

Programme specification

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) Podiatry
Teaching Institution	New College Durham
Awarding Institution	The Open University (OU)
Date of latest OU validation	29 th March 2017
Next revalidation	
Credit points for the award	360
UCAS Code	N28
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	QAA benchmark statements: Health Care Programmes Podiatry (Chiropody)
Other external and internal reference points used to inform programme outcomes	College of Podiatry Core Curriculum HCPC standard operating procedures – Podiatry HCPC standard of education and training
Professional/statutory recognition	Health and Care Profession Council – Chiropody/Podiatry
Duration of the programme for each mode of study (P/T, FT,DL)	3 years – full time
Dual accreditation (if applicable)	Not applicable
Date of production/revision of this specification	13 th January 2017

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The aim of 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 a contemporary evidence base. These skills are introduced in the first year and developed and employed throughout the programme (as evident in the definitive module specifications) ensuring the prospective registrant is aware of the fundamental necessity for continued professional development. The teaching and learning in the School of Business, Management and Professional is underpinned by a teaching philosophy that encourages our students to develop the knowledge and skills required to practice as a Podiatrist in the current health environment.

The programme aims to enable the student to

- enable graduate podiatrists who, through the application of heightened intellectual, analytical, and problem solving skills, demonstrate fitness for practice, in line with recognised professional standards
- produce autonomous practitioners with a focus upon evidence based practice
- enhance the employability and career prospects of learners, equipping graduates to meet the employment demands of inter-professional working within the NHS, and as practitioners in the private sector
- develop critically reflective practitioners, who, advocating the philosophy of continual professional development, will continue to meet the requirements of the skill base of the local, regional, and national economy

The annual report for 2015-16 concluded that the programme 'meets UK expectations' in the areas considered (academic standards, quality of learning opportunities, information about education provision and enhancement of learning opportunities)

External examiners report that graduates are fit for practice and compare favourably with students in other Schools of Podiatry nationally. Areas of good practice highlighted in the annual report include:

- The standard of marking, moderation and feedback of all written assessments is to be commended. Student feedback is excellent
- The introduction and use of the clinical portfolio to continually assess student progress has been noted by the external examiner as good practice in his report
- Enrichment days facilitated by a vascular surgeon and tissue viability specialist have been noted as providing opportunities to improve the quality of the student learning.
- The use of buddy systems, which develop teamwork, leadership, communication skill, in the clinical environment have been noted as good practice.

Also noted was that assessments are appropriately structured for the subject; students and respective level of study as well as the stated learning outcomes

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Not applicable

3. Programme outcomes

Intended learning outcomes are listed below.

3. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>K1 Demonstrate a comprehensive and detailed knowledge of the theoretical basis of podiatric assessment and treatment in relation to specific conditions and complex health needs of patients</p> <p>K2 Demonstrate a comprehensive and detailed knowledge of the anatomical, physiological pathological and surgical principles which underpin podiatry practice to enable evaluation of the structure and function of the lower limb</p> <p>K3 Demonstrate comprehensive knowledge of medicine and pharmacology related to the practice of podiatry utilising a patient centred approach</p> <p>K4 Demonstrate comprehensive knowledge of professional, legal and ethical standards and responsibilities of professional podiatric practice</p>	<p>A wide range of student centred teaching and learning approaches are used. These include lectures, academic workshops, IT based and VLE integrated activities, case studies, group work, skills simulation, enquiry-based learning, student-led study and directed study. Students are provided with opportunities to engage with topics by listening, reading, observing and discussing information. They will be given opportunities to share and question knowledge in small groups, with peers and with teaching staff and be challenged to engage in academic discourse. Critical incident analysis and reflection on practice are used to facilitate links between theory and practice. Group work is used to provide different perspectives on learning.</p> <p>A variety of assessment methods are used to provide the student with the opportunity to demonstrate the acquisition of comprehensive and detailed knowledge and which emphasise the application of theory to practice throughout the programme. These include: assignments, reports, portfolios, examinations which include a range of questioning styles eg: case based questions and clinical scenario analysis.</p>

3. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Apply critical analysis, evaluation and problem solving skills to the clinical study and diagnosis of podiatric conditions</p> <p>C2 Apply critical clinical reasoning skills to evaluate the progress of patients using a person centred approach</p> <p>C3 Critically evaluate appropriate podiatric interventions relevant to educating for health, diagnostic and therapeutic activities</p> <p>C4 Critically analyse, interpret and apply data/evidence from a variety of sources that informs the field of podiatric practice</p> <p>C5 Critically analyse information and reflect upon new ideas to strive to enhance and improve practice</p>	<p>Problem solving and diagnostic skills are developed through clinical practice with an increasing complexity of patient case load as the student progresses through the programme. A wide range of student centred teaching and learning approaches are used. These include case studies, group work, skills simulation, enquiry-based learning, student-led study and directed study. Students are provided with opportunities to engage with critical analysis through, reading, questioning and discussing research articles which are used to inform teaching sessions. They will be given opportunities to share and question knowledge in small groups, with peers and with teaching staff and be challenged to engage in academic discourse. Critical incident analysis and reflection on practice are used to facilitate links between theory and practice. Group work is used to provide different perspectives on learning.</p> <p>A variety of assessment methods are used to provide the student with the opportunity to demonstrate the skills of critical reasoning and analyse and which emphasise the application of theory to practice throughout the programme. These include: assignments, reports, portfolios and clinical viva voce. Within the clinical portfolios management plan reviews and reflections will be used alongside assessment of competence to demonstrate problem solving skills. Assignments will also utilise a clinical case as the focus of the students work which will provide the opportunity to evaluate clinical evidence and clinical reasoning skills in the management of that case. Independent thinking skills will be demonstrated through the production of clinical management plans in the clinical examinations and justifying recommendations supported by evidence.</p>

3. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>P1 Evaluate appropriate, safe, accurate methods of assessment and evaluation of high risk patient podiatric management strategies utilising a person centred approach</p> <p>P2 Demonstrate fitness to practice as outlined by professional guidelines.</p> <p>P3 Apply skills of leadership and facilitate partnership and multi-disciplinary team working with relevant podiatric health care professionals</p> <p>P4 Undertake scholarly activity and research in the development of the professions evidence-based practice embracing the concept of continued professional development</p>	<p>Students have the opportunity to learn the practical skills of the podiatrist through workplace learning. There are also provided with the opportunity to experience modern industry standard equipment which enables the application and development of the practical skills required for employment.</p> <p>A minimum of 1000 hours clinical practice throughout the programme is spent in a highly managed clinical learning environment that closely links the educational needs of the student with the clinical needs of the patients. Clinical practice is provided on a weekly basis within the Durham School of Podiatric Medicine clinical facilities and in scheduled NHS clinical placements. Workplace supervision is provided by HCPC registered podiatrists that have had additional training in workplace clinical mentorship. Students also experience interprofessional learning through exposure to multi-disciplinary clinics.</p> <p>The programme requires the student to develop into an autonomous evidence based practitioner with the ability to learn and develop independently. The themes which run through the programme provide the opportunity to develop decision making skills and justify those decisions based on evidence. Leadership and teamworking skills are developed through group working and participation in 'buddy clinics' with peers from all 3 years of the programme learning from and supporting each other.</p> <p>Practical clinical skills are formatively and summatively assessed through practical clinical examination, clinical portfolios of evidence and OSPE, OSCE and viva voce depending on the year of study. The clinical portfolios which provide detailed learning outcomes and measures students academic and professional level of competence and safety at each level of the programme.</p>

3. Key/transferable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>T1 Manage and plan time and workload effectively through prioritisation and delegation</p> <p>T2 Demonstrate enhanced information technology skills relevant to effective learning and competent clinical practice</p> <p>T3 Apply numerical skills and interpret statistical information within the field of practice</p> <p>T4 Devise strategies to communicate effectively</p>	<p>Key/transferable skills are incorporated within modules and related to relevant assessments. Throughout the programme students will develop digital literacy through the completion of presentations and assignments. Communication skills are developed within the clinical workplace as well as through presentations of posters, assignment plans and research proposals/outcomes. Numeracy skills are developed throughout the themes of the programme with the research theme providing development of knowledge in data analysis and statistical testing. Academic reading skills are developed through out the programme themes through the reading of academic texts and journal articles which also facilitates the development of indenpendant learning. Teaching and learning strategies include presentations, group discussion, simulation exercises, case studies, workbooks, reflective practice, clinical practice . Assessment strategies include projects, portfolios, assignments, leaflets, journal articles.</p>

Module assessment methods and weightings

	Code	Title	UK Credits	Assessment Method
Year 1 (Level 4)	POD 410	Clinical Practice 1	40	Examination (35%) OSPE (35%) Portfolio (30%)
	POD 411	Human Physiology	20	Examination 1 (40%) Examination 2 (60%)
	POD 412	Dermatology	20	Presentation (30%) Examination (70%)
	POD 413	Functional Anatomy	20	Examination 1 (40%) Examination 2 (60%)
	POD 414	Research 1	20	Presentation (30%) Assignment (70%)
Year 2 (Level 5)	POD 510	Clinical Practice 2	40	Examination (35%) OSCE (35%) Portfolio (30%)
	POD 511	Podiatric Medicine	20	Presentation (30%) Examination (70%)
	POD 512	Prescriptions only Medicine	20	Examination 1 (40%) Examination 2 (40%) Portfolio (20%)
	POD 513	Musculoskeletal Pathology & Management	20	Assignment 1 (20%) Assignment 2 (80%)
	POD 514	Research 2	20	Assignment 1 (40%) Assignment 2 (60%)
Year 3 (Level 6)	POD 610	Clinical Practice 3	40	Examination (35%) Viva Voce (35%) Portfolio (30%)
	POD 611	Issues of Ageing	10	Leaflet (100%)
	POD 612	Enhanced Practice	10	Journal Article (100%)
	POD 613	Applied Podiatric Biomechanics	20	Assignment 1 (20%) Assignment 2 (80%)
	POD 614	Research 3	40	Report (80%) Presentation (20%)

