

PODIATRY WITH PLYMOUTH UNIVERSITY

Plymouth University

Faculty of Health and Human Sciences

Programme Specification

BSc (Hons) Podiatry

Date of Re-Approval:	January 2013
Date of Implementation:	September 2013
Year of First Award:	July 2016

Minor Change approved 04/11/2017
Minor Change approved 03/03/2017

Brief description of Programme

The BSc (Hons) Podiatry programme is now a well established course within Plymouth University. Prior to this it existed in partnership with Plymouth College of Further Education. The transition from the old course to the new course was managed through a gradual increase in cohort size over the first two to three years and the course has now been running successfully with the full cohort recruitment of 35 students for the past three years. The Programme has flourished and annually receives commendations from our External Examiners. We believe that throughout the transition to commissioning by the regional LETB and other changes in practice provision that our proven ability to adapt and innovate to build on our strengths will continue to develop.

The BSc (Hons) Podiatry programme is a three year programme which through various delivery modalities and exposure to clinical experience, allows the students to develop the necessary assessment, diagnostic, treatment and personal development skills. Successful completion will meet the necessary requirements for the graduate to be eligible to apply for registration with the Health and Care Professions Council as a Chiropodist/Podiatrist.

The programme comprises both theoretical and clinical studies. The academic base that underpins clinical practice will be emphasised and integrated with clinical practice throughout the programme. The programme structure also facilitates progressive development of key transferable skills.

The programme is full time and is organised into three levels. Each level is comprised of two terms of approximately sixteen weeks duration. The curriculum is designed in modular format, which are defined as self-contained parts of a study programme, and each has its own specific aims, syllabus and assessments. The credit value of modules is either 10, or 20 credits. The credit value of each level of study is 120, with 360 credit points required for the award of BSc (Hons) Podiatry, and eligibility for application for registration with the Health and Care Professions Council.

Students are required to successfully complete a minimum of 1000 hours of clinical practice. Clinical experience will be gained at the University skills laboratory, teaching clinic and on placements in the South West of England. The programme is designed to emulate the patient/ practitioner interaction which takes place during a period of care. Themes are developed across the three levels of the programme. The theme of Level four is the assessment of health care needs; Level five focuses upon treatment; Level six on the management and evaluation of the effectiveness of interventions. Thus, the cyclical processes of patient management are reflected: assess, treat, and evaluate.

The aim throughout the programme is to enable students to develop the necessary skills to become an autonomous practitioner who is able to reflect on and enhance their practice using the contemporary evidence base. These skills are introduced in the first year and developed and employed throughout

the remaining course (as evident in the definitive module records) ensuring the registrant is aware of the fundamental necessity for continued professional development. The Learning and Teaching in the Faculty of Health, Education and Society is underpinned by a set of principles such that our students should become professionals who:

1. practise competently, safely and effectively
2. engage in practice that is firmly evidence based
3. deliver service user, or client led, services
4. work flexibly and are responsive to national, regional and local need
5. are highly reflective
6. work collaboratively with others
7. contribute to professional knowledge throughout their career
8. value anti-discriminatory and anti-oppressive practice
9. operate within the ethical guidelines of their profession

Distinctive features

The BSc (Hons) Podiatry programme at the Plymouth University is a full time programme complementing university-based education with clinical education throughout the three years of the course. This enables clinical practice to be underpinned by relevant theory and enhances the development of an autonomous, evidence-based, reflective practitioner.

Practice modules may be delivered either within the placement setting, the Peninsula Allied Health Centre skills laboratory or within the Training Clinic which is supported by Plymouth Community Healthcare Community Interest Company (CIC) and Podiatry Practice Educators.

A new development for this programme is the modification of the Shared and Interprofessional modules. This has led to some further adjustments of existing modules to accommodate changes to delivery of the curriculum.

The programme has a selection of both shared learning and inter-professional elements where the students from the Podiatry programme are integrated with students from other health profession programmes. The development of the Interprofessional Learning (IPL) within our curriculum has been commended by the External Examiner for these modules, with recognition of the facilitation and opportunities for students to learn with and from each other to improve interprofessional practice. The shared learning within the first term enables students to identify the commonalities of their chosen professions, how this might assist in interprofessional working and allow them to develop links within the other professions. The inter-professional elements facilitate students in recognising the roles of other professions, developing team-working skills and reflecting on the challenges encountered in communication and contributions to care delivery that are provided in an interprofessional workforce and how these might be managed.

The shared learning has been modified to allow a more collaborative delivery to cognate groups for the introduction of anatomy and physiology and preparation for practice. This will improve cross-profession recognition of professional behaviours and training without diluting the relevant content to individual professions. Evidence-based practice and psychosocial studies have been integrated into profession specific modules so that students can appreciate how integral these are to practice and see it regularly applied and considered. These elements have always been strongly represented throughout the Programme and will continue to be a central theme.

First year students will be equipped with the basic skills to source and appraise published research in the new Preparation for Practice module (SOHP401) enabling them to develop these skills throughout the remainder of the Programme and be encouraged to inform their theory and practice from relevant resources throughout the remainder of the course. The application of research terminology and methodology is developed and employed within the second and third years of the course as students focus their skills to formulate a research proposal and literature review for a project of particular interest to them.

Psychosocial considerations are integrated throughout the Programme from the introductory stages (POD106) to the discussions of such factors regarding more complex patients (POD322).

The delivery of the programme is complemented by the members of a motivated, knowledgeable team of experts with mixed specialisms. The team has expertise in Paediatrics, Musculoskeletal Practice, Diabetes Care, Rheumatology, Research, and Minor Surgery and regularly contribute to professional practice in these areas. Many members of the team engage with the Professional Body, contributing to the development of areas of practice such as Placement Provision, Musculoskeletal Practices and Programme management through regular national level meetings. Plymouth University has attained a high profile at many of these meetings due to our progressive attitude and leading developments in these areas.

The majority of the team are engaged in postgraduate studies, whether at a level 7 or level 8. Dr Joanne Paton has secured NIHR funding to explore the topic of falls and falls prevention for neuropathic individuals with diabetes and is currently recruiting for a research assistant from amongst the graduating students after delivering a session on the role of research as a Continuing Professional Development pathway. Once her study is completed Joanne is looking forward to rejoining the teaching team and sharing her knowledge with the students. Similarly Sally Abey is undertaking her PhD examining the support of learning in placement and this is helping to shape developments in supporting students out in practice and our clinical colleagues in developing skills in supporting them also. Although in the early stages of her PhD, Emma Cowley has selected an area that will also inform her teaching and inspiring students to see how the role of research can be employed into their practice. Catherine Smith has recently completed a PGDip in Podiatry and Rheumatology as this was an area not specifically covered by the expertise

within the team and incorporated modules which covered specialised areas of delivery such as imaging, pharmacology and risk management of patients with Rheumatological conditions. This should therefore support the team in delivering to students and also pave the way for further study in this area in the region. In addition to these project, members of the team have also been privileged to have been awarded three consecutive Teaching and Learning Fellowship Awards under the leadership of Margaret Bruce. Each has examined developments in teaching practice that have supported students in using technology to assist them in skill acquisition that can benefit different learning styles or make knowledge available more widely. Miriam McMullan has currently been awarded funding to produce an App that will assist in performing drug calculations that has the potential to aid practitioners and students alike and hopefully provide skills in App production that can be shared with other professions in the School. Following her recent doctorate, Miriam also uses her acquired research skills in teaching on a number of research modules and supervising post graduate students.

The role of research in informing current practice is also further promoted through the publications and presentations that the team conduct throughout the country. The team similarly continue to develop their teaching practice to enhance the student experience by employing new delivery techniques through innovations using existing technologies or examining how new technologies could be employed to facilitate learning.

Staff work enthusiastically alongside the students to enable their development of the necessary clinical skills, knowledge base and understanding of the role of the podiatrist. Through facilitating the students' development of life-long learning skills, and therefore the ability to function autonomously and flexibly, the students' continue to develop into effective practitioners and members of the inter-professional team ready to contribute in the ever changing health care environment. Our External Examiners have commended us highly in our preparation of students for employment and we gain great satisfaction from seeing them entering their professional careers and receiving positive feedback from their employers regarding the high calibre of our students.

Entry requirements

Five GCSE or O level subjects Grade C or above. Subjects to include English, Mathematics and a Science

And

a minimum of 120 points to include any Biological subject, excluding general studies.

or

New National Diploma grade DMM (Merit) must have strong Biology components

Or

Extended Science Foundation Degree

or

Access to Higher Education course: 45 credits at level 3 from a QAA recognised course (33 must be at merit or distinction level); must have strong Biology components.

Mature Students:

Mature students' applications are considered. The equivalent non standard qualifications must be achieved, for example, a health related Access to Higher Education course. In addition to the above, evidence of academic study within the last five years is required.

International Students:

Applications from International students are welcomed. Overseas students must be able to demonstrate equivalent entry qualifications to home students. In addition, English language ability must be demonstrated with a score of 7 with a minimum of 6.5 in all elements of the International English Language Testing system.

Key Requirements:

In addition to the academic qualifications the following aspects are screened and rated from the UCAS application

- Interest and knowledge of the profession and the programme
- Work experience/shadowing in Podiatry or other health related area
- Communication skills
- Ability to empathise with others
- Ability to integrate information and skills across different subject areas
- Ability to solve problems
- Ability to study/work independently and in groups

Applicants with a Disability and Long-Term Conditions:

Throughout the process, applicants are encouraged to disclose any disability without prejudice, so that appropriate adjustments can be made for learning support. A rigorous process for admitting disabled students is in place and this involves the University's Disability Assist Service, the Faculty Admissions Team and the Admissions Tutor to ensure that all applicants are treated equitably in accordance with the Disability Discrimination Act (2005). Where a disability is disclosed that could potentially inhibit practice the student is invited to meet with team members so that we can work with them to identify any particular areas of practice that might be affected and whether any reasonable adjustments could be employed.

All offers through UCAS are subject to satisfactory health clearance from the Occupational Health Team and screening through the Criminal Records Bureau (CRB). The latter is made at the enhanced level. All positive responses to the CRB check are screened through the Professional Issues Committee for consideration.

