

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) Podiatry
Teaching Institution	New College Durham
Awarding Institution	The Open University (OU)
Date of first OU validation	29 th March 2017
Date of latest OU (re)validation	April 2022
Next revalidation	2025 - 2026
Credit points for the award	360
UCAS Code	Course Code - B985
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	In relation to the QAA benchmark the subject statements for health care professions are now out of date and have been removed from the QAA website as such the subject has been referred to the relevant PSRB for current standards of competences (The Quality Assurance Agency for Higher Education, 2020).
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Royal College of Podiatry Core Curriculum Health and Care Professions Council Standards of Proficiency – Podiatry Health and Care Professions Council Standards of Education and Training
Professional/statutory recognition	Health and Care Professions Council – Chiropody/Podiatry
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT
Duration of the programme for each mode of study	3 Years

Dual accreditation (if applicable)	Not applicable
Date of production/revision of this specification	20 th January 2022

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 students 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 can 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 Health, Life Sciences and Early Years is underpinned by a teaching philosophy that encourages students to develop the knowledge and skills required to practice as a Podiatrist in the current health environment.

The programme aims 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 independent 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 programme continues to meet appropriate quality standards year on year, comments from previous Annual Monitoring reports include commendations as follows:

“The positive feedback from students, particularly with the significant upheaval caused by lockdown, including nominations for teaching awards”

“Overall, the programme team's response to lockdown has been exemplary”

“The APE and associated documentation is of a very high standard. Other programmes would do well to work towards this level of detail and reflection”.

The External examiners reports note that:

“The work set is of an appropriate standard at UG level. It also meets standards set by the HCPC and the Royal College of Podiatry Curriculum Guidelines”

“The assessment and standards set for the programme as a whole including its pathways, modules or individual courses are consistent and appropriate, and that the processes for assessment and determination of awards are fair, reliable and transparent across the provision”.

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

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Not applicable

2.4 List of all exit awards

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

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

Students not able to graduate from the programme with 120 credits at Level 6 but have achieved a minimum of 60 credits (excluding the research project module) at Level 6 will be awarded a:

BSc – Health Studies

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Clinical Practice 1	40	Nil		No	1 and 2
Human Physiology	20			No	1 and 2
Dermatology	20			No	1 and 2
Functional Anatomy	20			No	1 and 2
Foundations of Practice 1	20			No	1 and 2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>K1 - Demonstrate a knowledge of the theoretical basis of podiatric assessment</p> <p>K2 - Outline some of the anatomical, physiological, and pathological principles which underpin podiatry practice to enable evaluation of the structure and function of the lower limb</p> <p>K3 - Demonstrate a knowledge of aspects of podiatric practices and a patient centred approach</p> <p>K4 - Identify professional ethical standards and how they may impact on professional podiatric practice</p>	<p>A wide range of student centred teaching and learning approaches are used. These include lectures, 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 and presenting information. Students 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. Clinical reflection is 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 knowledge which emphasises the application of theory to practice throughout the programme. These include: assignments, reports, e-portfolios, and examinations which include a range of questioning styles eg: case based questions and clinical scenarios..</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 - Use problem solving skills in the clinical study of podiatric conditions</p> <p>C2 - Use clinical reasoning skills to evaluate the progress of patients appropriate to level 4 practice.</p> <p>C3 - Identify varying podiatric interventions relevant to educating for health, diagnostic and therapeutic activities</p> <p>C4 - Identify evidence from a variety of sources that informs the field of podiatric practice.</p> <p>C5 - Recognise through experiences the information required to improve practice.</p> <p>C6 - Consider own experiences and information required to become a reflective practitioner.</p>	<p>Problem solving and diagnostic skills are developed through clinical Practice with low-risk patients, under supervision in the NCD podiatry clinics. A wide range of student-centred teaching and learning approaches are used. These include case studies, group work, skills simulation, enquiry-based learning, opportunities to engage with research through, reading, questioning and discussion. Students 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 appropriate to Level 4. 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 knowledge which emphasises the application of theory to practice throughout the programme. These include: undertaking assignments and report writing which develop research skills, e-portfolios to develop reflection and self-analysis, and examinations which include a range of questioning styles eg: case based questions and clinical scenario analysis.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>P1 - Demonstrate appropriate, safe, accurate methods of assessment and evaluation of low-risk patient podiatric management strategies utilising a person-centred approach</p> <p>P2 - Demonstrate fitness to practice, relevant to Level 4.</p> <p>P3 - Work effectively as a member of a team and explore partnership and multi-disciplinary team working with relevant podiatric health care professionals</p> <p>P4 - Explore research relevant to the professions evidence-based practice.</p>	<p>Students can learn the practical skill of the podiatrist through workplace learning. They are also provided with industry standard clinics and equipment which enables the application and development of the practical skills to meet the Level 4 clinical challenge. The students spend one day a week in Level 4 within the highly managed clinical learning environment that closely matches the educational needs of the student with the clinical needs of the patient. Students also undertake placements within the local NHS Trusts and a local orthotic manufacturing company. Workplace supervision is provided by HCPC registered podiatrists that have additional training in workplace clinical mentorship. During their placements students will be introduced to a broad spectrum of podiatric services which is an aspirational experience early in the programme. The programme ultimately requires the student to develop into autonomous, evidence-based practitioners with the ability to learn and develop independently. The practical expectations and pre-clinical teaching and workshops assist with the first step towards this goal. Practical skills are formatively and summatively assessed through practical clinical examination, e-portfolios, OSPE, as well as undertaking other scholarly activity within their theoretical sessions.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>T1 - Manage and plan time and workload effectively T2 - Demonstrate use of information technology skills relevant to effective learning and clinical practice T3 - Apply basic numerical skills and demonstrate the need to interpret statistical information within the field of practice T4 - Recognise effective communication to relevant situations</p>	<p>Key/ transferable skills are incorporated within modules and related to relevant assessments. Throughout Level 4 students will be introduced to and develop their digital literacy through formative assessments such as power point presentations to peers, and assignment and report writing. Within Level 4 clinical practice, students are given the opportunity to use an electronic records system to complete patient records, this system is similar to systems found in local NHS trusts. Communication skills are developed within the clinical workplace as well as through formative assessments within lectures. Numeracy skills are developed throughout the programme with Foundations of Practice and Physiology modules providing students with knowledge of how to interpret basic statistical data. Academic reading and writing skills are developed through the reading of academic texts and journal articles which also facilitates independent learning. Teaching and learning strategies include presentations, group discussion, simulation exercises, case studies, workbooks, reflective and clinical practice. Assessment strategies include an e-portfolio and assignment writing.</p>

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

Programme Structure - LEVEL 5

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Clinical Practice 2	40	Nil		No	1 and 2
Podiatric Medicine	20			No	1 and 2
Prescription Only Medicines – Administration	10			No	2
Musculoskeletal Pathology and Management	20			No	1 and 2
Foundations of Practice 2	20			No	1 and 2
Neurological Diversity	10			No	1

