GLASGOW CALEDONIAN UNIVERSITY

1.	GENERAL INFORMATION	
	Programme Title:	BSc (Hons) Podiatry
	Final Award:	BSc (Hons) Podiatry
	Exit Awards:	HE Certificate, HE Diploma, BSc
	Awarding Body:	Glasgow Caledonian University
	Period of Approval:	2020 - 2024
	School:	School of Health and Life Sciences
	Host Division/Dept:	Department of Podiatry and Radiotherapy
	UCAS Code:	B985
	PSB Involvement:	Health and Care Professions Council, Society of Chiropodists and Podiatrists
	Place of Delivery:	Glasgow Caledonian University
	Subject Benchmark Statement:	Podiatry
	Dates of PSP preparation/revision:	September 2021

2.	EDUCATIONAL AIMS OF THE PROGRAMME

The overall objective of the BSc (Hons) Podiatry for the new programme is:

"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 practitioners with an awareness of cultures beyond and different to their own
Podiatrists with a sound basis in research, scholarship, critique and enquiry
Practitioners with sound reasoning skills informed by existing evidence and committed to implementing changes to clinical practice in light of 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

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 the 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 pyscho-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. **INTENDED LEARNING OUTCOMES**
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

3A	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

3B	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

3C	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 in order 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 in order 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

3D	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	

3E	**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

Strategy for Learning and Common Good Curriculum

In line with the University and the School of Health and Life Sciences (SHLS) the programme team is committed to develop graduates who will be:

'Proficient in their discipline, enterprising, responsible and capable of fulfilling leadership roles is different organisational and cultural contexts' (GCU Strategy for Learning 2015-2020, p1)

A variety of methods contribute to the learning approaches within the degree programme. The importance of a good balance between learning, teaching and assessment techniques and the development of innovative methods in course delivery has been achieved. There is also a clear need to ensure that learning, teaching and assessment methods are adapted to suit the themes within a module, the module level and its position within the programme. To this end the team has ensured that the learning, teaching and assessment strategies utilised in this programme demonstrate progression of learning.

The programme team recognises the need for the utilisation of a wide range of skills in order to provide inclusive and accessible learning and teaching. This has been acknowledged as the students entering the programme come with diverse entry qualifications, ethnic backgrounds, nationalities, age ranges and learning needs. Whilst this can present challenges, these individual differences are also viewed as a source of diversity that enriches the learning experience for all. This richness of experience is also added to by the opportunities for students to engage with outward mobility educational exchange as well as learning with and from incoming exchange students. The podiatry staff has a wealth of experience in both theoretical and clinical teaching which has allowed the development of strategies to encourage and enable students to take responsibility for their own learning.

There is an incremental change in approach through the programme. A more didactic knowledge imparting approach sees its greatest use in the delivery of the early core areas of academic education in modules which underpin professional theory and practice such as Fundamentals of Human Physiology, Anatomy and Function and Introduction to Podiatric Pathology and Assessment. This is supported with directed learning, engagement with e-learning materials and tasks, group activities and an introduction to reflective practice. As the student continues on their academic journey a more student-led research oriented approach is facilitated. This focuses on skills of reflection and critical and analytical thinking as seen for example in Methodology and Research for

Effective Practice, Evidence Based MSK Injury and Rehabilitation and Honours Project modules. Throughout the programme the students will gain a depth of knowledge in Podiatry as their subject specific area, but with this breadth of understanding of other professions and team-working through both clinical exposure to other professions and their involvement with the IPE framework (see IPE Re-approval Document).

Clinical learning and teaching strategies within all of the Podiatric Practice modules (which are Practice Placement modules) are student orientated and vary according to the year of study. In addition to the clinical experience achieved through 'real-world' exposure in clinical working environments the development of the Inter-professional Simulation Centre (ISC) enables skills development to be undertaken in a safe environment. Whilst this is still challenging for the student it is a safe environment which enables them to undertake a mastery approach and receive positive reinforcement. Peer assessment is also undertaken in this environment and used as a catalyst for reflection. Not only does this enable the development of clinical techniques, but that of communication skills and the exploration of issues regarding human factors as well as the importance of awareness of personal strengths and weaknesses.