Structure within academic year

Year 1 (Level 4)

Semester 1	Semester 2
POD 410 Clinical Practice 1 (40 credits) Experiential Learning - 1 day per week	
Clinical competence assessment	Clinical exam Portfolio of evidence
POD 411 Human Physiology (20 credits) Classroom Teaching - 3 hours per week	
Assessment - Exam 1	Assessment - Exam 2
POD 412 Dermatology (20 credits) Classroom Teaching - 3 hours per week	
Assessment 1 poster presentation	Assessment 2 - exam
POD 413 Functional Anatomy (20 credits) Classroom Teaching - 3 hours per week	
Assessment 1 - spotter	Assessment 2 - exam
POD 414 Research 1 (20 credits) Classroom Teaching - 3 hours per week	
	Assessment - assignment
Total = 120 credits	

Year 2 (Level 5)

Semester 1	Semester 2
POD 510 Clinical Practice 2 (40 credits) Experiential Learning - 1 day per week	
Clinical competence assessment	Assessment 1 Clinical exam Assessment 2 OSCE Assessment 3 Portfolio of evidence
POD 511 Podiatric Medicine (20 credits) Experiential Learning - 3 hours per week	
Assessment - Poster presentation	Assessment - Exam
POD 512 Local Anaesthesia (20 credits)	
Classroom Teaching - 5 days	Experiential learning – 4 x ½ days
Assessment 1 - Exam	Assessment 2 - Portfolio of evidence
POD 513	

Musculoskeletal Pathology & Management (20 credits) Classroom Teaching - 3 hours per week	
	Assessment - assignment
POD 514 Research 2 (20 credits) Classroom Teaching - 3 hours per week Project supervision – 10 hours over the course of the protocol development	
Assessment 1 - Report	Assessment 2 - assignment
Total = 120 credits	

Year 3 (Level 6)

Semester 1	Semester 2
POD 610 Clinical Practice 3 (40 credits) Experiential Learning – 2 days per week	
Clinical competence assessment	Assessment 1 Clinical exam Assessment 2 viva voce Assessment 3 Portfolio of evidence
POD 611 Issues of aging (10 credits)	
Classroom Teaching - 3 hours per week for 6 weeks	
Assessment 1 - assignment	
POD 612 Enhanced Practice (10 credits)	
Classroom Teaching – 3 hours per week for 6 week	
Assessment 1 - assignment	
POD 613 Applied Podiatric Biomechanics (20 Credits) Classroom Teaching - 3 hours per week	
	Assessment - assignment
POD 614 Research 3 (40 credits) Project supervision – 10 hours over the course of the project	
	Assessment 1 - Report Assessment 2 - Presentation
Total = 120 credits	

4. Programme Structure

Programme Structure - LEVEL 4				
Compulsory modules		Credit points	Optional modules	Credit points
POD 410	Clinical Practice 1	40		
POD 411	Human Physiology	20		
POD 412	Dermatology	20		
POD 413	Functional Anatomy	20		
POD 414	Research 1	20		

Exit award : Students not able to progress to level 5 of the programme that have achieved 120 credits at level 4 will be awarded a Certificate of Higher Education – Health Studies

Successful completion of level 4 will equip students to work at Band 3 level of the Knowledge and Skills Framework (KSF)

They will be able to:

- Understand the fundamental principles underpinning podiatric theory and practice
- Have an awareness of and be equipped with basic skills regarding lifelong learning and communication
- Be acquainted with the concept of professional practice, the principles of inter professional learning and the wide variety of skills needed to interact safely and effectively with service users
- Demonstrate the knowledge and skills necessary for safe practice at level 4
- Demonstrate competency in basic clinical skills in a supervised environment

Programme Structure - LEVEL 5				
Compulsory modules		Credit points	Optional modules	Credit points
POD 510	Clinical Practice 2	40		

Programme Structure - LEVEL 5				
Compulsory modules		Credit points	Optional modules	Credit points
POD 511	Podiatric Medicine	20		
POD 512	Prescriptions on Medicine	20		
POD 513	Musculoskeletal Pathology & Management	20		
POD 514	Research 2	20		

Exit award : Students not able to progress to level 6 of the programme that have achieved 120 credits at level 5 will be awarded a Diploma of higher education – Health Studies

Successful completion of level 5 will equip students to work at Band 4 level KSF

They will be able to:

