56K (student) of the Immigration Rules. This allows a student to enter the UK for 6 months and under.

7.0 METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Assessors' Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Framework (Programme) Board (PB)
- School Board
- Post Graduate Assessment Board (PGAB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APC)
- University Senate
- SHLS Academic Quality Assurance Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Framework (Programme) Board (PB)
- Student representation on School Board
- Module Feedback
- GCU Learn and QMU Blackboard
- Open access to members of Programme Team e.g. Module Leaders, Programme
- Leader, Programme Co-ordinator,Academic Advisor

Staff development at GCU and QMU priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance Development Annual Review (PDAR)
- Peer Support for Teaching
- Mentoring Scheme for New Lecturing Staff
- Conference and Seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies
- External Assessorship

8.0 ASSESSMENT REGULATIONS

Glasgow Caledonian University Assessment Regulations for Taught Postgraduate Programmes 2014-15: http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/assessmentregulations/

University%20Assessment%20Regulations%202014-15%20Taught%20Postgraduate.pdf. (October 2014).

There are no exceptions from the University's assessment Regulations.

Clarification required for section 7: Maximum Period of Registration

7.1 The maximum period of study is:

In the case of awards for which the period of study is specified as 3 years or more, then a period can be extended by a maximum of 2 years.

The recommended route through this programme would be to complete the MSc before embarking on a surgical trainee post. In England podiatrists can apply and take up a 2 year surgical trainee posts with a Postgraduate Diploma. These two years would be considered as part

of their education process therefore opt out of the programme after PgD and return to complete their masters programme and the two year extension period will still stand.

9.0 INDICATORS OF QUALITY AND STANDARDS

Mechanisms for review and evaluation of teaching, learning, assessment, curriculum and outcome standards:-

Module Leader responsibilities as per University Quality Assurance Handbook.
Module evaluation on completion of each module. This includes theory and practice components.
Biannual review by School Quality and Enhancement Committee of all modules 'owned' by the School of Health and Life Sciences

Annual Programme Analysis

External Assessor Reports

Framework (Programme) Board

Reports from Annual Monitoring by external bodies

Academic staff acting as External Assessors in other Higher Education Institutions
Enhancement led subject internal review – 5 year cycle

Committees with responsibility for monitoring and evaluating quality and standards:-

Student/Staff Consultative Group

Framework (Programme) Board

Post Graduate Assessment Board

School Board

Academic Quality Assurance Committee (AQAC)

Academic Policy Committee

University Learning and Teaching Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:-

University's Module Evaluation Questionnaire

Student/Staff Consultative Group

Student representation on Programme Boards and School board

Open access to module leaders, year leaders and the programme leaders

Staff development priorities at GCU and QMU include:-

Post Graduate Certificate in Learning and Teaching in Higher Education
Increased development of innovative teaching/learning methods

Support for curriculum review and development

Continuous Professional Development

Staff Development and Performance Assessment Review

Peer support for teaching

Mentoring scheme for new lecturing staff

Programme Board meetings

Research Forum

Conference presentations

Research Assessment Exercise submission

Membership of the Institute of Learning and Teaching

Membership of the professional body

10.0 INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Student Handbook
- Level Handbook
- University Website http://www.gcu.ac.uk
- School Website
- GCU Learn and QMU Blackboard

- My Caledonian
- University Prospectus

Curriculum maps are attached showing how the outcomes are being developed and assessed within the programme.

DATE**:** **February 2015**