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>K1 - Demonstrate a detailed knowledge of the theoretical basis of podiatric assessment and treatment in relation to specific conditions</p> <p>K2 - Give detailed examples 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 a detailed knowledge relating to aspects of podiatric practices and a patient centred approach</p> <p>K4 - Demonstrate a detailed knowledge of professional 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, 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 and presenting information. Students 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. Clinical reflection is 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 knowledge which emphasises the application of theory to practice throughout the programme. These include: assignments, e-portfolios, and examinations for example theory examinations, OSCE and clinical practical exams which include a range of questioning styles eg: case based questions and clinical scenario analysis.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 - Justify balanced and logical problem-solving skills to the clinical study and diagnosis of podiatric conditions</p> <p>C2 - Justify the use of clinical reasoning skills to evaluate the progress of patients</p> <p>C3 - Rationalise varying podiatric interventions relevant to educating for health, diagnostic and therapeutic activities</p> <p>C4 - Interpret evidence from a variety of sources that informs the field of podiatric practice</p> <p>C5 - Interpret information in order to improve practice</p> <p>C6 - Consider new experiences in order to become a reflective practitioner with a patient centred approach</p>	<p>Problem solving and enhanced diagnostic and assessment skills are developed through clinical practice with at-risk patients, under supervision in the NCD podiatry clinics. A wide range of student-centred teaching and learning approaches are used. These include case studies, group work, skills simulation, enquiry-based learning, opportunities to engage with research analysis through, reading, questioning and discussion. Students will be given opportunities to share and question knowledge in small groups, with peers and with teaching staff and be challenged to engage in critical academic discourse appropriate to Level 5. 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 deeper knowledge which emphasises the application of theory to practice throughout the programme. These include: undertaking assignments which further develops research skills, e-portfolios to develop critical reflection and self-analysis and clinical reasoning with exploration of a patient management case, and examinations which include a range of questioning styles eg: case based questions and clinical scenario analysis.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>P1 - Demonstrate appropriate, safe, accurate methods of assessment and evaluation of medium risk patient podiatric management strategies utilising a patient centred approach</p> <p>P2 - Demonstrate fitness to practice, relevant to Level 5.</p> <p>P3 - Demonstrate competence in professional judgement and employ partnership and multi-disciplinary team working with relevant podiatric health care professionals</p> <p>P4 - Demonstrate exploration of research relevant to the professions evidence-based practice</p>	<p>Students have the opportunity to learn more enhanced practical skills of the podiatrist through workplace learning. They are also provided with industry standard clinics and equipment which enables the application and development of the practical skills to meet the Level 5 clinical challenge. The students spend one day a week in Level 5 within the highly managed clinical learning environment that closely meets the educational needs of the student with the clinical needs of the at-risk patient. Students also have the opportunity to undertake placements within the local NHS Trusts (a core podiatry placement and a service improvement placement) and a local orthotic manufacturing company. Workplace supervision is provided by HCPC registered podiatrists that have additional training in workplace clinical mentorship. The programme ultimately requires the student to develop into autonomous, evidence-based practitioners with the ability to learn and develop independently. The practical expectations and enhanced skills workshops assist with moving towards this goal. Practical skills are formatively and summatively assessed through practical clinical examination, e-portfolios, OSCE, as well as undertaking other scholarly activity within their theoretical sessions.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>T1 - Manage and plan time and workload effectively</p> <p>T2 - Demonstrate effective use of information technology skills relevant to effective learning and clinical practice</p> <p>T3 - Apply numerical skills and integrate statistical information within the field of practice.</p> <p>T4 - Demonstrate effective communication to relevant situations</p>	<p>Key/ transferable skills are incorporated within modules and related to relevant assessments. Throughout Level 5 students continue to develop their digital literacy through formative assessments such as power point presentations, and assignment and writing.</p> <p>Within Level 5 clinical practice, students use an electronic records system to complete patient records, this system is similar to systems found in local NHS trusts. Communication skills are enhanced within the clinical workplace as well as through formative assessments within lectures. Numeracy skills are developed throughout the programme with MSK and Foundations of Practice 2 modules providing students with knowledge of how to interpret and integrate statistical data. Academic reading and writing skills continue to be developed through reading and analysis of academic texts and journal articles which also facilitates independent learning. Teaching and learning strategies include presentations, group discussion, simulation exercises, case studies, workbooks, reflective and clinical practice. Assessment strategies include an e-portfolio, assignment writing and video documentary.</p>

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

Programme Structure - LEVEL 6

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Clinical Practice 3	40			No	1 and 2
Prescription Only Medicines – Sale and Supply	10			No	1
Innovation and Enterprise	10			No	1
Management of the Complex Foot	20			No	1 and 2
Research Project	30			No	1 and 2
Mentorship	10			No	2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>K1 - Demonstrate a comprehensive and detailed knowledge and understanding 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 and understanding 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 a comprehensive knowledge and understanding of medicine and pharmacology related to the practice of podiatry utilising a patient centred approach</p> <p>K4 - Demonstrate comprehensive knowledge and understanding 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, 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 and presenting information. Students 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 clinical reflection is used to facilitate links between theory and practice. Group work is used to provide different perspectives on learning.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	A variety of assessment methods are used to provide the student with the opportunity to demonstrate the acquisition of comprehensive and detailed knowledge which emphasises the application of theory to practice throughout the programme. These include: assignments (including a research project), e-portfolios, and examinations for example theory examinations, OSCE and clinical practical exams which include a range of questioning styles eg: case based questions and clinical scenario analysis.
3B. 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 patient 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 evidence from a variety of sources that informs the field of podiatric practice.</p> <p>C5 - Critically analyse information to strive to enhance and improve Practice</p>	<p>Problem solving and enhanced diagnostic and assessment skills are developed through clinical practice with complex high-risk patients, under supervision in the NCD podiatry clinics. 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 have opportunities to engage with critical analysis through research, reading, questioning and discussion. Students will be given opportunities to share and question knowledge in small groups, with peers and with teaching staff and be challenged to engage in critical and analytical academic discourse and critical self-reflection. Group work is used to provide different perspectives on learning.</p>