The placement based clinical teaching ranges from 1:1 to 1:6 supervision of students with or without the presence of the patient, depending on the nature of the clinical learning environment. In level 1, students will have low student numbers per practice educator, where this will be a higher ratio in Levels 3 and 4 as student ability increases. Clinics where local anaesthetics and nail surgery are taught, will normally have 1:1 or 1:2 supervision. Within Podiatric Practice modules across all years and clinical experiences, students are generally guided by a short tutorial prior to the clinical session to set the objectives for that specific clinic which has been shown to create a more structured and meaningful clinical learning experience. As students develop their knowledge and expertise these tutorials move from being staff led to being student led which in turn reinforces the attributes of engaged learning, responsible leadership and professionalism. These attributes are further reinforced and developed in readiness for post graduate employment via the clinical block placement in Podiatric Practice 4.

Following the clinical intervention, immediate discussion with a group of students encourages student learning and offers additional feedback opportunities. Shared case presentations and discussion with students following a particular clinical challenge are conducted immediately following the clinical session encouraging and developing the students' problem solving skills. Patients are also invited to take part in the teaching and learning process. This occurs both within the main teaching clinical facility but in addition to this, patients are invited to attend tutorial groups within the academic setting to highlight and enhance patient focused learning. Reflection on experiential learning in all clinical modules takes place in the form of group discussions and clinical competencies are recorded within a competency record by individual students

All of the modules on the programme are supported by a variety of e-learning materials which allows students to both revisit material covered within the academic setting and be guided towards other supplementary information, as well as develop their own personal and shared resources. The virtual learning environment employed by GCU is GCU Learn and each module has its own GCU Learn site which contains a variety of information available to the students including: module handbooks, lecture notes, tutorial topics, discussion boards, links to external websites/journals, self-study revision exercises, narrated PowerPoint and video based learning material. Electronic submission of coursework is also achieved via GCU Learn and students can log in to obtain feedback and results. This also allows module leaders to monitor engagement with online material by viewing access statistics.

Development of and engagement with The Common Good Attributes is also embedded within the course curriculum. Students are seen as global citizens, being involved with NHS service users from a varying cultural, social and ethnic backgrounds, having the opportunity to undertake an international exchange, and adhering to the HCPC standards of conduct performance and ethics. Being faced with the challenges of managing patient pathologies, critically appraising evidence from literature, undertaking an Honours project and being involved in real world learning encourages an entrepreneurial mind set. Modules are also undertaken which specifically address organisational cultures, behaviors and leadership, and through their own professional and personal development within their academic and clinical experience have the opportunities to build confidence. Full mapping of Strategy for Learning and Common Good Curriculum can be viewed in Appendix 4

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SCQF Level 7: Structure, Function and Assessment

Module Code	Module Title	Credit
M1B126087	Anatomy and Function	20
M1B102521	Fundamentals of Human Physiology	20
M1B126085	Podiatric Pathology and Assessment Skills	40
M1B126081	Introduction to Podiatric Practice	20
M1B025798	Preparation for Professional Practice	20
	Cumulative Total	**120**

Exit Award – Certificate of Higher Education (Health and Social Care)

SCQF Level 8: Medicine and Pathology

Module Code	Module Title	Credit
M2B025796	Individuals, Teams and Communities	20
M2B226088	Medicine and Pathophysiology for Podiatrists	20
M2B025800	Methodology and Research for Effective Practice	20
M2B226091	MSK Structure and Pathology	20
M2B226090	Podiatric Practice 2	20
M2B226089	Surgery and Medicines for Administration	20
	Cumulative Total	**240**

Exit Award – Diploma of Higher Education (Health and Social Care)

SCQF Level 9: Evidence Based Rehabilitation, Risk and Pharmacological Management

Module Code	Module Title	Credit
M3B326100	High Risk Foot and Limb	20
M3B326103	Evidence Based MSK Injury and Rehab	20
M3B326098	Podiatric Pharmacology and POM-S	20
M3B326099	Podiatric Practice 3	40
M3B025797	Understanding Professional Teams and Leadership	20
	Cumulative Total	**360**