- Link theory to clinical practice in a supervised environment working in a variety of settings
- Demonstrate the necessary skills to assess, recognise and manage lower limb pathology safely for low risk patient groups whilst recognising the limitations of their practice
- Communicate effectively and accurately with service users, carers and colleagues in both a written and verbal form
- Participate in inter professional care recognising the role of the podiatrist within the wider inter professional team
- Reflect on their professional and personal development to enhance their practice and service user care
- Relate to issues that concern the rights of the service user, their family and others
- Participate in clinical audit and be aware of the necessity for quality assurance

Programme Structure - LEVEL 6				
Compulsory modules		Credit points	Optional modules	Credit points
POD 610	Clinical Practice 3	40		
POD 611	Issues of Aging	10		
POD 612	Enhanced Practice	10		

Programme Structure - LEVEL 6				
Compulsory modules		Credit points	Optional modules	Credit points
POD 613	Applied Podiatric Biomechanics	20		
POD 614	Research 3	40		

Exit award : Students not able to graduate from the programme with 120 credits at level 6 but have achieved a minimum of 60 credits at level 6 will be awarded a BSc – Health Studies

Students would not be eligible to apply for registration as a podiatrist with the Health and Care Professions Council or for membership of the professional body, the Society of Chiropractors and Podiatrists

Students who do achieve 120 credits at level 6 (360 credits across all three years of the programme) will be awarded a BSc (Hons) Podiatry and will be eligible to apply for registration with the Health and Care Professions Council and for membership of the professional body, the Society of Chiropractors and Podiatrists.

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

A number of features within the Podiatry programme are worthy of note:

New College Durham, is one of two providers of the BSc (Hons) Podiatry programme in the northern region, the other being The Huddersfield School of Podiatry, at Huddersfield University.

New College Durham was the first School in the UK to offer a degree with honours in Podiatry in 1992.

The college is very accessible, being close to major road and rail networks, allowing students to commute from distance.

Local stakeholders have recognised the continuing need and demand for an educational provider in the North-East of England, which is supported by the professional body. Local podiatry managers and external examiners continue to recognise the high standard and employability of Durham podiatry graduates.

New College Durham, maintains its own podiatry clinics in which the teaching team work enthusiastically alongside students to encourage the development of the required clinical skills and understanding of the role of the podiatrist. The quality of clinical supervision and support is a key feature of clinical practice with the clinical teaching team having additional education/training qualifications and regular updates. This also facilitates the students' introduction to podiatry practice in a safe and managed clinical environment with professional values being embedded from the first year of the programme. The podiatry profession within the NHS is treating increasing 'at risk' patients and therefore 'hands on' experience with low risk patients can be gained prior to practice placements within the NHS. Alongside the development of life-long learning skills and the ability to function autonomously and flexibly the students develop into effective practitioners ready to contribute to and meet the challenge of working in the ever changing health care environment

The weekly clinical contact with patients is frequently commented on as a positive aspect of the programme by students and is often cited as a reason for choosing to study at NCD.

Members of the teaching team continue to work in private practice and in the NCD podiatry clinics alongside their teaching commitments to maintain currency in their practice.

New College Durham continues to invest in maintaining a range of up to date equipment as an aid to students learning. This provides students with experience of industry standard equipment that is required by employers.

The introduction and adaptation of a themed approach

The themed approach enables students to see the natural progression from one

module into another, across the years of the programme. For example, in the *Podiatric Medicine Theme*, the content of the Human Physiology module in Level 4 is now made more relevant to podiatrists, and then gradually incorporates some aspects of medicine, by way of introduction and in preparation for commencing the Podiatric Medicine module in Level 5. This form of progression has applied through each theme since 2010. Students have informed staff that this approach helps them to see links between topics and modules more clearly, and that the step up to subsequent years is better prepared for. This has been commented on by students in module evaluation feedback and through student representation at course team meetings. As part of this themed approach a progression day was introduced into the programme. At this progression day students are invited to share their experiences of the modules that they had undertaken in the past academic year with the students who will be progressing into that year group. Students present clinical audits and dissertations within this forum this serves two purposes, it helps develop the presentation skills of the students and to reiterate the importance of dissemination of their work to the wider community. Alongside the students clinical educators from placement are invited to this day and for the first time this year service users from our service users' panel will be invited to join the students for lunch and to listen to the presentations. It is hoped that enabling the students to speak to other students it will help with planning for the new academic work and be both inspirational and aspirational.

The introduction of the 'buddy' clinic.

In 2010 when discussions regarding revalidation began, some staff members had recently attended a teacher's conference; feedback from the conference was that there was a national drive to develop leadership skills in undergraduates. It was therefore decided that we would implement 'buddy' clinics into the programme. Since then gait analysis and make-up clinics have operated in this way. Students from each year group work together in order to diagnose and suggest management plans for patients, the Level 6 students take the lead role with Level 4 and Level 5 students offering supporting theory and assessment skill appropriate to their level of study. Feedback from our students is that this system not only allows them to see their progression but it also forges a team working ethos. This buddy system was extended in 2014-15 to include Level 5 students working alongside the L6 students in the nail surgery and pre-op assessment clinics. This facilitates the Level 5 student beginning to develop their skills in administering local anaesthesia. This academic year 2016 -17 has also seen level 4 students rotating into the Level 6 clinics to act an assistant/orderly in the nail surgery and wound clinics.