All student applications will be subject to the Plymouth University Equal Opportunity Policy.

All students are notified during the application process that it will be necessary for them to travel to their placement area which will be within the present NHS Southwest Strategic Health Authority region, and is described to students according to the perimeter cities providing placements.

All the above information is provided online at <http://www1.plymouth.ac.uk/courses/undergraduate/3847/Pages/CourseOverview.aspx> and is provided at Open Days and Preview Days.

Transferral:

Students applying from other podiatry programmes at other Higher Education Institutions would need to submit their previous curriculum details and evidence of their achievement. This would then be examined and if required, suitable learning opportunities will be provided and supported to enable the student to join the course at a suitable juncture.

Students with prior learning in an identified area would similarly be asked to submit evidence of their achievement and module learning outcome details so a decision regarding the Accreditation of Prior (Experiential) Learning (APEL) could be considered exempting them from attending and being assessed in the identified module if successful.

Progression routes

The programme will enable students to step off at points throughout and practice at the level they have achieved. They may resume the course to continue their development at the next stage as long as the programme is completed within six years of enrolment.

It is expected that on successful completion, graduates will continue to undertake study at various levels in concordance with the lifelong learning ethic that has been embedded.

Successful completion of the programme at a suitable standard will enable the student to further their studies at level 7.

Transition Arrangements:

Where students are not able to progress on their previous Programme of podiatric study within Plymouth University their situation will be considered on an individual basis. Overall the majority can probably be accommodated by transferral to the new Programme as several modules have only undergone minor changes in the later stages of study. Students who fail to progress in the first year of the previous programme will be asked to transfer to the new Programme as standard.

Programme aims

Programme aims are given for intermediate awards of Certificate of Higher Education, Diploma of Higher Education and a final award of BSc (Hons) Podiatry.

AIM ONE:

Following the successful completion of year one of the programme the student will be entitled to receive the award of Certificate of Higher Education and be equipped to work at a Band 3 level of the Knowledge and Skills Framework (KSF).

They will be able to:

1. understand the fundamental principles underpinning podiatric theory and practice.
2. have awareness of and be equipped with basic skills regarding lifelong learning and communication.
3. be acquainted with:
 - the concept of professional practice
 - the principles of interprofessional learning
 - the wide variety of skills necessary to interact safely and effectively with service users
4. demonstrate the knowledge and skills necessary for safe practice at this level
5. demonstrate competency in basic clinical skills

AIM TWO:

Following successful completion of year two of the programme the student will be entitled to the award of Diploma in Higher Education and be equipped to work at a Band 4 level (KSF).

They will be able to:

1. link theory to clinical practice in a supervised environment, working in a variety of settings.
2. demonstrate the necessary skills to assess, recognise and manage lower limb soft tissue pathology safely and competently whilst recognising the limitations of their practice.
3. communicate effectively and accurately with service users, carers and colleagues in both written and verbal form.
4. participate in interprofessional care recognising the role of the podiatrist

within the interprofessional team.

5. reflect on their professional and personal development to enhance their practice and service user care.
6. relate to the issues that concern the rights of the service user, their family and others.
7. participate in clinical audit and be aware of the necessity for quality assurance.

AIM THREE

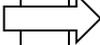
Following successful completion of year three of the programme the student will be entitled to receive the award of BSc (Hons) Podiatry, be equipped to work at a minimum of Band 5 (KSF) and is eligible to apply for registration as a Podiatrist with the Health and Care Professions Council and for membership of the Professional Body, the Society of Chiropodists and Podiatrists.

They will be able to:

1. integrate theoretical knowledge, problem solving skills and competent clinical practice and communication skills to meet the needs of the variety of service users and carers.
2. critically reflect on available evidence relating to the practice of podiatry and apply it to practice, recognising the professional, ethical and legal boundaries.
3. participate effectively in multidisciplinary approaches to health care recognising the boundaries as stipulated by the professional and statutory bodies.
4. critically reflect on their practice and their personal and professional development to maximise the benefit to service users.
5. demonstrate consistent safe practice and professional behaviour.
6. anticipate, adapt, influence and respond to future changes in service delivery through the development of research strategies, financial, political, professional and management knowledge and a commitment to lifelong learning and so meet the demands of a podiatric career in the rapidly changing environment of podiatric practice

Students will not be awarded a Professional Qualification until the Programme of study is completed.

Intended programme learning outcomes

<p>Knowledge and understanding On completion graduates will have developed the key concepts of the disciplines that underpin the education and training of all health care professionals and detailed knowledge of:</p> <ol style="list-style-type: none"> 1. Anatomy and human locomotion studies; 2. Histology, physiology/immunology; 3. Podiatric orthopaedics and biomechanics; 4. Podiatric therapeutic sciences; 5. Behavioural sciences and their application to podiatry; 6. Foot health promotion/education; 7. Professional studies; 8. Methods of enquiry. 		<p>Teaching and learning methods and strategies: A wide range of student centred approaches are used. These include lectures, seminars, workshops, case studies, group work and skills simulation, enquiry-based learning, student-led study and directed study. Critical incident analysis and reflection on practice are used to facilitate theory / practice links. Group and individual Tutorials with students are used to provide different perspectives on learning. Interprofessional theory and practice learning.</p> <p>Assessment strategies: A variety of assessment methods are used that emphasise theory: practice links throughout the programme. These include – essay, practice portfolios, case studies and scenario analysis, tests and examinations. Theory and practice are summatively assessed against criteria that measure academic and professional levels of performance.</p>
<p>Cognitive and intellectual skills On completion graduates will have be able to:</p> <ol style="list-style-type: none"> 1. Use an analytical approach to examine the available evidence that under-pins podiatric practice. 2. Discern and apply appropriate podiatric theory to practice. 3. Engage with technology, 	<p>Teaching/ learning methods and strategies A wide range of student centred approaches are used. These include lectures, seminars, workshops, case studies, action learning sets, group work and skills simulation, facilitated enquiry based learning, student-led study and directed study. Critical incident analysis and reflection on practice are used to facilitate</p>	

<p>particularly the effective and efficient use of information and communication technology.</p> <p>4. Demonstrate logical and systematic thinking and draw reasoned conclusions and sustainable judgements in the context of podiatric practice.</p>		<p>theory / practice links. Group and individual Tutorials with students from different disciplines are used to provide different perspectives on learning.</p> <p>Assessment strategies: A variety of assessment methods are used that emphasise theory: practice links throughout the programme. These include - practice portfolios, case studies, projects, scenario analysis, tests, examinations and essays. Theory and practice are summatively assessed against criteria that determine academic and professional levels of performance.</p>
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<p>Employment related skills On completion graduates should have developed:</p> <p>The ability to identify personal and professional development needs for CPD and lifelong learning.</p>		<p>Teaching and learning methods and strategies: Career development sessions, personal tutoring; personal reflection</p> <p>Assessment strategies: Personal and professional development portfolio</p>
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<p>Key and transferable skills On completion graduates will be able to:</p> <ol style="list-style-type: none"> 1. communicate effectively with a wide range of individuals using a variety of means 2. evaluate his/her own academic, professional and clinical performance 3. utilise problem solving skills in a variety of theoretical and practice situations 4. manage change effectively and respond to changing 		<p>Teaching and learning methods and strategies: Transferable/key skills are generally incorporated within modules and related to relevant assessments as appropriate. Examples of strategies include - lectures, seminars, group discussions, student-led study, directed study, simulation exercises, case studies, enquiry based learning, workbooks, practical exercises, reflective discussions, workshops, tutorials, clinical practice, web-based</p>
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<p>demands</p> <ol style="list-style-type: none"> 5. take responsibility for personal and professional learning and development (Personal Development Planning) 6. manage time, prioritise workloads and recognise and manage personal emotions and stress 7. understand career opportunities and challenges ahead and begin to plan a career path 8. information management skills, e.g. IT skills demonstrate numerical skills 		<p>learning, critical incident analysis.</p> <p>Assessment strategies: A variety of assessment methods are used throughout the programmes that incorporate assessment of transferable skills. These include - projects, practice portfolios, case studies, scenario analysis, tests and examinations.</p>
<p>Practical skills On completion graduates will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to utilise safely the full scope of treatment regimes available to the podiatrist in the successful management of a patient presenting with a lower limb problem; 2. Effectively use appropriate clinical techniques in accordance with the best accepted practice; 3. Demonstrate competency in: <ul style="list-style-type: none"> • Mechanical debridement of skin and nails; • Prescription and management of orthoses; • Administration of prescription only and non-prescription medicines; • Local anaesthesia techniques; • Surgical procedures for skin and nail conditions; • Physical therapeutic modalities; • Use of chair side orthoses. 4. Demonstrate competency in the use of appropriate 		<p>Teaching and learning methods and strategies: A minimum of 1000 hours of the programme is spent in a highly managed clinical learning environment that is closely related to both the educational needs of the students and the clinical needs of patients. Mentors/practice supervisors who would have been prepared for their role will supervise students. Students will also experience shared inter-professional learning on placements in each stage of their programmes, promoting the principles of inter-professional / multi-agency working.</p> <p>Critical incident analysis and reflection on practice are used to facilitate theory: practice links.</p> <p>Assessment strategies: Detailed schedules identifying the required learning outcomes for practice are used for each stage of the programmes. Practice is formatively and summatively assessed against criteria that</p>

<p>therapeutic technologies that aid patient treatment;</p> <ol style="list-style-type: none"> 5. Demonstrate a competence in the recognition and adaptation of approaches to practice to meet the needs of modifying circumstances to include specific client groups e.g. children and the older person and taking into consideration physical, social, environmental, cultural, occupational activity and economic factors; 6. Demonstrate the ability to identify and respond to a range of clinical incidents, threats, and psycho-social crises; 7. Demonstrate the ability to act swiftly and appropriately in the best interest of the patient and in accordance with contemporary practice for the maintenance of life in a clinical emergency, such as anaphylaxis, toxic reaction, epileptic attack etc; 8. Provide written instructions to a patient concerning details of a podiatric treatment regime requiring patient self-treatment advice; 9. Obtain and record informed consent for the treatment plan; 10. Conform to current data protection legislation; 11. Prepare the podiatric management plan and its evaluation in order to convey precise meaning to the podiatrist and/or others that may be required to follow up the treatment and to satisfy medico legal requirements. 		<p>measure academic and professional levels of competence and safety. A variety of assessment methods is used throughout the programmes to assess theory/practice understanding. These include - practice portfolios, case studies, objective structured clinical assessments and scenario analysis and examinations</p>	
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BSc (Hons) Podiatry - Programme Structure

