

Undergraduate Programme Specification

BSc (Hons) Podiatry

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

1. GENERAL INFORMATION			
Programme Title	Bachelor of Science with Honours in Podiatry		
Final Award	Bachelor of Science with Honours in Podiatry		
Awarding Body	Glasgow Caledonian University		
School	School of Health & Life Sciences		
Department	Allied Health Professions		
Mode of Study	Full-time		
Location of Delivery	Glasgow Campus		
UCAS Code	B985		
Accreditations (PSRB)	Health and Care Professions (HCPC), Royal College of Podiatry (RCoP)		
Period of Approval	From:	September 2026	To: August 2031

2. EDUCATIONAL AIMS OF PROGRAMME
The aims of the BSc (Hons) Podiatry programme are "to develop competent, professional, highly skilled podiatrists committed to the delivery of high quality, evidence-based practice" More specifically, the aims of the BSc (Hons) Podiatry are to produce: • Competent, ethical and caring podiatrists with an awareness of cultures beyond and different from their own. • Podiatrists with a sound basis in research, scholarship, critique and enquiry. • Podiatrists with sound reasoning skills informed by existing evidence and committed to implementing changes to clinical practice considering research findings. • Podiatrists with personal and intellectual autonomy and an innovative and flexible approach to professional activities/career development with the capacity to thrive in a globalised society. • Podiatrists capable of implementing Government/National Health Service initiatives and policies into their scope of practice. • Podiatrists who are career long learners committed to continuing personal and professional development. • Podiatrists who can work as effective members of the health and social care team in a variety of healthcare settings both nationally and internationally. This degree encompasses the Standards of Proficiency and Standards of Education and Training produced by the Health and Care Professions Council (HCPC). The programme is designed to develop reflective practitioners who meet the Health and Care Professions Council (HCPC)

Standards of Proficiency. It promotes an evidence-based approach to practice, fostering a culture of lifelong learning and a commitment to excellence in clinical care. In addition to aligning with GCU's Strategy for Learning, the programme reflects the University's Strategy 2030 goals of Access, Excellence, and Impact, and embodies the institutional values of Confidence, Creativity, Integrity, and Responsibility. Furthermore, it supports the principles of the Common Good Curriculum, enabling students to graduate with attributes such as global citizenship, responsible leadership, systems thinking, resilience, and compassion.

On completion of Level 1, students should be able to:

Demonstrate an understanding of pertinent aspects of human structure and function relevant to podiatry

Demonstrate a clear understanding of human physiology as it underpins podiatric practice

Demonstrate basic podiatric skills and environmental management within clinical practice

Demonstrate an understanding of theoretical principles and evidence that underpins podiatric study

Demonstrate awareness and application of relevant aspects of clinical practice

Understand the concept of reflective practice and the principles of health promotion

Demonstrate clear, accurate and reliable communication and other transferable skills within professional and ethical boundaries

Recognise the value, core qualities and attributes of effective inter-professional working

Demonstrate appropriate diagnostic and clinical assessment techniques

On completion of Level 2 students should be able to:

Apply and integrate knowledge and understanding of human structure and function relevant to podiatry

Recognise the need to plan, negotiate and deliver podiatric care incorporating reflective practice

Demonstrate knowledge and understanding of a range of general medical pathologies and the implications for podiatric practice

Develop existing professional, inter-professional and interpersonal skills to enable them to take an increased responsibility for patient care

Demonstrate knowledge and understanding of a range of surgical procedures and imaging appropriate for podiatric practice

Demonstrate an understanding of psycho-social determinants of health within the context of the community using relevant psychological and sociological theory

Demonstrate a basic understanding of pathophysiological processes and principles of drug use.

Demonstrate a critical appreciation of the importance of research and various methodologies in the context of health and social care practice, policy and continued professional development.