Exit Award – BSc Health and Social Care

SCQF Level 10: Research and Readiness for Practice

Module Code	Module Title	Credit
MHB426105	Contemporary Podiatric Practice	20
MHB426108	Into Employment	20
MHB925801	Honours Project	40
MHB426110	Podiatric Practice 4	40
	Cumulative Total	**480**

Exit Award – BSc (Hons) Podiatry
This allows eligibility to apply for registration with Health and Care Professions Council

Addendum
Please note that in the 2021 – 2022 academic session, Level 4 students will undertake modules from the degree validated in 2014. Level 4 modules and assessments for 2021 – 2022 are detailed within the programme handbook. All other cohorts have either commenced or transition to the degree validated in 2019.

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

Specific Induction programme and Enhanced Induction throughout Year 1
Programme and Module Handbooks
School Academic Development Tutor
Academic Disability Co-ordinator
Library and Study Skills Pack
GCULearn
Students have a named Librarian to provide information skills tuition
Web-based Information Skills Course
Saltire Centre with access to other local and national library resources
Each student has a named Personal Tutor (an academic member of staff) who provides both academic and pastoral support throughout the duration of the degree.
Open door policy of academic staff gives access to module tutors and Programme Leader
Access to technical support
Practice Education supported by Practice Educators and Practice Placement Providers in both Acute and Primary Care sectors of the NHS and private practice
With support and acknowledgement from staff, senior students organise a voluntary peer support system for junior students
Year Co-ordinators
Programme Specific Assessment Criteria
University Citation Guide
Practical laboratories-provide both teaching and opportunities for self-study
Interprofessional Simulation Centre
Podiatry equipment- used for treatment, assessment, research
Student e mail and conferencing facilities
Open access to university computing services
Access to Student Services Department which provides support and guidance for students
Glasgow Caledonian University School of Health and Life Sciences Learning Development Centre which provides specific study support and guidance
University student representatives on Senate
Student –Staff Consultative Committee
Each class group has nominated class representatives who liaise with academic staff regarding class issues, and are members of the Programme Board
The Professional Body – Membership of the Society of Chiropodists and Podiatrists is encouraged from year one of the programme which provides access to the student society and elected student delegates.
GCU Students Association Podiatry Society (offers opportunities for peer support and networking across other years of the programme)

6.	**CRITERIA FOR ADMISSION** *Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University* *Programme Admission Requirements:* **Age Requirements** A student shall not normally be admitted unless he or she will have attained the age of 17 years by 31st December in the year of entry to the programme. **Health Requirements** All applicants to the programme should be immunised against Hepatitis B (HBV) and the response to the vaccine should also be checked before commencing the programme or during the first year of the programme. **Entry Requirements** Higher: BBBC (108 UCAS Tariff points N.B. we do not make offers on UCAS points but on subjects and grades)

A-Level: CCC (96 UCAS Tariff points N.B. we do not make offers on UCAS points but on subjects and grades)
ILC: H3H2H3H3 A-Level: CCC (96 UCAS Tariff points N.B. we do not make offers on UCAS points but on subjects and grades)

BTEC: National Diploma in a relevant subject
Essential Subjects: English (Higher/GCSE/ILC-H), 1 science at H/A Level plus 2 science subjects at S grade/GCSE or one at ILC-H.
Recommended Subject: the preferred science subject is biology (H/A Level/ILC-H)
Mature Students:
Entry for mature students will be assessed on an individual basis.
Applicants must have evidence of assessed study achieved within the last 5 years

Selection Procedure:
Application for admission to the BSc (Hons) Podiatry programme is normally made through UCAS. The admissions team appointed by the Programme Board reserves the right to call for interview those candidates where it is deemed appropriate, in order to ascertain their academic and personal attributes. Selection is normally made on the student's educational qualifications and academic or personal references.

Work Experience:
Prospective applicants for the podiatry programme are normally required to undertake a period of work experience with a podiatrist before entry to the programme. Evidence of this component is sought either within the application form, at interview or before admission to the programme.

