



Programme Specification

Queen Margaret University

EDINBURGH

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University / Glasgow Caledonian University
3	Professional body accreditation	College of Podiatry
4	Final Award	MSc Theory of Podiatric Surgery
	Subsidiary exit awards	
5	Programme Title	MSc Theory of Podiatric Surgery
6	UCAS code (or other coding system if relevant)	N/A
7	SCQF	11
8	Mode of delivery and duration	Online Delivery / Part- time , minimum of 3 years maximum of 5
9	Date of validation/review	30 /09/2020

10. Educational Aims of the programme

- Develop the theoretical underpinning required before surgical training can commence;
- further the progression of the profession into the specialist areas of podiatric surgery and other related specialisms such as musculo-skeletal management;
- encourage 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;
- develop a critical and evaluative approach to current research relevant to surgical podiatry;
- demonstrate independent research competence with supervision.

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

The College of Podiatry, Quality Assurance Committee's Regulations and Guidance for the accreditation of Higher Education Programmes (MSc Theory of Podiatric Surgery). August 2013

12. Learning Outcomes of the Programme

On successful completion of the programme, graduates will be expected to meet a number of learning outcomes as listed below:

- be an effective, proactive and critical consumer of current knowledge including key theories, concepts, principles and research evidence relevant to surgical practice.
- demonstrate an in-depth knowledge and understanding relevant to practice and engage in further collaborative development of knowledge and insights within the multidisciplinary context;
- demonstrate critical and reflective examination of own practice and apply knowledge and understanding in specialist, original and insightful ways that translate into evidence based, ethical and person-centred changes in practice or thinking;
- contextualise their learning within local, national, and global context.
- demonstrate leadership in practice through innovation, professionalism, reflective practice and mentorship;
- engage fully in self-reflective and self-directed lifelong learning with initiative and motivation to ensure that knowledge, understanding and practice are at the forefront of development in the profession;
- clearly communicate with a range of audiences and using varied methods to disseminate new knowledge and understanding in a way that demonstrates academic integrity;
- design, plan and execute a research project with supervision, underpinned by critical understanding of research designs, methods as well as relevance to surgical practice.

13. Teaching and learning methods and strategies

The programme is structured to address the learning needs of learners who want to advance their career opportunities primarily in podiatric surgery. Consideration to the four pillars of practice (NHS Education for Scotland 2017) and the recognition that this forms the basis for career development in UK healthcare, and is relevant to practice globally has influenced the programme development. The programme includes a range of modules with a variety of online learning approaches to facilitate learners to meet their needs, while engaging with intellectual discourse at a level appropriate for advanced practice.

The programme is cognisant of the 'facets of Mastersness': depth, abstraction, complexity, unpredictability, autonomy, professionalism, research and enquiry (The QAA 2013) and aims to support learners to develop these different facets, while engaging in learning activities highly relevant to surgical practice. The learner-centred approach of the programme places value on mutual trust and respect between the learners and tutors, to provide a supportive and empowering environment that enables the learner to flourish. The team also make effective use of learning technologies to provide access to learning materials such as narrated lectures, directed reading online discussions and tutorial. Directed and self-directed learning is integral to all modules with an increasing emphasis on independence in learning as the students progresses.

14. Assessment strategies

The assessment strategy recognises the use of assessment for learning as well as of learning. The programme offers opportunities for continuous, feedforward

and feedback formative assessment. The summative assessment strategy make use of a wide range of approaches allowing the strengths of learners to be demonstrated in different ways, including: written coursework in the form of case studies and critical reviews of the literature pertaining to surgical interventions. In line with guidance for the College of Podiatry examinations in clinical investigations and pharmacology will also be included.

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

In order to successfully complete the programme and be eligible to apply for surgical training students must complete 180M level credits and eligible for the award of MSc Theory of Podiatric Surgery. A Post Graduate Diploma (PgD) in the Theory of Podiatric Surgery will be awarded to students exiting with 120M level credits and a Post Graduate Certificate (PgCert) for those exiting after completing 60M level credits.

A worked example of the MSc **part-time** student experience over **3 years** with a January Start

Year 1

<p>Semester 2</p> <p>Surgical Management of the Foot (15 credits)</p> <p>Pharmacology for Surgery (15 credits)</p>

Year 2

<p>Semester 1</p> <p>Clinical Investigations (30 credits)</p>	<p>Semester 2</p> <p>Orthopaedic Medicine (30 credits)</p>
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Year 3

<p>Semester 1</p> <p>Research Methods (30 credits)</p>	<p>Semester 2 / 3</p> <p>Dissertation (60 credits)</p>
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16 Criteria for admission

Requirements for entry normally include an Honours degree (normally at upper second class honours or above) in podiatry, with eligibility for HCPC registration or an international equivalent. However, it is recognised that this programme might well be accessed by other healthcare professionals with an interest in foot and ankle pathology.

All applicants for admission to a taught postgraduate programme offered by the University must demonstrate competence in English at a standard equivalent to British Council English Language Testing Service (IELTS) test at an aggregated grade of 6.6 or above. Applicants must have evidence of attainment in listening and reading at grade 6.0 or above (or equivalent) and grade 6.0 or equivalent in written English. The minimum English language requirement for entry to research degree programmes is IELTS grade 6.5, with no element of performance lower than grade 6.0.

Applicants falling one increment below the required standard for admission may be admitted on condition of attendance at a pre-sessional English language programme.

17. Support for students and their learning

The programmes normally provide the following student support:

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

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <https://www.qmu.ac.uk/about-the-university/quality/>. The programme also operates under programme specific regulations.