Demonstrate knowledge and understanding of theoretical components of POM-A

On completion of Level 3 students should be able to:

Effectively plan, negotiate, deliver, monitor and evaluate podiatric care based on evidence

Demonstrate effective clinical reasoning and podiatric management in high risk patient populations

Enhance existing professional, inter-professional and interpersonal skills to enable students to take an increased responsibility for patient care appreciating factors that may impact upon health

Demonstrate knowledge and understanding of pharmacology to access and supply a range of prescription only medicines relating to POM-S

Use reflective practice and evaluate research and other evidence to inform their own practice

Demonstrate and apply knowledge of human factors in the delivery of safe and effective inter-professional teamwork for patient care

On completion of Level 4 students should be able to:

Demonstrate competency in podiatric management utilising contemporary therapeutic interventions for a diverse range of patients with complex medical, surgical and podiatric pathologies, incorporating the principles of evidence-based practice in a variety of contexts

Critically appraise the evidence which supports clinical practice and clinical decision making

Appraise the value of reflective practice and take responsibility for continued independent and autonomous clinical practice

Evaluate research, audit and other evidence to inform their own practice

Demonstrate competence and fitness to practice while working within the annotation framework of the HCPC recognising the limits of their own scope of practice and/or referring onto other agencies where appropriate

Apply a critical understanding of UK, national and international ethical, legal issues and socioeconomic factors that impact on the delivery of quality healthcare

Appreciate policy, quality assurance, organisational management, risk, financial and legal accountability and professional governance within organisations

Demonstrate the ability to identify an area of practice with limited supporting evidence and using an appropriate methodology seek to increase the body of knowledge in this field and disseminate

3. LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A: Knowledge and understanding;

- A1 Demonstrate knowledge of health sciences to enhance and enable clinical reasoning.
- A2 Demonstrate knowledge, understanding and skills in subjects relevant to podiatric practice
- A3 Design, implement and monitor appropriate management plans based on evidence
- A4 Understand the theoretical basis of scientific research enquiry and how this contributes to the professional knowledge base
- A5 Demonstrate scientific principles in relation to health, illness and disability
- A6 Evaluate podiatric intervention in relation to different cultural, carer and client groups

B: Practice: Applied knowledge, skills and understanding;

- B1 Understand the professional, ethical and legal context of current practice and adhere to codes of professional conduct and performance
- B2 Demonstrate efficient practical podiatric care in a variety of contexts
- B3 Demonstrate a critical enquiry approach related to patient examination and assessment
- B4 Demonstrate skills in relation to analysis of human gait
- B5 Demonstrate appropriate skills for the selection, application, modification and evaluation of a selection of diagnostic, rehabilitation and physical therapy techniques used in podiatric practice
- B6 Demonstrate appropriate skills for the selection, supply, administration and monitoring of pharmacological agents used in podiatric practice
- B7 Plan, design, implement and modify appropriate treatment strategies in practice
- B8 Demonstrate appropriate skills for the understanding of risk and the effective management of complex pathologies within the remit of podiatric practice

C: Generic cognitive skills;

- C1 Adopt systematic approaches to gathering, interpreting, analysing and evaluating information from a variety of sources
- C2 Synthesise information from a range of sources in order to gain a comprehensive understanding of the relationship and scope of theory to practice
- C3 Critically appraise evidence in relation to podiatry practice
- C4 Engage in clinical reasoning in relation to synthesis of evidence to justify and implement effective management plans
- C5 Contribute to the care planning processes in respect of individual patients and patient groups and critically evaluate the reasoning underpinning clinical decisions
- C6 Apply appropriate outcome measures to evaluate podiatry interventions in relation to patients' and carers' needs within the context of different models of health care provision
- C7 Apply skills in research and critical evaluation to optimise clinical effectiveness
- C8 Appraise the social and political context of health care and critically evaluate the resource issues, which influence health care delivery
- C9 Reflect on his/her own professional practice and engage in continuous professional development
- C10 Critical thinking, problem solving, decision making and clinical reasoning skills

D: Communication, numeracy and ICT skills

- D1 Demonstrate adaptive and effective inter-professional and inter-personal verbal and non-verbal communication skills within a healthcare setting
- D2 Recognise the importance of professional ethics, confidentiality, consent, compliance and recording of information
- D3 Demonstrate effective calculation of drug dosages to meet the requirements of POM-A and POM-S
- D4 Critically evaluate the usage and advances in technology within clinical practice
- D5 Demonstrate effective skills in digital literacy

E: Autonomy, accountability and working with others.