Disclosure Scotland
Graduates of the BSc (Hons) Podiatry programme qualify to apply for registration under the terms of the Health and Care Professions Council. It is a requirement that all applicants must provide evidence that they do not have a criminal record or have accepted any formal police caution. Students entering a health profession course within the university are required to undergo an enhanced disclosure procedure with Disclosure Scotland during the first year of the programme. It should be noted that under the Rehabilitation of Offenders Act 1974 no criminal convictions are ever spent for those wishing to work in, or for, the National Health Service, local authority social services departments or other public sector bodies. Although not a requirement for admission to the podiatry programme applicants would be advised of this legal requirement for admission to the Health and Care Professions Council Register. Failure to disclose any criminal or police record on the UCAS or university application form may be deemed as grounds for compulsory withdrawal from the programme of study. Incurring a police record or acceptance of a formal police caution during the programme of study may lead to the student being asked to withdraw from the programme.

English Language Proficiency:
The current requirement for pre-registration programme across the school stands at IELTS 7.0 (with no individual element below 6.5) or equivalent.

Flexible Entry: Credit Transfer and RPL
Recognition of Prior Learning (RPL):
The team will consider admission to an appropriate point in a programme of study with credit on the basis of prior learning and/or prior experiential learning. Such learning may be certificated or un-certificated. Applicants wishing to be considered for entry via this route will be required to complete the necessary School and University documentation in order that the specific programme can consider the application.

Contextualised admissions will also be considered in line with the University Contextualised Admissions Policy

Point of Entry:
Normally students gaining admission to the Podiatry programme will enter at first year and will not be granted exemption for any modules, unless Recognition of Prior Learning has been successfully applied for and granted. Request for direct entry to other levels of the programme will normally not be granted unless under specific condition of transfer from another school of Podiatry and where the programme team are satisfied that the student will not be disadvantaged by non-standard entry.

Equality and Diversity:
Glasgow Caledonian University and the School of Health and Life Sciences are committed to the principles of promoting equality of opportunity, recognising and valuing diversity, and being inclusive of all sectors of society in all aspects of University life. These principles are a core part of the University's strategic goals and the 2015 Strategy. Therefore, the University is working towards creating the conditions whereby staff and students are selected and trained solely on the basis of their merits, capabilities and potential regardless of sex, marital status, gender reassignment, racial group, disability, sexual orientation, religion or belief, age, socio-economic background, trade union membership, family circumstances, or any other irrelevant distinction.

Entry with advanced standing
All students will normally commence the programme at the beginning of Level 1. The entry of students in subsequent levels is dependent on them having undertaking previous study on an equivalent podiatry programme. Entry Level will be dependent on which level of previous study the applicant has successfully completed and the matching of content from the previous programme. Applicants who have had a study break greater than 1 year will be eligible for advanced standing as per Undergraduate Programme Specific Assessment Regulation 4

7.	**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 Examiner(s) Reports
Annual monitoring (required by Professional and/or Statutory Bodies)
Enhancement-led Internal Subject Review (ELISR)
Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:
Student-Staff Consultative Group (SSCG)
Programme Board (PB)
School Board
Assessment Board (AB)
University Learning and Teaching Sub-Committee (LTSC)
University Academic Policy and Practice Committee (APPC)
University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:
Student-Staff Consultative Group (SSCG)
Student representation on Programme Board (PB)
Student representation on School Board

Module Feedback Questionnaire
GCULearn
Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor
National Student Survey
Student Experience Survey
Week 7 Pause for Reflection

Staff development priorities include:
Postgraduate Certificate in Academic Practice
Continuous Professional Development (CPD)
Performance and Development Annual Review (PDAR)
Peer support for teaching
Mentoring scheme for new teaching staff
Conference and seminar attendance and presentation
Research Excellence Framework (REF) submission
Fellowship of Higher Education Academy (FH EA)
Membership of and involvement with Professional Bodies

ASSESSMENT REGULATIONS

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

ASSESSMENT REGULATIONS

Please refer to GCU Assessment Regulations for full details

Undergraduate Programme-Specific Assessment Regulations for the following HCPC regulated awards:

- BSc (Hons) Diagnostic Imaging
- BSc (Hons) Radiotherapy and Oncology
- BSc (Hons) Podiatry
- BSc (Hons) Physiotherapy
- BSc (Hons) Occupational Therapy
- BSc Oral Health Sciences
- BSc Paramedic Science

1   University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Committee. These Health and Social Care Programme-Specific Regulations deviate from the University's standard regulations (Approved September 2019) in Sections 6, 9, 10, 13, 14, 15 and 23.