Year 1 Level 4		Year 2 Level 5		Year 3 Level 6	
Term 1	SOHP401 Preparation for Practice (Shared) 20 credits	Term 1	POD207 Systemic Disorders and the Lower Limb 20 credits	Term 1	POD321 Pharmacology for Podiatry 10 credits
	SOHP403 Functional Anatomy & Physiology (Shared) 20 credits		POD212 Podiatric Studies 2 20 credits		POD322 The High Risk Patient in Podiatric Practice 10 credits
	POD106 Podiatric Studies 1 20 credits		POD213 Podiatric Clinical Practice 2 20 credits		
Term 2	POD107 Podiatric Pathology 20 credits	Term 2	POD214 Podiatric Clinical Practice 3 20 credits	Term 2	SOHP603 Business and Leadership 20 credits
	POD108 Podiatric Practical Skills 20 credits		POD215 Podiatric Studies 3 20 credits		POD320 Podiatric Clinical Practice 5 20 credits
	POD109 Podiatric Clinical Practice 20 credits		SOHP501 Project Studies 1 (Shared) 20 credits		
					SOHP601 Research Project 20 credits POD323 Local Anaesthesia and Nail Surgery 20 credits

Exceptions/ special academic regulations

The following are exception to normal university regulations which will apply to the BSc (Hons) Podiatry:

- a. the programme is exempted from the automatic compensation rule;
- b. practice assessments may only be undertaken twice;
- c. An aegrotat award is not permitted for the BSc (Hons) Podiatry.
- d. Modules and module elements must be achieved at 40%
- e. It is a professional requirement that students normally complete 1000 hours of clinical practice

Final award title	BSc (Hons) Podiatry
Level	6
Intermediate award title(s)	Diploma of Higher Education Certificate of Higher Education
Level	Level 5 Diploma of Higher Education Level 4 Certificate of Higher Education
Awarding institution	University of Plymouth
Teaching institution	Plymouth University
Accrediting body	Health and Care Professions Council
Appropriate benchmark(s)	Podiatry
UCAS code	B985
JACS code	B330

APPENDICES

Mapping of intended programme learning outcomes

Appendix One – Admissions Screening Tool

Appendix Two – Skill mapping

Appendix Three – SEEC Descriptors

Appendix Four – National Health Service Knowledge and Skills Framework

Appendix Five – QAA Benchmark Statements

Appendix Six – Health Professions Council Standards of Proficiency

Appendix Seven – Health Professions Council Standards of Education and Training

Appendix One – Admissions Screening Tool

BSc (Hons) Podiatry

Name		UCAS No			Yof E 201	
Application category:	Female school leaver	Male school leaver	Female Mature	Male Mature	Local Applicant	
Stage 1 : Entry Qualifications						
GCSE's Total English Maths Science	A Level's achieved/predicted	Access	Other Qualifications		Recency	
Decision Stage 1:		Progress				
		Reject		Inform UCAS		
Stage 2: Statutory Checks						
CRB - Criminal convictions: Is CRB box ticked? YES/NO						
Disability:	Code Declared? YES/NO			If Yes specify		
Stage 3 : Personal Statement /Reference Application demonstrates evidence of:						
I. Profession specific (Compulsory)		5	4	3	2	1
A high level of knowledge of Podiatry profession						
Work experience						
Minimum score 3 & 3						
Progress, subject to:		Progress		Reject		
Podiatry work experience <input type="checkbox"/>						
Revised personal statement <input type="checkbox"/>						
..... <input type="checkbox"/>						
		5	4	3	2	1
II. Transferable skills to support study						0
Good communication skills						
Ability to empathise with others						
Problem solving						
Ability to study/work independently and in groups						
Willingness to learn						
Quality of written work from personal statement						
Use of initiative						
III. Miscellany						
Related work experience						
Extra curricula/outside interest						
Reference supportive						
Total Score						
Decision	Progress	Reject		Shortlisted by Date:		
If Rejected Give Reasons which may be used for audit purpose						
Decision Stage	Unconditional Offer	Conditional offer & conditions				
Entered on Unit E:						

Appendix Two - BSc (Hons) Podiatry – Skill mapping
(Certificate level)

Programme Intended Learning Outcomes Map		
Graduate Attributes and Skills	Certificate Level	
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) <i>The FHEQ requirements are already given in here in italics</i>	Aim	Related Core Modules
<p>Knowledge/ Understanding</p> <p><i>i) knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study principles of their area(s) of study;</i></p>	<p>Develop a safe, proficient, confident and responsible practitioner, able to exercise accountability and autonomy in their role as both an independent podiatrist and as a member of a team</p>	<p>SOHP401 SOHP403 POD106 POD107 POD108 POD109</p>
<p>Cognitive / Intellectual Skills (generic)</p> <p><i>ii) an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study</i></p>	<p>Promote the development of a reflective, critical thinking podiatrist whose practice is informed by research and who is able to communicate ideas and information</p>	<p>SOHP401 SOHP403 POD106 POD107 POD108 POD109</p>
<p>Key / Transferable Skills (generic)</p> <p><i>a) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work; b) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;</i></p>	<p>Develop a podiatrist who is independent in study and committed to the concept of the 'life-long learner' fostering both continuing personal and professional development</p>	<p>SOHP401 SOHP403 POD106 POD107 POD108 POD109</p>

Practical Skills (subject specific)	Promote the development of a reflective, critical thinking podiatrist whose practice is informed by research and who is able to communicate ideas and information	SOHP401 POD106 POD107 POD108 POD109
Employment-related skills <i>c) undertake further training and develop new skills within a structured and managed environment;</i> <i>d) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility.</i>	Develop a podiatry who is responsible to local and national initiatives and is opposed to discrimination in all its forms	SOHP401 POD106 POD107 POD108 POD109
Other		

(Intermediate level)

<p>Programme Intended Learning Outcomes Map</p> <p>Relates to The Second of the Programme Aims</p>	<p>Intermediate</p>	
<p>1 Graduate Attributes and Skills</p>	<p>2</p>	<p>3</p>
<p>Core Programme Intended Learning Outcomes(as worded in the Programme Specification) <i>The FHEQ requirements are already given here in italics</i></p>	<p>Aims</p>	<p>Related Core Modules</p>
<p>Knowledge/ Understanding <i>i) knowledge and critical understanding of the well established principles of their area(s) of study, and the way in which those principles have developed;</i> <i>iii) knowledge of the main methods of enquiry in their subject(s) *</i> <i>iv) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge;</i></p>	<p>Develop a safe, proficient, confident and responsible practitioner, able to exercise accountability and autonomy in their role as both an independent podiatrist and as a member of a team</p>	<p>SOHP501 POD207 POD212 POD213 POD214 POD215</p>
<p>Cognitive / Intellectual Skills (generic) <i>ii) ability to apply underlying concepts and principles outside the context in which they were first studied**</i></p>	<p>Promote the development of a reflective, critical thinking podiatrist whose practice is informed by research and who is able to communicate ideas and information</p>	<p>SOHP501 POD207 POD212 POD213 POD214 POD215</p>

<p>Key / Transferable Skills (generic)</p> <p><i>iii) continued ...* and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;</i></p> <p><i>a) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;</i></p> <p><i>b) effectively communicate information, arguments, and analysis, in variety of forms, to specialist and non specialist audiences, and deploy key techniques of the discipline effectively;</i></p>	<p>Develop a podiatrist who is independent in study and committed to the concept of the 'life-long learner' fostering both continuing personal and professional development</p>	<p>SOHP501 POD207 POD212 POD213 POD214 POD215</p>
<p>Practical Skills (subject specific)</p>	<p>Promote the development of a reflective, critical thinking podiatrist whose practice is informed by research and who is able to communicate ideas and information</p>	<p>POD213 POD214 POD215</p>
<p>Employment-related skills</p> <p><i>ii) continued ...**including, where appropriate, the application of those principles in an employment context;</i></p> <p><i>c) undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations;</i></p> <p><i>d) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.</i></p>	<p>Develop a podiatrist who is responsible to local and national initiatives and is opposed to discrimination in all its forms</p>	<p>SOHP501 POD207 POD212 POD213 POD214 POD215</p>

<p>Programme Intended Learning Outcomes Map</p> <p>Relates to The Third of the Programme Aims</p>	<p>Honours Degree Level</p>	
<p>1 Graduate Attributes and Skills</p>	<p>2</p>	<p>3</p>
<p>Core Programme Intended Learning Outcomes (as worded in the Programme Specification) The FHEQ requirements are already given here in italics</p>	<p>Aim</p>	<p>Related Core Modules</p>
<p>Knowledge/ Understanding</p> <p><i>i) a systematic understanding of their area(s) of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline;</i></p> <p><i>ii) an ability to deploy accurately established techniques of analysis and enquiry within a discipline;</i></p> <p><i>iv) an appreciation of uncertainty, ambiguity and the limits of knowledge;</i></p> <p><i>a) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;</i></p>	<p>Develop a safe, proficient, confident and responsible practitioner, able to exercise accountability and autonomy in their role as both an independent podiatrist and as a member or leader of a team</p>	<p>SOHP601 SOHP603 POD321 POD323 POD322 POD320</p>