Clinical rotations

When students' progress into Level 6 of the programme they are placed in clinics for two days per week. In order to further enhance the skill and knowledge gained in Level 4 and 5 of the programme these clinical days are themed and timetabled by speciality. Students spend three weeks in a block of study time per speciality, this allows for a deeper understanding of the topic to be developed and it allows time for enhanced clinical skill to be taught and practiced. The specialist clinical rotations are nail surgery, wound clinics, high risk patient clinics, MSK, new patient assessment and CTD/diabetes review clinics.

The use of expert patients

Within the clinical facilities at New College we carry a caseload of over 3,000 patients, these patients provide students with real life experience and exposure to problem based learning. Whilst some patients are not medically compromised others suffer with many forms of chronic illness. A number of these complicated patients act as 'expert patients' in our clinics facilitating the enhancement of skill and knowledge for our

students' patients are invited into lecture and activity days to ensure parity for the students and to give the students an opportunity to discuss the patient's conditions in more details or with a specific focus.

Activity days

Across the three years of the programme there are two activity days offered in each academic year. The idea of these days is to offer students the opportunity to take part in a variety of enrichment activities. An example is that in Level 6 as part of an activity day a local NHS Podiatry Manager is invited in to discuss how to apply for NHS posts, how to make your application stand out and what to expect at interview. There is then the chance for students to have a mock interview with the manager, feedback on performance is given instantly and ideas for model answers are discussed.

Annual Conference and enrichment days

Each summer New College Durham hosts a national Podiatry conference, entitled 'Evolution'. Undergraduate students are offered the chance to act as stewards at these events, this allows the opportunity to attend the lectures and experience a variety of subjects delivered by high profile speakers from all over the country. Networking is also a valuable part of these events as students meet both NHS and private practitioners from across the country, also many ex-students are delegates which allows undergraduates to see how careers can progress. Students who do not wish to act as stewards can also attend as delegates. Enrichment days also provide the opportunity of students to disseminate work that has been undertaken that can lead to a change in practice for example the results of clinical audit undertaken in Level 5 and Level 6.

The incorporation of NHS initiatives

At this moment in time there are two regional NHS special interest groups who meet every two months. Both these groups aim to explore regional and national research programmes, national initiatives and the implementation of locally agreed documents for patient assessment and the assessment of clinical competency in junior and senior staff. These groups are the 'Northern Region Diabetes Special Interest Group' and the 'Northern Region Nail Surgery Special Interest Group', A representative from New College Durham attends these meetings. Any documentation and policy that is agreed upon can be brought back to the college in order to inform undergraduate teaching and to keep the programme current.

Enhanced Practice studies

As part of Level 6 students will have the opportunity to select an optional area of study related to enhanced practice in podiatry. It is foreseen that there will be a choice from 4 options which may include Sports Medicine, the 'at risk' foot, Enterprise and Innovation, Surgery. This will facilitate a choice for the student to study an area of interest prior to graduation. For example the surgery option could provide study on the theory aspects of corticosteroid injection therapy, IMMER etc. if the student was considering undertaking further study in Podiatric Surgery on graduation. Students will be able to select the options they are interested in at the end of level 5 of the programme. Podiatry students will be able to work alongside other students from the School of Business, Management and Professional which will include inter-professional learning with business and sports students. Students will be included in the initiative to run a private practice within the NCD clinics.

Health promotion activity

As part of the level 6 clinical module students have been allocated 15 hours on a rota basis to participate in health promotion activities in the college, podiatry clinic and the

local prison health promotion day. These enhancement activities are student led with health promotion literature being researched and produced by the students. Suitable topics for the events have also been devised and negotiated by the students. The Student Reps have taken the lead in the organisation of the events and been the link between the teaching team and the student body. The recent health promotion event held within the college was attended by local NHS managers and clinical educators who commended the quality of the promotional material on display and the knowledge of the students

6. Support for students and their learning

Prior to registration onto the programme, those students who wish to have recognition of accredited or experiential learning taken into account are required to produce evidence of that prior learning, and are supported in submitting an application for accreditation. However, no credit can be awarded against the clinical practice modules and other modules in which professional standards must be assessed.

At the start of each academic year all students undergo an induction programme. For students at Level 4 the induction is held over a five day period, whilst for Level 5 and Level 6 students it is a three day period.

Within Level 4 induction students are introduced to the staff team, the College and its resources, the Students Union and ASC (the Advice, Support, Careers Department), and are encouraged to form effective group working relationships. ASC provide a range of services to students:

- advice on student funding and welfare
- benefits, loans and grants;
- specialist advice on Access Funds
- budgeting
- conditions of employment
- detailed information on the status of international students
- Personal Support:
 - information, advice and support around personal issues, sexual health, contraception, relationships, mental health, bullying, drug and alcohol awareness
 - personal counseling, an opportunity to talk over any concerns in a confidential setting
 - contacts and referral to external services, if appropriate

Students are given a tour of library and ICT facilities and are provided with course and module guides and other documentation in addition to online access necessary to support their studies.