2   These Programme-Specific Assessment Regulations apply to the above-named programmes. They apply to all modules irrespective of the number of credit points allocated.

3   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 programme of study while enrolled on any Health or Social Care programme.

4 **Failure at the First Diet (Undergraduate Assessment Regulations, Section 15)**
   Students are normally required to re-enter Level 4 with attendance. The offer of re-entering Level 4 without attendance is normally permissible only in exceptional medical/personal circumstances, which are documented appropriately.

5 **Attendance Requirements**
   Students within the above-named programmes are expected to attend all classes, practice visits, laboratory sessions and Practice Based Learning placements. Where a student has unauthorised absence of, or in excess of, 20% in any module he/she may be required to retake the module with attendance prior to undertaking Practice Based Learning Modules, or proceeding to the next level of the programme. Unauthorised absence in more than one module may result in the student being required to withdraw from the Programme.

6 Students within the above-named programmes are normally required to successfully complete all modules identified in the Definitive Programme Document for their programme as these are protected titles leading to an academic and professional qualification and require successful completion of all core modules.

7 **Compensation (Undergraduate Assessment Regulations, Section 13.2)**
   Compensation for failure in a single module, where a student has passed modules at any one level, will not normally apply to modules leading to the award as identified in the definitive programme document for the above-named programmes. Compensation of a fail in Practice Based Learning modules is not permitted. This is consistent with the guidelines set by Regulatory/Professional Bodies.

8 For Honours degree programmes the submission of the Honours Project is compulsory. Failure to submit an Honours Project will result in the student being ineligible for the named award and, consequently, eligibility to apply for registration with the Regulatory Body.

9 Failure in any Level 4 module at second attempt will result in the award of an unclassified degree (e.g. BSc in Health and Social Care) and will result in the student being ineligible for the named award and, consequently, eligibility to apply for registration with the Regulatory Body.

10 A student may be required to withdraw from the programme if he/she is deemed by the Fitness to Practise Board, and ratified by the Assessment Board, to be professionally unsuitable or guilty of professional misconduct. Students will be required to declare at the commencement of each session his/her Fitness to Practice and Good Character through Self-Disclosure.

   A student who is considered to be professionally unsuitable or guilty of professional misconduct will be one who:
   • has failed to abide by the SHLS Fitness to Practice Policy and GCU Code of Student Conduct,
   • and/or has failed to meet the standards, policies or codes of conduct laid down by partner organisations that provide Practice Based Learning Placements
   • and/or is unable to meet the programme requirements despite reasonable adjustments.

11 **Aegrotat Awards (Undergraduate Assessment Regulations, Section 23)**
   Due to the requirements of the Regulatory/Professional Bodies there will be no aegrotat awards on the above-named programmes.

12 Students who are awarded one of the above-named awards are eligible to apply for Registration with the Health and Care Professions Council (HCPC) / General Dental Council (GDC) and/or Membership of the named Professional Body.

13 In the case of HCPC regulated Programmes, all 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 Register.

ADDITIONAL ASSESSMENT REGULATIONS SPECIFIC TO PRACTICE BASED LEARNING

1   All Practice Based Learning Modules must be passed, including Elective Placements where offered.

2   **Module Pass Criteria (Undergraduate Assessment Regulations, Section 13.1)**
    For Practice Based Learning Module assessments that consist of multiple components, all components must be passed at a minimum of 40% in order to complete the module successfully.

3   **Maximum Number of Attempts at a Module (Undergraduate Assessment Regulations, Section 14)**
    Only two attempts are permitted for Practice Based Learning Modules at all levels of the programme.