<p>Cognitive / Intellectual Skills (generic)</p> <p><i>iii) conceptual understanding that enables the student:</i></p> <ul style="list-style-type: none"> - to devise and sustain arguments, and / or solve problems, using ideas and technique, some of which are at the forefront of a discipline; and - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline; <p><i>b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;</i></p>	<p>Promote the development of a reflective, critical thinking podiatrist whose practice is informed by research and who is able to communicate ideas and information</p>	<p>SOHP601 SOHP603 POD321 POD323 POD322 POD320</p>
<p>Key / Transferable Skills (generic)</p> <p><i>v) the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).</i></p> <p><i>c) communicate information, ideas, problems, and solutions to both specialist and non specialist audiences;</i></p>	<p>Develop a podiatrist who is independent in study and committed to the concept of the 'life-long learner' fostering both continuing personal and professional development</p>	<p>SOHP601 SOHP603 POD321 POD323 POD322 POD320</p>
<p>Practical Skills (subject specific)</p>	<p>Promote the development of a reflective, critical thinking podiatrist whose practice is informed by research and who is able to communicate ideas and information</p>	<p>POD323 POD320</p>

<p>Employment-related skills d) qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> - the exercise of initiative and personal responsibility; - decision making in complex and unpredictable contexts and - the learning ability needed to undertake appropriate further training of a professional or equivalent nature. 	<p>Develop a podiatrist who is responsible to local and national initiatives and is opposed to discrimination in all its forms</p>	<p>SOHP601 SOHP603 POD321 POD323 POD322 POD320</p>
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Appendix Three - BSc (Hons) Podiatry - SEEC Level Descriptors

SEEC Level Descriptors Level 4

	SOHP 401	POD 106	SOHP 403	POD 107	POD 108	POD 109
Development of Knowledge and Understanding						
A Knowledge base		X	X	X	X	X
B Ethical issues		X				X
Cognitive/intellectual skills						
C Analysis						
D Synthesis					X	
E Evaluation						
F Application			X	X	X	X
Key/Transferable Skills						
G Group working		X	X	X	X	X
H Learning resources		X	X	X	X	X
I Self evaluation				X	X	X
J Management of information		X	X	X	X	X
K Autonomy						
L Communications		X		X	X	X
M Problem solving		X	X	X	X	X
Practical Skills						
N Application		X	X	X	X	X
O Autonomy (in skill use)						

SEEC Level Descriptors Level 5

	SOHP 501	POD 207	POD 212	POD 213	POD 214	POD 215
Development of Knowledge and Understanding						
A Knowledge base	X	X	X	X	X	X
B Ethical issue	X	X	X	X	X	X
Cognitive/intellectual skills						
C Analysis	X			X	X	
D Synthesis				X	X	
E Evaluation				X	X	
F Application	X	X	X	X	X	X
Key/Transferable Skills						
G Group working	X	X	X	X	X	X
H Learning resources	X	X	X	X	X	X
I Self evaluation	X			X	X	
J Management of information	X	X	X	X	X	X
K Autonomy						
L Communications	X	X	X	X	X	X
M Problem solving	X	X	X	X	X	X
Practical Skills						
N Application	X	X	X	X	X	X
O Autonomy (in skill use)						

SEEC Level Descriptors Level 6

	SOHP 601	POD 311	POD 323	POD 322	POD 320	SOHP 603
Development of Knowledge and Understanding						
A Knowledge base	X	X	X	X	X	X
B Ethical issue	X	X	X	X	X	X
Cognitive/intellectual skills						
C Analysis	X	X	X	X	X	X
D Synthesis	X	X	X	X	X	X
E Evaluation	X	X	X	X	X	X
F Application	X	X	X	X	X	X
Key/Transferable Skills						
G Group working	X	X	X	X	X	X
H Learning resources	X	X	X	X	X	X
I Self evaluation	X	X	X	X	X	X
J Management of information	X	X	X	X	X	X
K Autonomy	X	X	X	X	X	X
L Communications	X	X	X	X	X	X
M Problem solving	X	X	X	X	X	X
Practical Skills						
N Application	X	X	X	X	X	X
O Autonomy (in skill use)			X		X	

Appendix Four - BSc (Hons) Podiatry - NHS Knowledge and Skills Framework

Dimensions			
CORE	CORE 1	CORE 2	CORE 3
	All the dimensions described below are demonstrated in the modules delivered at level four	All the dimensions described below are demonstrated in the modules delivered at level five	All the dimensions described below are demonstrated in the modules delivered at level six
1 Communication	Communicate with a limited range of people on day-to-day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or in difficult situations
2 Personal and people development	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others
3 Health, safety and security	Assist in maintaining own and others' health, safety and security	Monitor and maintain health, safety and security of self and others	Promote, monitor and maintain best practice in health safety and security
4 Service improvement	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services
5 Quality	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality
6 Equality and diversity	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity

HEALTH AND WELLBEING	1	2	3
	All the dimensions described below are demonstrated in the modules delivered at level four	All the dimensions described below are demonstrated in the modules delivered at level five	All the dimensions described below are demonstrated in the modules delivered at level six
HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing	Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop, implement and evaluate programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing
HWB2 Assessment and care planning to meet health and wellbeing needs	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning how to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs
HWB3 Protection of health and wellbeing	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness
HWB4 Enablement to address health and wellbeing needs	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing
HWB5 Provision of care to meet health and wellbeing needs	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs

HWB6 Assessment and treatment planning	Undertake tasks related to the assessment of physiological and/or psychological functioning	Contribute to the assessment of physiological and/or psychological functioning	Assess physiological and/or psychological functioning and develop, monitor and review related treatment plans
HWB7 Interventions and treatments	Assist in providing interventions and/or treatments	Contribute to planning, delivering and monitoring interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments
HWB8 Biomedical investigation and intervention	Undertake tasks to support biomedical investigations and/or interventions	Undertake and report on routine biomedical investigations and/or interventions	Plan, undertake, evaluate and report biomedical investigations and/or interventions

INFORMATION AND KNOWLEDGE	1	2	3
	All the dimensions described below are demonstrated in the modules delivered at level four	All the dimensions described below are demonstrated in the modules delivered at level five	All the dimensions described below are demonstrated in the modules delivered at level six
IK1 Information processing	Input, store and provide data and information	Modify, structure, maintain and present data and information	Monitor the processing of data and information
IK2 Information collection and analysis	Collect, collate and report routine and simple data and information	Gather, analyse and report a limited range of data and information	Gather, analyse, interpret and present extensive and/or complex data and information
IK3 Knowledge and information resources	Access, appraise and apply knowledge and information	Maintain knowledge and information resources and help others to access and use them	Organise knowledge and information resources and provide information to meet needs

Appendix Five - Quality Assurance Agency (QAA) - Subject Benchmark Statements for Podiatry

A The podiatrist working as a professional A1 Professional autonomy and accountability

The award-holder should be able to:	Contributing Module(s)
Maintain the standards and requirements for state registration in podiatry;	POD320 (LO 1)
Appreciate the role of professional and statutory bodies in podiatry;	POD312 (LO 2)
Understand the legal responsibilities and ethical considerations of professional podiatric practice;	POD312 (LO 2)
Have a detailed knowledge and understanding of the legal implications of the supply and administration of prescription only medicines available to chiropodists/podiatrists in accordance with the relevant exemption order of the 1968 Medicine Act and subsequent orders;	POD321 (LOs 1,2,3)
Comply with the requirements of the Statement of Conduct of the Chiropodists Board in accordance with the 1960 Professions Supplementary to Medicine Act and any subsequent statutory regulation;	POD312 (LO 1)
Comply with statutory obligations in respect of the limitations placed on the podiatrist, eg in the use of local anaesthetic drugs;	POD323 (LO 2)
Demonstrate an awareness of aspects of employment law and health and safety regulations in relation to the self employed podiatric practitioner;	SOHP603 (LO 2)
Understand the particular considerations relating to podiatric private practice, eg business planning, confidentiality, informed consent, appropriate fee structures, taxation, local licensing, planning and marketing;	SOHP603 (LO 4)
Demonstrate an understanding of the 'professional self' including aspects of professionalism in manner, dress, speech, integrity and confidentiality consistent with contemporary standards and values and which recognise cultural differences;	SOHP401 (LO 1, 4)

Recognise the need for lifelong learning and continuing professional development in order to maintain fitness for practice;	SOHP603 (LO 4)
Demonstrate time management skills including the ability to prioritise competing demands.	POD320 (LO 1)

A2 Professional relationships

The award-holder should be able to:	Contributing Module(s):
Participate effectively in multi-professional approaches to health care appropriate to the practice of podiatry;	POD320 (LO 2)
Recognise the unique contribution that podiatric practice can make to multi-professional care;	POD320 (LO 2)
Recognise the value of the podiatrist as a health educator;	POD320 (LO 4)
Demonstrate the ability to recognise the limits of one's own practice, referring or discharging the patient as necessary;	POD320 (LO 2)
Understand the principles involved in working with foot care assistants, technical, support and administrative staff, delegating tasks and responsibilities where appropriate and in accordance with accepted practice;	POD320 (LO 3)
Understand that patients' rights override personal/commercial considerations in the practice of podiatry.	POD320 (LO 1)

A3 Personal and professional skills

The award-holder should be able to:	Contributing Module(s):
Exercise a professional duty of care to patients/clients/carers in the context of independent single-handed practice within the NHS, private practice and the industrial setting;	POD320 (LO 5)
Practise in an anti-discriminatory/anti-oppressive manner;	POD213 (LO 3)
Understand the responsibilities associated with independent podiatric diagnosis and the use of all of those podiatric techniques and treatments that fall within the podiatrist's scope of practice;	POD320 (LO 1,3)
Administer or supply pharmacological agents relevant to podiatric practice (to include local analgesia, anaesthetics, topical pharmacology and prescription only medicines schedules with reference to podiatrists' access to drugs);	POD323 (LO 2)