3B. Cognitive skills	
C6 - Reflect upon new ideas for self/or service improvement.	A variety of assessment methods are used to provide the student with the opportunity to demonstrate the acquisition of comprehensive knowledge which emphasises the application of theory to practice throughout the programme. These include: undertaking assignments which further develops critical analysis and research skills, e-portfolios to develop critical reflection and self-analysis and clinical reasoning with exploration of a patient management case, examinations (including clinical practical and OSCE) which include a range of questioning styles eg: case based questions and clinical scenario analysis.
3C. 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</p>	<p>Students have the opportunity to learn the practical skills of the podiatrist through workplace learning. They are also provided with industry standard clinics and equipment which enables the application and development of the practical skills required for employment. A minimum of 1000 hours of clinical practice would have been completed throughout the whole programme and the students spend two days a week in Level 6 within the highly managed clinical learning environment that closely meets the educational needs of the student with the clinical needs of the complex high-risk patient. Students also have the opportunity to undertake placements within the local NHS Trusts and the independent sector (a core podiatry placement, role-emerging placement, inter-professional safeguarding, and primary care placement)</p>

3C. Practical and professional skills	
	<p>and with a local orthotic manufacturing company. They will also have the opportunity to observe a podiatric surgeon.</p> <p>Workplace supervision is provided by HCPC registered podiatrists that have additional training in workplace clinical mentorship. The programme requires the student to develop into autonomous, evidence-based practitioners with the ability to learn and develop independently. The practical expectations and enhanced skills workshops assist with moving towards this goal and provide the students with the opportunity to develop decision making skills and justify those decisions based upon evidence. Practical skills are formatively and summatively assessed through practical clinical examination, e-portfolios, and OSCE as well as undertaking other scholarly activity within their theoretical sessions.</p>
3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>T1 - Manage and plan time and workload effectively</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 continue to develop their digital literacy through formative assessments such as power point presentations, and assignment writing.</p> <p>Within Level 6 clinical practice, students use an electronic records system to complete patient records, this system is similar to systems found in local NHS trusts. Communication skills are enhanced within the clinical workplace as well as through formative and summative assessments (presentation of research poster). Numeracy skills are developed throughout the programme with Research Project and Innovation and Enterprise modules providing students with knowledge of</p>

3D. Key/transferable skills	
	<p>how to interpret and integrate statistical data and apply numerical skills. Academic reading and writing skills are developed through reading and analysis of academic texts and journal articles which also facilitates independent learning. Teaching and learning strategies include presentations, group discussion, simulation exercises, case studies, workbooks, reflective and clinical practice. Assessment strategies include an e-portfolio and assignment writing, business/service improvement proposal and professional discussion.</p>

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 **BSc – Health Studies** and **WILL NOT** be eligible to apply for registration with the Health and Care Professions Council or for membership of the professional body, Royal College of Podiatry.

Students who do achieve 120 credits at Level 6 (360 credits across all three years of the programme) will be awarded **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, Royal College of Podiatry

4. 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
 - **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

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

New College Durham is one of only two providers of the BSc (Hons) Podiatry programme in the northern region (the other being the Huddersfield School of Podiatry at Huddersfield University). It is also one of only 13 Schools of Podiatry in the whole of the UK. It is pleasing to note that following the NSS in 2021 the school currently sits 3rd out of all the podiatry schools in the UK.