4   **Failure at the First Diet (Undergraduate Assessment Regulations, Section 15)**
    A student who fails or is unable to successfully complete Practice Based Learning Module(s) will be required to re-enter the module(s) either during the student's summer recess, or re-enter with attendance the following academic year, as determined by the Programme Assessment Board. The specific dates will be determined by placement availability.

5   A student must complete satisfactorily 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.

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9.   INDICATORS OF QUALITY AND STANDARDS

Details of Programme Validation and Review events – involving University, Education and Training Committee of the HCPC and the College of Podiatry.
Details of approval, development events and reviews organised by the School and University, in conjunction with the professional bodies where appropriate
Appointment process of Programme Lead, ensuring appropriate qualification, experience, and unless other arrangements are appropriate, on the relevant part of the register
SQAA Subject Review
Annual Programme Analysis report and programme improvement plan
External Examiner reports
Student Representatives' Annual Reports
Module progression rates
Quality statements in Module Reports
Annual Monitoring Report to the College of Podiatry
Departmental Module Performance Summary Reports
Alternating annual audit or declaration to HCPC
External members on the Programme Board
Employment Statistics
Quality of student intake

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10.   INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

Definitive Programme Document
Programme Handbook
Module Handbook
University Website http://www.gcu.ac.uk
School Website

GCULearn
My Caledonian
University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: **September 2021**

Curriculum Map for **BSc (Hons) Podiatry**
The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

	Code	Title	Knowledge And Understanding				Practice: Applied knowledge, skills and understanding																			
			A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
SCQF7	M1B126087	Anatomy and Function	X	X														X								
	M1B102521	Fundamentals of Human Physiology	X	X			X											X								
	M1B126085	Introduction to Podiatric Pathology and Assessment	X	X	X		X				X							X								
	M1B126081	Introduction to Podiatric Practice	X	X	X		X	X	X	X			X		X			X		X					X	
	M1B025798	Preparation for Professional Practice																								
SCQF8	M2B025796	Individuals, Teams and Communities																								
	M2B226088	Medicine and Pathophysiology for Podiatrists	X	X			X											X								
	M2B025800	Methodology and Research for Effective Practice				X									X				X				X			
	M2B226091	MSK Structure and Pathology	X	X	X		X					X						X								
	M2B226090	Podiatric Practice 2	X	X	X		X	X	X	X	X	X	X		X	X		X		X						X
	M2B226089	Surgery and Medicines for Administration	X	X	X		X							X				X								
SCQF9	M3B326100	High Risk Foot and Limb	X	X	X		X	X							X			X								
	M3B326103	Evidence Based MSK Injury and Rehabilitation	X	X	X	X	X				X	X						X	X		X	X	X			
	M3B326098	Podiatric Pharmacology and POM-S	X	X	X		X							X				X								
	M3B326099	Podiatric Practice 3	X	X	X		X	X	X	X	X	X	X	X	X	X		X		X	X	X				X
	M3B025797	Understanding Professional Teams and Leadership																								

	Code	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
SCQF10	MHB426105	Contemporary Podiatric Practice	X	X	X		X											X	X		X	X	X			X
	MHB426108	Into Employment		X					X																	
	MHB925801	Hons Project				X													X				X			X
	MHB426110	Podiatric Practice 4	X	X	X		X	X	X	X	X	X	X	X	X	X		X		X	X	X			X	X

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SCQF	Code	Title	Communication, numeracy and ICT skills					Autonomy, accountability and working with others					
			D1	D2	D3	D4	D5	E1	E2	E3	E4	E5	E6
SCQF7	M1B126087	Anatomy and Function											
	M1B102521	Fundamentals of Human Physiology											
	M1B126085	Introduction to Podiatric Pathology and Assessment											
	M1B126081	Introduction to Podiatric Practice	X	X								X	X
	M1B025798	Preparation for Professional Practice							X	X			X
SCQF8	M2B025796	Individuals, Teams and Communities	X						X	X			X
	M2B226088	Medicine and Pathophysiology for Podiatrists					X						
	M2B025800	Methodology and Research for Effective Practice											
	M2B226091	MSK Structure and Pathology											
	M2B226090	Podiatric Practice 2	X										X
	M2B226089	Surgery and Medicines for Administration		X	X			X				X	
SCQF9	M3B326100	High Risk Foot and Limb											
	M3B326103	Evidence Based MSK Injury and Rehabilitation											
	M3B326098	Podiatric Pharmacology and POM-S			X			X				X	
	M3B326099	Podiatric Practice 3	X							X			X
	M3B025797	Understanding Professional Teams and Leadership	X						X	X	X		X
SCQF10	MHB426105	Contemporary Podiatric Practice				X							
	MHB426108	Into Employment					X	X	X		X	X	
	MHB925801	Hons Project					X						
	MHB426110	Podiatric Practice 4						X					X