Conduct surgical interventions for foot pathologies (ie procedures performed under local anaesthesia, skin and nail surgery);	POD323 (LO 3)
Perform operative and psychomotor skills using a high degree of manual dexterity (eg scalpel reduction of skin and nail lesions);	POD320 (LO 1,2)
Conduct Non-Surgical Interventions for Foot Pathologies in the Administration of:	
Appropriate mechanical therapies (eg taping, padding and strapping, footwear modifications, casted and non-casted orthoses, chair-side orthoses);	POD214 (LO 2)
Appropriate physical therapies (eg exercise, manipulation, rehabilitation, principles of physio-therapeutic modalities - ie ultrasound, electrosurgery, laser therapy, infra-red, heat & cold, cryo-surgery and chemical cautery).	POD214 (LO 2)
Understand the principles of orthopaedic foot surgery;	POD207 (LO 1)
Recognise the need to develop and maintain current psychomotor skills necessary for effective patient assessment and management. In doing so ensure that skills development satisfies medico-legal requirements of podiatric practice and meets the needs of the work place setting obligation to maintain fitness for practice	POD320 (LO1)
Practise with an appropriate degree of self-protection and contribute to the well-being and safety of people in the work place;	POD213 (LO 3)
Demonstrate an understanding of the need to manage and respond effectively to the rapidly changing nature of the profession of podiatry and the context in which it is practised;	POD320 (LO 2)
Evaluate podiatric and related research and other evidence to inform and develop practice with regard to the function and disorders of the lower limb and foot;	POD320 (LO 1)
Continue to develop specific podiatric treatment strategies for the treatment of loco motor and foot disorders;	POD320 (LO 1)
Demonstrate a basic level of understanding of the evolving policy agenda that impacts on the delivery of health care and the practice of podiatry;	SOHP603 (LO 2)

Uphold the principles and practice of clinical governance.	POD320 (LO 1)
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A4 Profession and employer context

The award-holder should be able to:	Contributing Module(s):
Contribute to and maintain a safe health care environment within a range of working environments eg private practice, the national health service, patients' own homes, care homes;	POD31 (LO 5)
Demonstrate an understanding of the role of the podiatrist within public and private health care sectors;	SOHP603 (LO 3)
Know about current developments in health care policy and how these impact on podiatry;	SOHP603 (LO 2)
Recognise the value of research and other scholarly activity in relation to the development of the podiatry profession and for the benefit of patient care;	SOHP601 (LO 1)
Practise podiatry independently, particularly in the context of both the public and private sectors, recognising the particular demands of the commercial sector in relation to self-employment;	POD320 (LO 1)
Recognise the value of professional, organisational, business and financial skills needed for self-employed single-handed podiatric practitioners.	SOHP603 (LO 1)

B The application of practice in podiatry

This section describes the principles and concepts held by the profession of podiatry that are applied to maintain or improve lower limb and foot health.

B1 Identification and assessment of health and social care needs

The award holder should be able to:	Contributing Module(s):
Communicate effectively with the patient, or the patient's relative/guardian/carer or other health care practitioner, to obtain a general physical, medical, social, and behavioural history together with a detailed history of the presenting complaint;	POD213 (LO 4)
Conduct appropriate and valid neurological, vascular, biomechanical, dermatological and podiatric examinations of the patient's lower limb and associated structures, modifying practice according to patient need;	POD213 (LO 2)

Conduct or requisition, where appropriate, specialist clinical or laboratory tests (eg X-ray, blood test, microscopy and culture) in order to reach accurate conclusions relating to lower limb health status;	POD214 (LO 2)
Utilise contemporary technologies that aid in patient assessment, eg computerised gait analysis equipment;	POD214 (LO 2)
Recognise situations where the best interests of the patient can be more appropriately served by a different health professional or a multi-disciplinary approach to care.	POD214 (LO 6)

B2 Formulation of plans and strategies for meeting health and social needs

The award holder should be able to:	Contributing Module(s):
Use a problem-solving approach to identify and integrate the findings gathered from patient history taking and physical examination, to formulate and test a diagnosis and arrive at and implement a negotiated podiatric treatment plan;	POD320 (LO 5)
Understand the need to seek a second opinion and/or consult with colleagues and/or other members of the health care team to inform the treatment plan;	POD213 (LO 5)
In negotiation with the patient/patient guardian/carer, select appropriate podiatric techniques in accordance with current best practice/research. These can be selected from mechanical debridement of skin and nails, prescription and manufacture of orthoses, administration of prescription only and non-prescription medicines, local analgesia techniques, surgical procedures for skin and nail conditions, physical therapeutic modalities, and use of chair-side devices;	POD320 (LO 1,2)
Demonstrate the ability to record and communicate accurately the outcomes of patient assessment, diagnosis and management plans.	POD213 (LO 4) POD214 (LO 4)

B3 Practice

The award holder should be able to:	Contributing Module(s):
Demonstrate the ability to utilise safely the full scope of treatment regimes available to the podiatrist in the successful management of a patient presenting with a lower limb problem;	POD214 (LO 2)
Effectively use appropriate clinical techniques in accordance with the best accepted practice;	POD214 (LO 2)

Demonstrate competence in:	
Mechanical debridement of skin and nails;	POD213 (LO 2)
Prescription and manufacture of orthoses	POD214 (LO 2)
Administration of prescription only and non-prescription medicines,	
Local anaesthesia techniques;	POD323 (LO 1,2)
Surgical procedures for skin and nail conditions;	POD323 (LO 1,2)
Physical therapeutic modalities;	POD214 (LO 2)
Use of chair-side orthoses	POD214 (LO 2)
Demonstrate competency in the use of appropriate therapeutic technologies that aid patient treatment, eg ultrasound, electrosurgery, laser therapy, infra-red, heat & cold, cryosurgery and chemical cautery;	POD214 (LO 2)
Demonstrate a competence in the recognition and adaptation of approaches to practice to meet the needs of modifying circumstances to include specific client groups eg children and the older person, and taking into consideration physical, psychological, social, environmental, cultural, occupational activity and economic factors;	POD213 (LO 2)
Demonstrate the ability to identify and respond to a range of clinical incidents, threats and psycho-social crises, eg violent patients, alcohol, substance and drug abuse;	POD109 (LO 5)
Demonstrate the ability to act swiftly and appropriately in the best interest of the patient and in accordance with contemporary practice for the maintenance of life in a clinical emergency, such as anaphylaxis, toxic reaction, epileptic attack, faint, hypo/hyperglycaemic attack, heart attack;	POD109 (LO 5)
Provide written instructions to a patient concerning details of a podiatric treatment regime requiring patient self-treatment/advice;	POD214 (LO 4)
Obtain and record informed consent for the treatment plan;	POD109 (LO 2)
Conform to current data protection legislation;	POD213 (LO 6)
The podiatric management plan and its evaluation in order to convey precise meaning to the podiatrist and/or others who may be required to follow-up the treatment and to satisfy medico-legal requirements.	POD214 (LO 4)

B4 Evaluation

The award holder should be able to:	Contributing Module(s):
In the context of evidence based practice, demonstrate the ability to conduct an ongoing evaluation of the podiatric management plan against treatment milestones using recognised health outcome measures;	POD320 (LO 1)
Use information gathered in evaluating the podiatric management plan to judge its effectiveness, reviewing and revising the plan as necessary in negotiation with the patient;	POD214 (LO 2)
Demonstrate effective listening and re-assessing skills to ensure that podiatric treatment is appropriate;	POD213 (LO 2,4)
Recognise that clinical problem solving can be an inexact art, and in solving one problem another may arise for which further action may need to be taken;	POD320 (LO 1,2,3)
Demonstrate an ability to undertake clinical audit in a podiatric context;	POD320 (LO 5)
Use the knowledge and critical appraisal of relevant podiatric and related research and evaluation methodologies to enable and facilitate an evidence based approach;	POD320 (LO 1)
Demonstrate the ability to recognise the limits of one's own practice, referring or discharging the patient as necessary.	POD320 (LO 1,2,3)

C Subject knowledge, understanding and associated skills that underpin the education and training of a podiatrist

This section describes the subject knowledge, understanding and associated skills that are essential to underpin informed, safe and effective podiatric practice. In order to be able to carry an appropriate podiatric assessment, diagnosis and treatment plan, the award holder should be able to demonstrate:

C1 Systematic knowledge and understanding of the key concepts that underpin podiatry

Anatomy and human locomotion studies	Contributing Module(s):
Human anatomy with particular reference to the foot and lower limb, that includes an overview of the gross anatomy of organ systems underpinning the later study of podiatry, podiatric biomechanics, surgery, pharmacology and medicine. He/she will have an understanding of the development of normal human bipedal stance and locomotion across the life cycle in order to develop competence in analysing gait.	SOHP403 (LO 1-4) POD107 (LO 1-5)
Histology	Contributing Module(s):
Detailed knowledge of the cell and its intra-cellular components, the structure and function of tissues with special reference to skin that underpins understanding of general and podiatric tissue pathology.	POD106 (LO 1, 2)
Physiology/immunology	Contributing Module(s):
Homeostatic mechanisms, cell physiology and biochemistry; cardiovascular, respiratory, neurological and endocrine systems plus an overview of hepatic, renal and digestive systems that provides knowledge of normal human functioning and underpinning for the study of pathology and medicine. Understanding of aspects of microbiology and immunology to underpin understanding of pathological processes as applied to the lower limb and foot.	SOHP403 (LO 1-5)
Podiatric orthopaedics and biomechanics	Contributing Module(s):
General knowledge and understanding of the basic principles of biomechanics; causes and mechanisms of dysfunction with a specific focus on effects on the lower limb and foot; detailed study of congenital and acquired changes to normal structure and function; the effects of abnormal structure and function on stance and locomotion and the tissues of the lower limb.	POD212 (LO 1-4)

Systemic and podiatric pathology	Contributing Module(s):
Systemic disease and the local manifestations that occur in the lower limb and foot, eg diabetes mellitus, the arthropathies, neurological disorders, peripheral vascular disease, dermatology, oncology, blood dyscrasias; the sources and effects of acute and chronic trauma to the foot and lower limb; effects of systemic and local infections on the foot.	POD207 (LO 1)