All podiatry students are allocated a Personal Tutor each academic year and meet with their Personal Tutor at least once each semester. The Personal Tutor's role includes pastoral, academic support and monitoring. Any student issues identified are raised at the programme teams meetings

The students meet the specialist HE Academic Support tutor during induction (commended in QAA Integrated Quality and Enhancement Review [IQR]), and is available to offer help with study skills on an individual basis. The students are also offered the support and guidance from a Personal Learning Coach if required.

Students are supported through modules by the Module Leader and other tutors by way of regular formative assessment and tutorial support where indicated in the module guides.

The module teaching team are available to offer students tutorial support with planning module assignments, and giving students' verbal as well as written feedback. Any student with specific learning needs, who might benefit from a greater amount of personal tutorial time will be offered this, and/or referred to the appropriate third party or agency.

Personal Development Plan

The Personal Development Planning process is used within the programme to provide a structured framework for students to reflect on their learning, skills and achievements throughout the course of their programme of study and to take responsibility for their own learning. It encourages students to link their current learning to their personal educational and career development. This, in turn, will prepare the student for a career of life long reflective learning.

Each student is provided with a personal development plan document which has additional sections as they progress from Level 4 to level 6. Students are expected to bring this document along to each academic tutorial session and actively participate in its completion.

Within the document Podiatry students are required to undertake a skills audit and to demonstrate competence in the use of Information and Communication Technology (ICT) skills at work and to demonstrate "readiness to practice" at the students current year level before commencing their placements.

Within the portfolio students will have the opportunity to undertake self-directed learning sections of the care certificate.

Completion of this portfolio will allow the student to provide the evidence of the minimum standards that should be covered as part of induction training of new health care workers. It is anticipated that Podiatry student will enter the workforce more equipped to meet the challenges of health care.

The self-directed learning sections will include the following standards

1. Your personal development
2. Duty of care
3. Equality and diversity
4. Work in a person centred way
5. Communication
6. Privacy and dignity
7. Awareness of mental health, dementia and learning disabilities
8. Safeguarding adults
9. Safeguarding children

10. Health and safety
11. Handling information
12. Infection prevention and control.

These sections will be monitored by the personal tutor as the student progresses through the three years of the Podiatry programme. This also provides evidence of how the student is demonstrating the 6 'C's (care; compassion; competence; communication; courage and commitment) which reflect the qualities and values expected as part of the NHS constitution, of those working in health as knowledge

7. Criteria for admission

The programme adopts a Value Based recruitment strategy

Entry Qualifications

Applicants must have a minimum of the following criteria to be eligible for interview (those that do not meet the criteria receive written feedback):

- 5 GCSEs (grade A-C) including English Language, Mathematics and 2 science subjects, plus 2 A-Levels or equivalent, with a minimum of 64 UCAS tariff points. One of the qualifications at A-Level or equivalent, should preferably be in a science subject.
- If no formal study at level 3 within the past 5 years has been achieved then an appropriate access to HE qualification is required with an overall pass rate which equates to 64 UCAS tariff points. Applicants would also require evidence of English Language and Mathematics at Key Skills Level 2 or above.
- If a person fails to meet the above criteria, successful completion of the advanced apprenticeship in clinical healthcare support (Podiatry) at level 3 or other similar apprenticeship routes would be considered.
- For overseas students where English is not their first language, IELTS score of 7 with no element below 6.5 in all components: Speaking, Listening, Reading and Writing is required. A formative piece of written work may be requested during the application process.

Members of the programme team must:

- (a) Ensure that, applicant's original qualification certificates are reviewed during the admissions process.
- (b) Entrants have demonstrated an appropriate level of verbal communication skills during one to one interview and group based activities during the interview process.
- (c) Entrants have demonstrated an appropriate level of reading comprehension and academic writing during the written component of the interview process and within their personal statement of application.
- (d) Entrants will be selected on the basis of NHS value based recruitment. This forms the foundation of interview questions, written tasks and group based activities.
- (e) Key stakeholders such as NHS managers attendance at selection days is guaranteed, this is facilitated by providing a list of all selection day dates prior to the commencement of academic year. The NHS managers volunteer to attend at least

one day. When adhoc days are required the school and the NHS managers group work to agree a date where a manager can attend. Stakeholder involvement is not limited to NHS managers. Patients, students and service users were surveyed to inform the interview process to identify the key values they feel should be demonstrated in entrants. As a direct consequence we now have students and service users taking part in the interview process. Both students and service users have training to undertake this role. This training includes information and guidance of the NHS constitution and value based recruitment.