Local stakeholders have recognised the continuing demand for an education provider in the North East of England which is supported by the professional body. The Sak's report (2021), commissioned by the Royal College of Podiatry, has also recognised the need to recruit more students for the NHS and elsewhere and the 'largely guaranteed employment' for new graduates. Local NHS trust podiatry managers and the external examiner continue to recognise the high standard and employability of the Durham School of Podiatry Graduates. In the academic year 2020-21 the first student of that cohort to obtain employment within the NHS did so in December of that year (6 months prior to course completion), whilst another had the fortunate position of choosing between 5 different offered positions. This academic year (2021-22), again one student has secured employment in December 2021. With others following in quick succession into the New Year.

New College Durham Podiatry Clinics

New College Durham maintains two podiatry clinics in which the highly experienced 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 and the clinical teaching team have a wealth of clinical experience both from NHS and the Independent sectors. The team maintain their continuing professional development throughout the year ensuring contemporary practice is shared with students. This close support 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. Throughout the three years the students will treat patients with increasingly challenging pathologies and this incremental method assists with students' clinical confidence and competence. Following the last validation, a condition was made that prescription only medicines were included into clinic to integrate the

student's theoretical knowledge into clinical practice. A small selection of these medicines is available to supply in clinic and a protocol has been devised to ensure these are supplied to service users safely and under close supervision of the clinical staff.

Alongside the development of life-long learning skills and the ability to function autonomously and flexibly, the students evolve into effective practitioners ready to contribute to and meet the challenges of working in the ever-changing health care environment. This weekly contact with patients is frequently commented upon as a positive aspect of the programme by students and has been cited as a reason for choosing to study at NCD, it should be noted that not all podiatry schools in the UK have their own clinics.

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

The clinic at Bishop Auckland has recently undergone an extensive refurbishment after NCD secured a Department of Education grant amounting to £90,000. The refurbishment will see self-contained units with individual sinks and nail drills built into the clinical rooms, as well as a renovated orthotic room which will serve several purposes: as a gait lab, orthotic manufacturing area and changing rooms. The refurbishment will ensure the Bishop Auckland clinic will provide an industry standard environment for the students. Investment has been extensive over the last five years and other advances have included the integration of an electronic records system, laptops, enhanced Wi-Fi access and purchase of new gait analysis equipment (RS scan pressure plate, Motion Metrix 3D markerless running gait analysis system). The team continue to review equipment with a recent capital bid being submitted for new vascular assessment equipment (Dopplers, Toe-Pressure Index equipment).

Innovative and Enhanced Placement Opportunities

Extensive work has been undertaken to update the placement model. The updates were made with the assistance of Health Education England (HEE) and Practice Placement Facilitator (PPF) from regional NHS trusts. Liaison with Independent Practitioners has also yielded a private practice placement for Level 5 and Level 6. The new practice model also includes an innovative 'Virtual Placement' which utilises state of the art head camera technology. The previous placement model gave the students an opportunity to work within the NHS trust workforce as part of the podiatry department. Whilst this will still form part of the new placement model as a 'core placement', it has also been recognised that based upon recent destination data, more students from the BSc (Hons) Podiatry programme are now finding employment within the independent sector. This change has led to a serious deficit within the NHS Trust podiatry departments and an overall drop in students applying for jobs in the NHS. The RCPod have recommended that "every effort must continue to be made to recruit more students for the NHS and elsewhere, which they will find more attractive with a wider scope of practice" (Saks, 2021). The changes to the podiatrist's role (in particular the expanded practice roles within the NHS) during the Covid-19 pandemic should also be reflected: "*The positives gained from expanded practice during the experience of the Covid-19 pandemic should be used as steppingstones to a more enlightened future*" (Saks, 2021). This decline in the NHS workforce is not exclusive to podiatry and HEE have therefore focused attention upon health care recruitment and thus placement

expansion/development. This increased focus led to HEE offering grants to institutions looking to develop and expand their placement provision, the podiatry programme team submitted an application for the grant and were fortunate to receive £50,000 to assist with the evolution and expansion of the placement model.

The increased interest in recruitment (particularly around the 'at risk' professions such as podiatry) has meant that the Placement Officer and the Professional Clinical Lead for the podiatry programme have been able to have access to a dedicated practice placement advisor (Learning Environment Clinical Lead) from HEE, as well as other practice placement facilitators (PPF's) dedicated to developing the Allied Health Professions (AHP) placement models. Extensive work has been undertaken with numerous meetings taking place with PPF's and other professionals from around the regional area but also extending to the Cumbria area, allowing the team to make firm links with departments and independent institutions previously unknown to the podiatry programme team and ensuring that podiatry students will be exposed to the diversity of placement opportunities previously only afforded to professions such as Nursing/Midwifery and Physiotherapy.