Podiatric therapeutic sciences	Contributing Module(s):
The Underpinning Theory that Relates to the Management of Podiatric Pathologies. This includes Therapeutic Indications, Contraindications and Complications that may Arise from Podiatric Intervention Using:	
Pharmacology (to include local analgesia, anaesthetics, topical pharmacology and prescription only medicines schedules with reference to podiatrists' access to drugs);	POD321 (LO 3,4,5) POD323 (LO 1,2)
Surgical interventions (this includes procedures performed under local analgesia, skin and nail surgery, principles of orthopaedic foot surgery);	POD323 (LO 1,2)
Operative and psychomotor skills (including scalpel reduction of skin and nail lesions and foot ulcer debridement);	POD109 (LO 1) POD214 (LO 3)
Mechanical therapies (to include the therapies underpinned by biomechanical principles such as the prescription of casted and non-casted orthoses, chair-side devices and footwear modifications);	POD109 POD 214 (LO 3)
Physical therapies (to include exercise, manipulation, rehabilitation, principles of physio-therapeutic modalities, eg ultrasound, electrosurgery, laser therapy, infra-red, heat & cold, cryosurgery and chemical cautery).	POD214 LO 3)
Behavioural sciences	
Social and psychological factors that have an impact on patients' health and their implications for, and contribution to, patient care, recognising the psychosocial effects of loss of mobility and pain and the role of the podiatrist in their amelioration. This is in the context of improving the patient's quality of life, mobility and independence;	POD106 POD215 (LO 2) POD322 (LO 3)

The significance of non-compliance/concordance in relation to foot health and its effect on the patient/practitioner relationship;	POD212 (LO 4)
The human factors that impact on the patient/practitioner relationship, eg in special populations;	POD207 (LO 3)
The principles of non-discriminatory practice.	POD109 (LO 2)
Foot health promotion/education	Contributing Module(s):
The principles and challenges of behaviours and extrinsic factors that impinge on foot health. The principles underlying strategies employed by patients' in self-care of the feet.	POD207 (LO 1,2) POD212 (LO 3,4) POD215 (LO 3)
Professional studies	Contributing module(s)
The Nature and Scope of the Podiatry Profession to include:	
Concepts of the 'professional self' including aspects of professionalism in manner, dress, speech, integrity and confidentiality consistent with contemporary standards and which recognise cultural differences;	SOHP401 (LO 1) POD109 (LO 2) POD213 (LO 3)
Health service policies, the organisation and delivery of health care;	SOHP603 (LO 2)
Multi-disciplinary working;	SOHP401 (LO 3) POD212 (LO 4) POD213 (LO 5) POD214 (LO 6) SOHP603 (LO 3) POD320 (LO 2)
Codes of conduct, regulatory and legislative frameworks that apply to podiatry.	SOHP603 (LO 1-4)

C2 Skills

The award holder should be able to demonstrate:

Information gathering	Contributing Module(s):
The ability to gather, evaluate and synthesise evidence and information from a wide range of sources in order to derive a credible podiatric diagnosis;	POD213 (LO 1,2,4) POD214 (LO 1,2,4)

The ability to use validated methods of enquiry to collect and interpret data in order to provide information that informs the podiatric evidence base	SOHP601 (LO 1-4)
Problem solving	Contributing module(s)
Logical and systematic thinking in the management of their individual patient and also in their management of podiatric practice;	POD213 (LO 2) POD214 (LO 2) POD320 (LO 1-3)
The ability to draw reasoned conclusions and sustainable judgements in the context of podiatric practice;	POD213 (LO 2) POD214 (LO 2) POD320 (LO 1-3)
The ability to undertake a research project that includes some original thinking utilising established methods of enquiry.	SOHP603 (LO 1)
Communication	Contributing module(s)
Effective skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, their relatives and carers; and, when necessary, to groups of colleagues or clients;	POD109 (LO 3) POD213 (LO 4) POD214 (LO 4) POD320 (LO 4)
The ability to provide information to the patient in the context of obtaining informed consent;	POD323 (LO 2,3)
Competence in the maintenance of patient records in order to meet their medico-legal responsibilities.	POD109 (LO 2) POD213 (LO 3,4) POD214 (LO 3,4)
Numeracy	Contributing Module(s):
The ability in understanding, manipulating, interpreting and presenting data;	POD106 (LO 3,4)
The ability to use number skills to enable good practice in respect of calculation of dose, interpretation of physiological, biomechanical and research data.	POD106 (LO 3,4) POD214 (LO 1,2) POD323 (LO 2,3) SOHP603 (LO 1)
Information technology	Contributing Module(s):
The ability to engage with technology, particularly the effective and efficient use of information and communication technology;	POD213 (LO 4) POD214 (LO 4) All SCOLAR submissions
A working knowledge of the specialist equipment used in analysing gait, assessing vascular and neurological status;	POD214 (LO 1)
The ability to safely use a range of therapeutic equipment in podiatric management;	POD213 (LO 2) POD214 (LO 2)

The ability to operate technological systems that facilitate the management of podiatric practice;	POD213 (LO 2) POD214 (LO 2)
Information technology skills that include knowledge of the use of statistical packages and the ability to make use of word processing packages for report writing.	SOHP601 (LO 1)

Appendix Six – Health and Care Professions Council Standards of proficiency mapping document (2009)

Standards of proficiency mapping document

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
Expectations of a registrant	
1a: Professional autonomy and accountability. Registrant chiropodists/podiatrists must:	Please see portfolios for Stage One (POD109), Stage Two (POD213, POD214), and Stage Three (POD323/POD320). Learning outcomes are coded in the left hand column as C, CL, P or M. Explanation of the coding is provided within the portfolio. Definitive Module Records (DMRs) for these modules are also available within the Approval Document (pages 51 – 97)
1a.1 be able to practise within the legal and ethical boundaries of their profession	POD320, P2 Stage Three Portfolio page 82
<ul style="list-style-type: none"> understand the need to act in the best interests of service users at all times 	POD320, P34 Stage Three Portfolio page 63
<ul style="list-style-type: none"> understand what is required of them by the Health and Care Professions Council 	POD320, Stage Three Portfolio SOP sign off pages 103-105
<ul style="list-style-type: none"> understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing 	POD320, P8, Stage Three Portfolio page 76

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
<ul style="list-style-type: none"> be aware of current UK legislation applicable to the work of their profession 	SOHP603 Definitive Module Record page 86 in Approval document.
1a.2 be able to practise in a non-discriminatory manner	P4, POD213 Stage Two Portfolio page 31
1a.3 understand the importance of and be able to maintain confidentiality	P5, POD213 Stage Two Portfolio page 31
1a.4 understand the importance of and be able to obtain informed consent	POD323, CL72 Stage Three Portfolio page 94
1a.5 be able to exercise a professional duty of care	POD320, P32 Stage Three Portfolio page 80
1a.6 be able to practise as an autonomous professional, exercising their own professional judgement	POD320, P16 Stage Three Portfolio page 78
<ul style="list-style-type: none"> be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem 	POD320, P17 Stage Three Portfolio page 90
<ul style="list-style-type: none"> be able to initiate resolution of problems and be able to exercise personal initiative 	POD320, P18 Stage Three Portfolio page 76
<ul style="list-style-type: none"> know the limits of their practice and when to seek advice or refer to another professional 	POD320, P19 Stage Three Portfolio page 76
<ul style="list-style-type: none"> recognise that they are personally responsible for and must be able to justify their decisions 	POD320, P20 Stage Three Portfolio page 86
1a.7 recognise the need for effective self-management of workload and resources and be able to practise accordingly	POD320, P25 Stage Three Portfolio page 61

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
1a.8 understand the obligation to maintain fitness to practise	POD320, Stage Three Portfolio
<ul style="list-style-type: none"> understand the need to practise safely and effectively within their scope of practice 	POD320, P21 Stage Three Portfolio page 80
<ul style="list-style-type: none"> understand the need to maintain high standards of personal conduct 	POD320, P28 Stage Three Portfolio page 67
<ul style="list-style-type: none"> understand the importance of maintaining their own health 	POD320, P29 Stage Three Portfolio page 67
<ul style="list-style-type: none"> understand both the need to keep skills and knowledge up to date and the importance of career-long learning 	CL37, POD214 Stage Two Portfolio page 31
1b: Professional relationships Registrant chiropodists/podiatrists must:	
1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers	This will be achieved in POD213, POD214, POD320 as indicated below
<ul style="list-style-type: none"> understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team 	POD320, CL68 Stage Three Portfolio page 82
<ul style="list-style-type: none"> understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals 	POD320, CL69 Stage Three Portfolio page 59
<ul style="list-style-type: none"> be able to make appropriate referrals 	CL39, POD213 Stage Two Portfolio page 25 M1, POD214 Stage Two Portfolio page 33

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
1b.2 be able to contribute effectively to work undertaken as part of a multi-disciplinary team	POD320, M3 Stage Three Portfolio page 65
1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers	These outcomes are coded with a C in all portfolios
<ul style="list-style-type: none"> be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5 	These are admission requirements for the Programme. See Programme Specification page 6.
<ul style="list-style-type: none"> understand how communications skills affect the assessment of service users, and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning disability 	POD109, C1 Stage One Portfolio page 14
<ul style="list-style-type: none"> be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others 	C13, POD213 Stage Two Portfolio page 19
<ul style="list-style-type: none"> be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status 	POD109, C2 Stage One Portfolio page 14
<ul style="list-style-type: none"> understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions 	POD109, C3 Stage One Portfolio page 16
<ul style="list-style-type: none"> understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible 	POD109, C4 Stage One Portfolio page 16

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
<ul style="list-style-type: none"> recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility 	POD109, C5 Stage One Portfolio page 16
1b.4 understand the need for effective communication throughout the care of the service user	This will be assessed in the module POD214 as indicated below
<ul style="list-style-type: none"> recognise the need to use interpersonal skills to encourage the active participation of service users 	C9, POD214 Stage Two Portfolio page 19
<ul style="list-style-type: none"> understand the need to empower patients to manage their foot health and related issues and recognise the need to provide advice to the patient on self-treatment where appropriate 	C14, POD214 Stage Two Portfolio page 21
2a: Identification and assessment of health and social care needs. Registrant chiropodists/podiatrists must:	
2a.1 be able to gather appropriate information	POD320, CL70 Stage Three Portfolio page 57
2a.2 be able to select and use appropriate assessment techniques	This will be assessed in the module POD214 as indicated below
<ul style="list-style-type: none"> be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment 	CL16a, POD214 Stage Two Portfolio page 23
2a.3 be able to undertake or arrange investigations as appropriate	This will be assessed in the module POD213 as indicated below
<ul style="list-style-type: none"> be able to conduct neurological, vascular, biomechanical, dermatological and podiatric assessments in the context of chiropody and podiatry 	CL16, POD213 Stage Two Portfolio page 21