- E1 Develop academic ability and clinical competence enabling students to meet the requirements to apply for registration with the Health and Care Professions Council and membership of the College of Podiatry as an autonomous practitioner
- E2 Develop skills, which will enable students to interpret policy and respond to change in legislation affecting health care delivery
- E3 Develop awareness of, and sensitivity to, the benefits and challenges inherent within multi-disciplinary and inter-agency practice
- E4 Identify the learning needs of self and others, and, as an autonomous learner engage in the process of personal and professional development
- E5 Understand the professional ethical and legal context of current practice and adhere to codes of professional conduct and practice
- E6 Be able to work, where appropriate, in partnership with service users, other professionals, support staff and others

4. LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:

- Lectures
- Seminars
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

5. ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:

- Written coursework (essays, reports, case studies, dissertation, literature review)
- Oral coursework (presentations, structured conversations)
- Practical Assessment (Placement, VIVA, Laboratory work)
- Group work
- Blogs and Wikis
- Portfolio Presentations
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

6. ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

The Course webpage specific to this Programme is:

<https://www.gcu.ac.uk/study/courses/undergraduate-podiatry-glasgow>

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

7. PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS¹

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
M1B130862	Anatomy and Function for Podiatrists	C	7	20		100	
M1B102521	Fundamentals of Human Physiology	C	7	20		100	
M1B130864	Podiatric Physiology, Inflammation & Infections	C	7	20		100	
M1B130863	Podiatric Pathology and Diagnosis	C	7	20		100	
M1B130865	Podiatry Practice Based Learning 1	C	7	20	30		70
M1B130634	Preparation for Professional Practice	C	7	20	100		
M2B130635	Community Centered Inter-Professional Education & Collaborative Practice	C	8	20	100		
M2B130866	Medicine for Podiatrists	C	8	20		100	
M2B025800	Methodology and Research for Effective Practice	C	8	20	80	20	
M2B130867	Musculoskeletal Function and Pathology	C	8	20		100	
M2B130868	Podiatry Practice Based Learning 2	C	8	20			100
M2B130869	Surgery and Medicines POM(A)	C	8	20		100	
M3B130873	The At-risk Foot & Limb	C	9	20	60	40	
M3B130870	MSK Injury and Rehabilitation	C	9	20	40	60	
M3B130871	Pharmacology and POM-S for Podiatrists	C	9	20		100	
M3B130872	Podiatry Practice Based Learning 3	C	9	40	30		70 + Pass/Fail
M3B130638	Leadership and Collaboration in Interprofessional Teams	C	9	20	60		40
MHB130875	Enhanced Podiatric Practice	C	10	20	25	75	
MHB130876	Readiness for Podiatry Practice	C	10	20		100	
MHB925801	Honours Project	C	10	40	100		
MHB130874	Podiatry Practice Based Learning 4	C	10	40	30	70	Pass/Fail

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above.

The following final and early Exit Awards are available from this programme²:

Certificate of Higher Education in Health & Social Care - *achieved upon successful completion of 120 credits*

Diploma of Higher Education in Health & Social Care - *achieved upon successful completion of 240 credits*

Bachelor of Science in Health & Social Care - *achieved upon successful completion of 360 credits*

Bachelor of Science with Honours in Podiatry - *achieved upon successful completion of 480 credits*

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at:

<https://www.gcu.ac.uk/aboutgcu/services-and-facilities/qualityassuranceandenhancement/regulations-and-policies>

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

Case No: 254

Details: PROGRAMME-SPECIFIC ASSESSMENT REGULATIONS FOR THE FOLLOWING HCPC/GDC/SSSC REGULATED AWARDS:

- BA (Hons) Social Work
- BSc (Hons) Diagnostic Imaging
- BSc (Hons) Radiotherapy and Oncology
- BSc (Hons) Podiatry
- BSc (Hons) Physiotherapy
- BSc (Hons) Occupational Therapy
- BSc (Hons) Human Nutrition and Dietetics
- BSc Oral Health Sciences
- BSc Paramedic Science
- MSc Physiotherapy (Pre-registration)

- MSc Occupational Therapy (Pre-registration)
- MSc Social Work (Pre-qualification)
- MSc Diagnostic Radiography (Pre-registration)

1 University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Sub-Committee. These Health and Life Sciences programme-specific regulations deviate from the University's standard regulations as outlined below.

2 Due to the time commitments and practice-based learning elements of the professional programmes hosted by the SHLS, students may not be registered on a second full-time degree programme while enrolled on any of the programmes listed above.

3 Compensation (University Assessment Regulations, Section 13.2)

In line with Assessment Regulation 13.2.6, compensation cannot be exercised in any module leading to the awards listed above.

4 Aegrotat Awards (University Assessment Regulations, Section 23)

Due to the requirements of the regulatory/professional bodies, any aegrotat award will be in alignment with the School's generic award structure (e.g. BSc Health & Social Care).

5 External Examiner (Section 10, AQPP)

HCPC regulated programmes will have at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, will be from the relevant part of the HCPC Register.

Additional Assessment Regulations Specific to Practice Based Learning

1 All practice-based learning modules must be passed including elective placements.

2 Maximum Number of Attempts at a Module (University Assessment Regulations, Section 14)

Only two attempts are permitted for practice-based learning modules at all levels of the programme (including undergraduate modules).

3 Module Pass Criteria (University Assessment Regulations, Section 13.1)

In the case of practice-based learning modules (i.e any module that includes hours accrued for practice-based learning including simulation) with multiple assessment components, all components must be passed at a minimum of 40% (UG) or 50% (TPG).

4 Unsuccessful at First Diet (University Assessment Regulations, Section 15)

Where a student has been unsuccessful at first diet on a practice-based learning module it may be necessary to interrupt progression to the following level of study until the module is successfully completed (i.e., it may not be possible to carry practice-based learning module into the following year irrespective of the number of credits).

5 Attendance Requirements on Practice-Based Learning/Placements (Student Attendance and Engagement Policy)

Students must satisfactorily complete all requirements laid down by Regulatory/Professional bodies in relation to practice-based learning, e.g. number of placement days/ hours (as specified in the Programme Handbook). Failure to do so will require additional placements to be undertaken.

- For MSc Diagnostic Radiography (pre-registration), BSc (Hons) Diagnostic Imaging; BSc (Hons) Radiotherapy and Oncology; BSc (Hons) Podiatry; BSc Oral Health Sciences: Students must complete 100% of the required days / hours of practice-based learning for each placement, including simulation-based placements, as specified in the programme handbook. All absences must be made up to satisfactorily meet the requirements of each placement.
- For MSc Physiotherapy (pre-registration), MSc Occupational Therapy (pre-registration), BSc (Hons) Physiotherapy; BSc(Hons) Occupational Therapy; BSc (Hons) Human Nutrition and Dietetics; BSc Paramedic Science: Students are expected to complete 100% of the required days / hours of practice-based learning for each placement, including simulation-based placements, as specified in the programme handbook. Where a student has absence of 20% or more in any practice-based learning placement, they may be required to retake the module with attendance.

Case No: 206a

Details:

All clinical elements and practical sessions must be completed as per the module descriptor and programme handbook for Podiatry Practice Based Learning 1, Podiatry Practice Based Learning 2, Podiatry, Practice Based Learning 3 and Podiatry Practice Based Learning 4 modules before being presented for assessment on each of the above modules.

Each of the above modules must be successfully completed at the associated programme level before progression to the next level or completion (for level 4 students) of the programme.