Additional specific requirements of the BSc (Hons) Podiatry programme are that prior to admission to the Programme, each applicant must have provided evidence of:

- an occupational health check; this is achieved by the applicant completing a health questionnaire which is signed by the applicants GP
- An enhanced Disclosure and Barring Services (DBS) check, a clear DBS certificate is preferable. Prospective students with offences recorded on the DBS certificate may be considered in conjunction with local NHS manager discussions to ensure placement can be facilitated.
- Completing a course of Hepatitis B vaccinations, achieved by producing a certificate that demonstrates the level of antibody
- Observing a podiatrist at work, this is achieved by the prospective student providing a reference from the podiatrist that the student shadowed
- Meet the HCPC requirements for fitness to practice pertaining to character and health.

Entrants are able to apply for Recognition of Prior Learning prior to enrolment onto the programme. This is discussed at the interview stage and written guidelines are given to all applicants.

All short listed entrants must attend a selection event where they will be required to:

- Complete a piece of written work (value based)
- Participate in a group discussion activity
- Attend presentations by the college, an NHS manager and a current podiatry student
- Embark on a campus tour led by level 6 students
- Undertake an individual panel interview which includes either two podiatry lecturers or one podiatry lecturer and one NHS manager.

Two final year students and up to a maximum of two service users are also in attendance for this selection event. Both offer input and answer questions in regards their experience of the Podiatry programme. The service users are given the opportunity to sit in on the panel interviews in order to actively feedback on the interview process. They do this via a standard feedback form.

If an applicant is unable to attend the first interview date a second date is then offered. Alternatively in some circumstances a SKYPE interview is possible. In order to standardise this process the panel interview is extended from 15 minutes to 45 minutes. They are also provided with the same value based piece of written work sent via email the week before the interview.

8. Language of study

English

9. Information about assessment regulations

The programmes follow the OU assessment regulation with the following variances

Variances to OU assessment regulations relevant to the BSc (hons) Podiatry

Academic calendar

The BSc (hons) Podiatry programme operates outside the normal college calendar to meet the need of those students undertaking resit clinical modules and making up clinical hours. These clinical hours and additional clinical exposure is met via the provision of summer clinics. This in line with the sector norm for this profession

Due to the professional nature of the programme the following modules will not be eligible for compensation

Non-Compensatable Modules

Level 4

POD410 Clinical Practice 1

Level 5

POD510 Clinical Practice 2

POD512 Prescriptions only Medicine

Level 6

POD610 Clinical Practice 3

POD614 Research 3

Compensation

Where a module is eligible for compensation the student must attain a minimum of 35% in all module components. Learning outcomes are mapped to each assessment component and there is an expectation that a minimum mark must be achieved.

All clinical practice modules at level 4, 5 and 6 and Prescriptions Only Medicine are considered professional modules and therefore are not eligible for compensation a minimum mark of 40% in each component of the clinical modules and 60% for Prescriptions Only Medicine must be achieved in order to pass the module. As a 40 credit module Research 3 is also not eligible for compensation.

Level 6 Clinical Practice 3

For the clinical practice module at level 6 where two attempts have been granted by the

assessment board students will be offered an opportunity to resit the module with attendance.

Aegrotat awards

Students who exit the programme receiving an aegrotat award will not be eligible to apply for registration with the HCPC.

Clinical hours

A student is expected to have achieved the required amount of clinical hours for each level of the programme prior to undertaking the clinical practice examinations. At the assessment board any student who did not attain all clinical hours would be deferred until the next assessment board to give the student the opportunity to make-up the missing hours. Any student not able to attain all clinical hours at the next assessment board would be entered as a fail.

A student must be able to evidence the attainment of all clinical hours before the student can progress to the next level or graduate from the programme.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Learner feedback on experiences of teaching and learning is captured within course team meetings by student reps, student rep attendance at student forums (departmental and cross college), student surveys, learner completion of written module evaluations, and as appropriate within 1-1 tutorials during discussion. Learner feedback supports internal quality systems include teaching yearly observations by external consultants, learning walks by Heads of School/Curriculum Managers, course team meetings, completion of in year course reviews that lead to annual report, and implementation of quality enhancement plan to address set actions throughout the academic year.

Student Voice

The contribution of the student voice is a critical quality element at the college. It is focussed around strengthening teaching and learning and responsiveness to individual need; strengthening student participation and representation; and creating a culture of student involvement, all of which ensures that the 'student voice' is at the centre of the curriculum.

Full use is made of student feedback to plan, manage and improve the provision and to enable the college to respond to the needs of its students. Student forums at college and school level, as well as course level operate very effectively and are well attended by student representatives. These mechanisms enable student representatives to raise any issues concerning their peers and to work with college staff to further explore these issues, to establish underlying causes of concern and to implement actions for improvement, as well as to consider responses to formal student surveys. Transparent arrangements are in place for the feedback of improvement activities to students and the communication of action plans to staff and students, ensuring ownership of improvement strategies at the appropriate level. An anonymous student comments and suggestions e-mail address is accessible via the Student Intranet. This ensures that students are able to have their opinions heard and acted upon to facilitate improvements in their provision from outside formal forum meeting arrangements, where appropriate. Additionally, an HE Student Forum page on NCD online allows

student representatives to add questions or comments where key college staff can respond. The site is visible to all students so they can see answers to questions, and access Student Forum minutes and other relevant documentation.