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
2a.4 be able to analyse and critically evaluate the information collected	POD323, CL42 Stage Three Portfolio page 98
<ul style="list-style-type: none"> be able to interpret physiological, medical and biomechanical data in the context of chiropody and podiatry 	CL19, POD214 Stage Two Portfolio page 25
2b: Formulation and delivery of plans and strategies for meeting health and social care needs. Registrant chiropodists/podiatrists must:	
2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions	This will be assessed in the modules SOHP501, POD320 & POD320 as indicated below
<ul style="list-style-type: none"> recognise the value of research to the critical evaluation of practice 	POD320, CL44 Stage Three Portfolio page 88
<ul style="list-style-type: none"> be able to engage in evidence-based practice, evaluate practice systematically, and participate in audit procedures 	POD320, CL45 Stage Three Portfolio page 69
<ul style="list-style-type: none"> be aware of a range of research methodologies 	This will be assessed in the module SOHP501, page 68 in the Approval document
<ul style="list-style-type: none"> be able to demonstrate a logical and systematic approach to problem solving 	POD320, CL43 Stage Three Portfolio page 88
<ul style="list-style-type: none"> be able to evaluate research and other evidence to inform their own practice 	POD320, CL46 Stage Three Portfolio page 82
2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements	POD320, CL47 Stage Three Portfolio page 88

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
<ul style="list-style-type: none"> • be able to change their practice as needed to take account of new developments 	POD320, CL21 Stage Three Portfolio page 74
<ul style="list-style-type: none"> • be able to demonstrate a level of skill in the use of information technology appropriate to their practice 	POD320, CL22 Stage Three Portfolio page 74
<ul style="list-style-type: none"> • know and be able to interpret the signs and symptoms of systemic disorders as they manifest in the lower limb and foot with particular reference to: <ul style="list-style-type: none"> · diabetes mellitus · rheumatoid arthritis and other arthropathies · cardiovascular disorders · dermatological disorders · infections · neurological disorders · renal disorders · developmental disorders · malignancy 	POD320, CL23 Stage Three Portfolio page 71
<p>2b.3 be able to formulate specific and appropriate management plans including the setting of timescales</p>	POD320, CL49 Stage Three Portfolio page 57
<ul style="list-style-type: none"> • understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors 	CL38, POD213 Stage Two Portfolio page 25

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully	This SOP will be signed off summarily after related outcomes have been completed. See Stage Three Portfolio page 104
<ul style="list-style-type: none"> • understand the need to maintain the safety of both service users and those involved in their care 	POD104, CL1 Stage One Portfolio page 20
<ul style="list-style-type: none"> • ensure patients are positioned (and if necessary immobilised) for safe and effective interventions 	CL2, POD213 Stage Two Portfolio page 23
<ul style="list-style-type: none"> • be able to use a systematic approach to formulate and test a preferred diagnosis, including being able to: <ul style="list-style-type: none"> ○ carry out mechanical debridement of nails and intact and ulcerated skin ○ prescribe foot orthoses ○ make and use chair-side foot orthoses ○ administer relevant prescription-only medicines, interpret any relevant pharmacological history and recognise potential consequences for patient treatment. ○ apply local anaesthesia techniques ○ carry out surgical procedures for skin and nail conditions ○ use appropriate physical and chemical therapies 	CL26, POD213 Stage Two Portfolio page 23 POD320, CL72 Stage Three Portfolio page 78 POD320, CL28 Stage Three Portfolio page 86 CL29, POD214 Stage Two Portfolio page 29 POD323, CL51 Stage Three Portfolio page 94 POD323, CL51 Stage Three Portfolio page 94 POD323, CL53 Stage Three Portfolio page 94 CL30, POD214 Stage Two Portfolio page 29
<ul style="list-style-type: none"> • be able to use basic life support skills and to deal safely with clinical emergencies 	POD109, CL9 Stage One Portfolio page 22
<ul style="list-style-type: none"> • know and be able to apply the key concepts which are relevant to safe and effective practice as a supplementary prescriber (this 	This is assessed in the module POD321. Please see Approval document page 88

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
standard applies only to registrants who are eligible to have their names annotated on the Register)	
2b.5 be able to maintain records appropriately	This is assessed in the module POD109 as indicated below.
<ul style="list-style-type: none"> • be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines 	POD109, C6 Stage One Portfolio page 18
<ul style="list-style-type: none"> • understand the need to use only accepted terminology in making records 	POD109, C7 Stage One Portfolio page 18
2c: Critical evaluation of the impact of, or response to, the registrant's actions. Registrant chiropodists/podiatrists must:	
2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly	This is assessed in the module POD320 as indicated below
<ul style="list-style-type: none"> • be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care 	POD320, CL55 Stage Three Portfolio page 59
<ul style="list-style-type: none"> • be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user 	POD320, CL57 Stage Three Portfolio page 61
<ul style="list-style-type: none"> • recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes 	POD320, CL54, CL55, CL56 Stage Three Portfolio page 59

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
<ul style="list-style-type: none"> be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately 	POD320, CL60 Stage Three Portfolio page 71
2c.2 be able to audit, reflect on and review practice	This is assessed in the modules POD214, POD320 as indicated below
<ul style="list-style-type: none"> understand the principles of quality control and quality assurance 	CL34, POD214 Stage Two Portfolio page 31
<ul style="list-style-type: none"> be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures 	CL34, POD214 Stage Two Portfolio page 31
<ul style="list-style-type: none"> be able to maintain an effective audit trail and work towards continual improvement 	POD320, CL33 Stage Three Portfolio page 69
<ul style="list-style-type: none"> participate in quality assurance programmes, where appropriate 	POD320, CL35 Stage Three Portfolio page 69
<ul style="list-style-type: none"> understand the value of reflection on practice and the need to record the outcome of such reflection 	CL31, POD214 Stage Two Portfolio page 27
<ul style="list-style-type: none"> recognise the value of case conferences and other methods of review 	POD320, CL62 Stage Three Portfolio page 63
Knowledge, understanding and skills	
3a: Knowledge, understanding and skills Registrant chiropodists/podiatrists must:	
3a.1 know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific	This is assessed summarily in POD322. Please see Approval Document page 92

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
practice	
<ul style="list-style-type: none"> • understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction 	Contributing modules are SOHP403, POD207, POD212, POD215. Please see relevant Descriptive Module Records (DMRs) in Approval document (pages 51 - 97)
<ul style="list-style-type: none"> • be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process 	SOHP501. Please see DMR in Approval document on page 68
<ul style="list-style-type: none"> • recognise the role of other professions in health and social care 	POD207 & POD215. Please see DMRs in Approval document on pages 70 and 78
<ul style="list-style-type: none"> • understand the theoretical basis of, and the variety of approaches to, assessment and intervention 	POD106, POD107, POD212, & POD322. Please see DMRs in Approval document on pages 58, 60, 72 and 92
<ul style="list-style-type: none"> • understand, in the context of chiropody and podiatry: <ul style="list-style-type: none"> ○ anatomy and human locomotion ○ histology ○ physiology ○ immunology ○ podiatric orthopaedics and biomechanics ○ systemic and podiatric pathology ○ podiatric therapeutic sciences ○ behavioural sciences ○ foot health promotion and education 	SOHP403, POD106, POD107, POD207, POD212, POD215, POD323, POD322 and practice-based modules POD109, POD213, POD214, and POD320. Please see DMRs in Approval document.
3a.2 know how professional principles are expressed and translated into action through a number of different approaches to practice,	POD320, CL64 Stage Three Portfolio page 84

Standards of proficiency (SOPs)	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found. (e.g. programme handbook, Page 6-8)
and how to select or modify approaches to meet the needs of an individual, groups or communities	
3a.3 understand the need to establish and maintain a safe practice environment	This is assessed in the module POD109 as indicated below
<ul style="list-style-type: none"> • be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these 	POD109, CL7 Stage One portfolio page 22
<ul style="list-style-type: none"> • be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation 	POD109, CL12 Stage One portfolio page 24
<ul style="list-style-type: none"> • be able to select appropriate personal protective equipment and use it correctly 	POD109, CL13 Stage One portfolio page 24
<ul style="list-style-type: none"> • be able to establish safe environments for practice, which minimise risks to service users, those treating them, and others, including the use of hazard control and particularly infection control 	POD109, CL10 Stage One portfolio page 24
<ul style="list-style-type: none"> • know the correct principles and applications of disinfectants, methods for sterilisation and decontamination and dealing with waste and spillages correctly 	POD109, CL11 Stage One portfolio page 24
<ul style="list-style-type: none"> • be aware of immunisation requirements and the role of occupational health 	POD109, CL14 Stage One portfolio page 26

Appendix Seven - Health Professions Council - Standards of Education and Training – Cross Mapping Document (SETs)



Programme Aim 1

To develop a practitioner who meets the requirements of the Health Professions Council Standards for Education and Training (HPC) and the Quality Assurance Agency (QAA) benchmark statement for Podiatry

Name of Education Provider: University of Plymouth

Title of Programme(s): Bsc (Hons) Podiatry

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
1. Level of qualification for entry to the Register	
<p>1. 1 The Council normally expects that the threshold entry routes to the Register will be the following:</p> <p>Bachelor degree with honours for:</p> <ul style="list-style-type: none"> • biomedical scientists (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent); • chiropodists / podiatrists; • dietitians; 	<p>This degree is a BSc (Hons) Programme which stipulates that the award will only be conferred once the Programme has been fully completed. Please see Programme Specification page 9.</p>