Case No: 222

Details: Exclusion of Preparation for Professional Practice module Exclusion from calculation set for awards of Merit and Distinction at SCQF Levels 7&8 (Cert HE/DipHE)

Case No: 229

Details: Early Retrieval for Final Year Podiatry Students:

Eligibility: - Students are only eligible to undertake early retrieval of a single complement of assessment in one module with a credit rating up to and including 40 credits. They must have successfully passed all other work. The dissertation/project is exempt from this.

If permitted, the following mechanisms would be implemented to ensure all students are aware of the implications of undertaking early retrieval, and they are not disadvantaged. This will also remove the potential for confusion at PABs about whether the student was expected to submit at this early reassessment diet or not:

All eligible students will be emailed by the programme lead (PL) and asked if they wish to undertake an early retrieval or not.

In this email, students would be provided with information about the consequences of choosing this as an option, especially if it is their last attempt (i.e., in relation to the time needed to "fix" their resubmission, inability to use this as a reason for an academic appeal/fit to sit).

Students will be asked to respond to both the PL and Programme Coordinator (PC) by a certain date if they wish to perform early retrieval and the final list would be shared with the PL and retained by the PC. Students would not be able to change their mind after this date has passed.

Academic support would be put in place to support students intending to retrieve early.

Students are only eligible to undertake early retrieval of a single component of assessment in one module with a credit rating up to and including 40 credits. They must have successfully passed all other work. The dissertation/project is exempt from this.

Students are required to have evidence of engagement in the module, with normally 80% minimum attendance. There will be no opportunity for early retrieval for students who have failed due to academic misconduct nor if they applied for Fit to Sit for their assessment component.

Case No: 248

Details: Exemption from Fit to Sit declaration process (Section 1 of Fit to Sit policy only) for all placement/work-based/practice-based learning (placement/WBL/PBL) assessment components in modules on the programmes listed that are undertaken in the clinical or professional workplace

Fit to Sit Policy – Placement/Practice-Based Learning Exemption

The BSc (Hons) Podiatry programme has an exemption from the normal Fit to Sit Policy for modules that include placement, work-based, or practice-based learning (placement/WBL/PBL). This exemption applies to the Podiatry Practice Based Learning 1, Podiatry Practice Based Learning 2, Practice Based Learning 3 and Podiatry Practice Based Learning 4

What this means

- You cannot submit a Fit to Sit declaration for placement/WBL/PBL assessment components.
- This exemption only applies to assessments that take place in a clinical or professional setting (including simulated environments that count towards required placement hours) and that assess professional skills, competence, or ability to practise.
- Any academic assessments linked to these modules (e.g., essays, exams, written reports) are not exempt. For those, you can still use the Fit to Sit policy as usual.

Please see the relevant module handbook for each of these modules for guidance on which specific assessments the exemption applies to.

Why the exemption is in place

- Students on health and social care programmes must follow the School of Health and Life Sciences (SHLS) Fitness to Practise Policy.
- This policy requires you to remain fit to practise throughout your studies.

- By attending placement, you are automatically declaring yourself both fit to practise and therefore fit to sit any assessment taking place in that setting.
- If something goes wrong on placement
- Sometimes circumstances arise before or during placement that mean you cannot complete the required assessment (for example, not being able to finish the required number of hours or days).
- In these cases, you can submit an Extreme and Exceptional Extenuating Circumstances (EEEC) application asking for attempt preservation (see Section 2 of the Fit to Sit Policy).
- As with all EEEEC applications, you will need to provide independent, verifiable evidence.
- Important to note
- You are still eligible for the maximum of two preservations for any single assessment component, including placement/WBL/PBL assessments.

VERSION CONTROL (to be completed in line with AQPP processes)

Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.

<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.0	PSP created as part of BSc (Hons) Podiatry re-approval	23/06/2025	September 2026
1.1	Small edits and updates	25/08/2025	September 2026
1.2	Updated with new exceptions and to match main re-approval document	21/08/2026	September 2026