ASSESSMENT LOADING MATRIX　　　　　　　　　　　　　　　　　　　　　**Appendix 2**

SCQF Level 7										
Module Code	**Module Title**	**Trimester**	**Credits**	**Assessment Weighting**						
				Cw1	**Cw2**	**Exam1 (Exams Office)**	**Exam2 (Exams Office)**	**Ex1 (School Exam)**	**Ex2 (School Exam)**	**Ex3 (School Exam)**
M1B126087	Anatomy and Function	A-B	20			60		40		
M1B102521	Fundamentals of Human Physiology	A-B	20			50	50			
M1B126085	Introduction to Podiatric Pathology and Assessment	A-B	40				40	30	30 (Practical)	
M1B126081	Introduction to Podiatric Practice	A-B	20	30				70 (clinical)		
M1B025798	Preparation for Professional Practice	A	20	100						
EXIT AWARD: Certificate of Higher Education (Health and Social care)										

SCQF Level 8										
Module Code	**Module Title**	**Trimester**	**Credits**	**Assessment Weighting**						
				Cw1	**Cw2**	**Exam1 (Exams Office)**	**Exam2 (Exams Office)**	**Ex1 (School Exam)**	**Ex2 (School Exam)**	**Ex3 (School Exam)**
M2B025796	Individuals, Teams and Communities	A	20	60	40					
M2B226088	Medicine and Pathophysiology for Podiatrists	A-B	20	25		75				
M2B025800	Methodology and Research for Effective Practice	A	20	20	80					
M2B226091	MSK Structure and Pathology	B	20	50		50				
M2B226090	Podiatric Practice 2	A-B	20					30 (OSCE)	70 (Clinical)	
M2B226089	Surgery and Medicines for Administration	B	20			70		30 (OSPE)		
EXIT AWARD: Diploma of Higher Education (Health and Social Care)										

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SCQF Level 9										
Module Code	**Module Title**	**Trimester**	**Credits**	**Assessment Weighting**						
				Cw1	**Cw2**	**Exam1 (Exams Office)**	**Exam2 (Exams Office)**	**Ex1 (School Exam)**	**Ex2 (School Exam)**	**Ex3 (School Exam)**
M3B326100	High Risk Foot and Limb	A	20	60		40				
M3B326103	Evidence Based MSK Injury and Rehab	A	20	30		70				
M3B326098	Podiatric Pharmacology and POM-S	B	20			60		40 (OSPE)		
M3B326099	Podiatric Practice 3	A-B	40	20				20 (OSCE)	60 (clinical)	
M3B025797	Understanding Professional Teams and Leadership	B	20	40	60					
EXIT AWARD: Bachelor Degree (Health and Social Care)										

SCQF Level 10										
Module Code	**Module Title**	**Trimester**	**Credits**	**Assessment Weighting**						
				Cw1	**Cw2**	**Exam1 (Exams Office)**	**Ex2 (Exams Office)**	**Ex1 (School Exam)**	**Ex2 (School Exam)**	**Ex3 (School Exam)**
MHB426105	Contemporary Podiatric Practice	A	20	20		80				
MHB426108	Into Employment	B	20			100				
MHB925801	Honours Project	A-B	40	100						
MHB426110	Podiatric Practice 4	A-B	40	20				20 (LA/NS)	30 (Clinic 1)	30 (clinic 2)
EXIT AWARD: Bachelor Degree with Honours										