Nominated student-representatives are invited to participate in staff-student committee meetings on a termly basis, with outcomes and actions from these meetings informing the annual evaluation and review process as well as informing immediate action to resolve pressing student issues, where applicable.

Cross-college student surveys are operated both on-entry to the course (to capture perceptions of student induction and admissions procedures) and on-course (to capture perceptions of quality of teaching and learning, assessment, student support and resources programme management). These surveys mirror the questions included in the National Student Survey (NSS). As well as being highly informative about the issues facing learners studying in higher education at the college, they help familiarise learners with the expectations of the NSS in which they participate in the final year of their programmes. Responses to start of programme and on-programme student surveys are considered by HE Academic Standards and Quality Board, a sub-committee of Academic Board, and responses received along with associated action plans generated are ratified at this committee prior to subsequent presentation to Quality, Curriculum and Students Committee (a sub-committee to the Board of Governors).

Following the analysis of formal student survey responses, course teams meet to consider areas of concern raised by students and to generate actions to resolve these issues, where applicable. Survey responses are further interrogated at course review meetings resulting in modifications to programme delivery, assessment and/or student support arrangements, where applicable, and informing the production of the annual course report and self-assessment of programme operation.

Module evaluations are also conducted to enable teams to scrutinise learner perceptions at a subject level and to establish specific areas of satisfaction and concern for learners. An analysis of module evaluation outcomes is considered at staff-student committee meetings and forms a critical component of the course evaluation and review and subsequent annual course report.

Final year students at the college (on eligible programmes as specified by HEFCE) actively participate in the annual National Student Survey (NSS). The NSS is promoted to eligible learners via promotional materials provided by Ipsos-Mori (Research Company) and participation is encouraged via communication with learners through pastoral tutorials during studio sessions and through the availability of lap-top PCs acting as dedicated NSS 'work stations' in both the HE building (Neville Building) and Learning Resource Centre (LRC) at the college. The Student Union also actively advertises the NSS and encourages learner participation through the distribution of flyers, posters and promotional materials such as pens and coasters. These mechanisms help to ensure a positive response rate to this survey.

Outcomes from the NSS are publicised via the Unistats website and are communicated to students and staff through the colleges own intranet site. Publication of outcomes from NSS through the college internet site (as part of the Key Information Set), will serve to inform students of the type of learning experience they can expect when they study at New College Durham. In much the same way as the internal student satisfaction surveys, areas of particular satisfaction and of

concern to students raised through NSS are discussed at HE Academic Standards and Quality Board.

Key Performance Indicators

The college has a Performance Management Framework to monitor course performance on a regular basis. Course teams normally meet monthly and are guided to discuss agenda items relevant to key operational aspects at relevant times of year. In particular they meet three times a year in the capacity of Course Curriculum Review Meetings to evaluate past delivery and performance of the course and make modifications to the curriculum where relevant. Curriculum Managers meet with the Head of School and the Quality Manager four times a year at an HE Quality Review to discuss course management and performance with particular respect to: reporting identified issues and good practice; student retention; strategies implemented to support students identified 'at risk'; and communication with external examiners, employers, and other stakeholders.

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit		Programme outcomes																
			K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	T1	T2	T3	T4
4	POD 410	Clinical Practice 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	POD 411	Human Physiology	✓	✓			✓		✓								✓		
	POD 412	Dermatology	✓	✓			✓		✓					✓		✓	✓		
	POD 413	Functional Anatomy	✓	✓						✓							✓		
	POD 414	Research 1				✓				✓				✓		✓	✓	✓	✓

Level	Study module/unit		Programme outcomes																
			K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	T1	T2	T3	T4
5	POD 510	Clinical Practice 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	POD 511	Podiatric Medicine	✓	✓			✓			✓				✓		✓		✓	✓
	POD 512	Prescriptions only Medicine	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓				✓	✓	
	POD 513	Musculoskeletal Pathology & Management	✓	✓				✓	✓	✓					✓		✓		
	POD 514	Research 2				✓					✓			✓	✓	✓	✓		

Level	Study module/unit		Programme outcomes																
			K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	T1	T2	T3	T4
6	POD 610	Clinical Practice 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	POD 611	Issues of Ageing			✓					✓	✓			✓		✓		✓	✓
	POD 612	Enhanced Practice								✓	✓			✓		✓	✓	✓	✓
	POD 613	Applied Podiatric Biomechanics	✓	✓			✓		✓	✓		✓			✓		✓		
	POD 614	Research 3				✓				✓	✓			✓	✓	✓	✓	✓	✓