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
<ul style="list-style-type: none"> • occupational therapists; • orthoptists; • physiotherapists; • prosthetists / orthotists; • radiographers; • social workers in England; and • speech and language therapists. <p>Masters degree for arts therapists.</p> <p>Masters degree for clinical scientists (with the Certificate of Attainment awarded by the Association of Clinical Scientists, or equivalent).</p> <p>Foundation degree for hearing aid dispensers.</p> <p>Diploma of Higher Education for operating department practitioners.</p> <p>Equivalent to Certificate of Higher Education for paramedics.</p> <p>Professional doctorate for clinical psychologists.</p> <p>Professional doctorate for counselling psychologists, or equivalent.</p>	

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
<p>Professional doctorate for educational psychologists, or equivalent.</p> <p>Masters degree for forensic psychologists (with the award of the British Psychological Society qualification in forensic psychology, or equivalent).</p> <p>Masters degree for health psychologists (with the award of the British Psychological Society qualification in health psychology, or equivalent).</p> <p>Masters degree for occupational psychologists (with the award of the British Psychological Society qualification in occupational psychology, or equivalent).</p> <p>Masters degree for sport and exercise psychologists (with the award of the British Psychological Society qualification in sport and exercise psychology, or equivalent).</p>	
2. Programme Admissions	
<p>2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.</p>	<p>Information (see Programme Specification pages 6 and 7) is provided to potential applicants on the Plymouth University website, at Open Days and Preview Days, and through personal contact where applicable. Applications are screened as shown in Appendix</p>

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
	One of Programme Specification (see page 17)
2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.	This is a School-wide policy. Please see Programme Specification pages 6 and 7 and Appendix One (page 17).
2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.	This is a School-wide policy. Please see Programme Specification page 7.
2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.	This is a School-wide policy. Please see Programme Specification page 7.
2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.	This is a School-wide policy. Please see Programme Specification page 7 and Appendix One.
2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.	Please see Transferral section on page 7 of Programme Specification.
2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.	These are monitored centrally. Details are available from the electronic resource platform. Policies supporting the inclusivity of students are related on pages 25 – 27 of the Approval document.
3. Programme management and resources	
3.1 The programme must have a secure place in the education provider's business plan.	Please see the Rationale section on pages 5 & 6 of the Approval document.

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
3.2 The programme must be effectively managed.	Please see the Programme Management Structure on pages 17 to 24 of Approval document.
3.3 The programme must have regular monitoring and evaluation systems in place.	Please see Programme Management Structure on pages 17 to 24 of Approval document, noting quality monitoring meetings and aspects of roles and responsibilities.
3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.	Please see CV for the Programme Lead, Catherine Smith, on page 128 of Approval document
3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.	Please see Staff CVs on pages 100 – 135 of Approval document. Also see Resource section on pages 16 – 18 for details about support staff.
3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.	Please see staff CVs on pages 100 – 135 of Approval document.
3.7 A programme for staff development must be in place to ensure continuing professional and research development.	Please see Research, Scholarship and Professional Activities section on pages 13 – 16 of Approval document.
3.8 The resources to support student learning in all settings must be effectively used.	Details of the resources provided in the Resource section on pages 16- 18 of the Approval document. Some further details of how these are applied in different settings are on pages 33 – 36.
3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.	Details of the resources provided in the Resource section on pages 16- 18 of the Approval document. The Modes of Learning and Assessment and how this relates to the Programme are provided on pages 24 – 40 of the Approval Document.

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.	Details of the resources available to staff and students are detailed on pages 16 – 18 of the Approval Document.
3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.	Details of services available to students to ensure their continued welfare and wellbeing are included in the Programme Handbook on pages 62 – 64.
3.12 There must be a system of academic and pastoral student support in place.	Please see details of roles of module leads, cohort leads and personal tutors on pages 20 – 22 and also Appendix 1 of Approval document.
3.13 There must be a student complaints process in place.	This is a Faculty-wide procedure and is detailed on the Electronic Resource platform.
3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.	The consent form as signed by students annually is in Appendix 2 on page 142 of the Approval document.
3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.	Attendance is monitored overall and timesheets completed throughout the year. Students are provided with advice on this procedure and completed samples on Tulip their managed learning environment. Details on how attendance is monitored is included in the Programme Handbook (pages 57 – 59) and details about placement attendance monitoring are included in the Clinical Educator (page 10) and Student Placement (page 12) Handbooks. Mandatory training sessions are monitored and the relevant sections of the portfolios signed off to inform Clinical Educators of the student's training.

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
<p>3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.</p>	<p>The School of Health Professions has Fitness to Practice Procedure to ensure that any concerns are dealt with in an equitable and managed manner. Details are provided on the Electronic Resource platform.</p>
<p>4. Curriculum</p>	
<p>4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.</p>	<p>Please see the Stage One, Stage Two and Stage Three portfolios. Please also see the Clinical Educator Handbook to see how the assessment processes are supported and the Descriptive Module Records for POD109, POD213, POD214, and POD320 in the Approval document for further assessment details.</p>
<p>4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.</p>	<p>Please see Programme Specification appendices five and six – QAA Benchmark Statements and HCPC Standards of Proficiency. Please also see Approval document pages 11 and 12.</p>
<p>4.3 Integration of theory and practice must be central to the curriculum.</p>	<p>Please see all Portfolios, Clinical Educator Handbook (pages 15 – 21) and the Approval document page 32.</p>
<p>4.4 The curriculum must remain relevant to current practice.</p>	<p>Staff regularly engage in practice, research and evidence-based teaching to ensure the delivery remains current. Please see Approval document pages 13 – 16.</p>
<p>4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.</p>	<p>See DMR for SOHP603 page 86 of Approval document. This also introduced to students at the outset (see Programme Handbook page 12) and an electronic copy provided on Tulip.</p>
<p>4.6 The delivery of the programme must support and develop autonomous and reflective thinking.</p>	<p>Please see Approval document pages 32 – 33.</p>

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
4.7 The delivery of the programme must encourage evidence based practice.	Evidence-based practice is fundamental to the Programme. Please see Programme Specification page 4, point 2 and Programme DMRs.
4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.	Please see pages 33 – 36 of the Approval document.
4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.	Please see page 27 of Approval document.
5 Practice placements	
5.1 Practice placements must be integral to the programme.	Please see Approval document pages 36 – 40, Portfolios and Clinical Educators Handbook.
5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.	Please see Programme Illustration in appendix 3 of Approval document (page 147). Please also see Portfolios.
5.3 The practice placement settings must provide a safe and supportive environment.	Please see Approval document pages 35 -40.
5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.	Please see Approval document pages 35 – 40.
5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.	Please see Approval document pages 35 – 40.
5.6 There must be an adequate number of appropriately qualified	Please see Approval document pages 35 – 40. Please also see

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
and experienced staff at the practice placement setting.	Clinical Educator Handbook.
5.7 Practice placement educators must have relevant knowledge, skills and experience.	Please see Approval document pages 35 – 40. Please also see Clinical Educator Handbook and Portfolios.
5.8 Practice placement educators must undertake appropriate practice placement educator training.	Please see appendix 5 of Approval document (page 151).
5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.	Please see Clinical Educator Handbook and Portfolios for assessor details. Please also see Approval document pages 22 and 23 (Clinical role descriptor).
5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.	Regular discussions take place between Link Lecturers and Clinical Educators as outlined in the role descriptor (page 23 of Approval document) and Service Providers and the Programme Lead (role descriptor is on page 19 of Approval document).
<p>5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:</p> <ul style="list-style-type: none"> • the learning outcomes to be achieved; • the timings and the duration of any placement experience and associated records to be maintained; • expectations of professional conduct; • the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and • communication and lines of responsibility. 	<p>Please see Clinical Educators Handbook, Student Placement Handbook, and Portfolios.</p> <p>Please also see Programme illustration (appendix 3, page 147 of Approval document), summary of roles and responsibilities (appendix 4, page 149 of Approval document).</p> <p>Please also see Fitness to Practice Procedure available on Electronic Resource platform.</p>
5.12 Learning, teaching and supervision must encourage safe and	Please see Approval document pages 22 and 23, 36 - 40

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
effective practice, independent learning and professional conduct.	Please also see Fitness to Practice Procedure available on Electronic Resource platform.
5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.	Please see Portfolios and page 40 of Approval document (Assessment of Practice).
6 Assessment	
6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.	Please see Programme Specification appendices five, six and seven. Please also see pages 10 – 13 of Programme Specification and pages 40 – 45 of Approval document.
6.2 All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.	See DMRs in Approval document. The University Learning and Teaching Strategy is also summarised on pages 40 and 41 of the Approval document. Please also see Portfolios for practice assessment.
6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.	Please review the Portfolios to see how they incorporate categorised Learning Outcomes. Please also see table of assessments on pages 43 – 45 of Approval document.
6.4 Assessment methods must be employed that measure the learning outcomes.	Please see DMRs in Approval document and Portfolios.
6.5 The measurement of student performance must be objective and ensure fitness to practise.	The electronic submission platform SCOLAR enables anonymised submissions and marking. Marking criteria are used for all assessments in accordance with the University Learning and Teaching Strategy (summarised on pages 40 and 41 of the Approval document).

Standards of education and training (SETs)	Please indicate where the evidence relating to each SET can be located in the accompanying documentation.
<p>6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.</p>	<p>All assignments are subject to a standardised procedure culminating in review by the external examiners (role descriptor on page 23 of Approval document). Please also see Assessment Policy on Electronic Resource platform.</p>
<p>6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.</p>	<p>Please see pages 8 and 9 of Programme Specification.</p>
<p>6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.</p>	<p>Please see Programme Specification page 15. Please also see Programme Handbook</p>
<p>6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.</p>	<p>Please see Programme Specification page 15.</p>
<p>6.10 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.</p>	<p>Please see Appeal documentation on Electronic Resource platform</p>
<p>6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.</p>	<p>Two external examiners are appointed to ensure availability for review of assessment.</p> <p>Please see the CVs and Assessment Policy on the Electronic Resource platform.</p>