The new placement model will include 'core placement' within the podiatry department in their 'home trust' but will now include more placement opportunities such as a safeguarding and primary care placement as well as a service improvement placement, role emerging/leadership placement and a virtual placement.

Within their first year of study (Level 4), students visit their home trust for their core podiatry placement. This is a 5-day observational placement. This first introduction to an NHS Podiatry department will allow the students to experience all aspects of working as part of a busy podiatry team and will include observation of the podiatrist's role and the appointment booking process and it will allow interface with admin and clinical staff. This placement will take place within the second semester to ensure students have a base knowledge to enable them to immerse themselves in the placement experience.

Level 4 students will undertake a 1-day observational placement with a medical appliance/specialist footwear provider or orthotist.

In their second year of study (Level 5), students visit their home trust for their core podiatry placement. This takes place in the first semester for 5 days. Within this placement the students treat band 2 or band 3 patients within various NHS settings. The students are supervised by NHS clinical educators/mentors for the duration of the placement.

Within the second semester, students will take part in a service improvement placement. This placement will take place over 5 days at either an NHS trust (not necessarily their home trust) or within the independent sector. This placement will be project based with time allocated for research, a service improvement or audit project and presentation of findings/recommendations.

Level 5 students will undertake a 1-day observational placement with a medical appliance/specialist footwear provider or orthotist.

In their third and final year (Level 6), students visit their home trust for their core podiatry placement. This takes place in the first semester for 5 days. Within this

placement the students experience specialist placements which include nail surgery, biomechanics, wound care, domiciliary visits, and ward visits. This placement may involve treatment and observation of a variety of podiatric conditions. This placement includes a mock interview for each student to allow them to experience the podiatry interview process and prepare for future employment applications.

Within the second semester, students will undertake a 5-day role emerging/leadership placement. This placement will take place over 5 days at either an NHS trust (not necessarily their home trust) or within the independent sector, for example nursing homes, learning disability homes and schools. Students will present their findings and recommendations/proposals at the end of the placement.

Throughout Level 6, students will have 5 days of extra placement opportunities which will include areas such as safeguarding, primary care, a collaborative project within New College Durham which are interprofessional placements, an independent sector placement as well as a 'virtual placement' opportunity.

Level 6 students will attend a 1-day podiatric surgery placement with an NHS provider. This placement will allow the student to observe the podiatric surgery team at work and give an insight into further podiatric career development.

Level 6 students will undertake a 1-day observational placement with a medical appliance/specialist footwear provider or orthotist

Themed Approach

A themed approach is seen in Level 4 and 5. For example in the Medicine theme, the content of the Human Physiology module in Level 4 is now made more relevant to podiatrists, gradually incorporating some aspects of medicine, by way of introduction and in preparation for commencing the Podiatric Medicine module in Level 5. This approach helps students to see links between topics and modules more clearly, and the step up to the next level is better prepared for. In Level 6 the construct of the themes is less overt, but the expectation is that students will amalgamate knowledge gained into their modules, for example the module Management of the Complex foot will integrate content from Podiatric Medicine and Musculoskeletal Pathology and Management to allow for a better understanding of a more holistic approach to podiatry.

Progression Day

Progression day was introduced to the programme as part of the last validation and continues to be an important conclusion to the academic year. At this event 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. Alongside the students, clinical educators from placement are invited to this day to listen to the presentations and representatives from medical supplies companies attend during lunch to show students current equipment available ready for those entering independent practice. The External Examiner has been invited to attend previously (usually remotely) to deliver their annual report and facilitate a Q & A session with the students. This has been commended in past annual reports.

New Module - Mentoring

A new mentoring module has been introduced to allow a more formalised version of the previous buddy clinic system. The students will be introduced to theory related to mentoring as a 10-credit module in Level 6, they will then have the opportunity to develop their mentoring and leadership skills when they are rotated into the Level 4 clinics in semester 2 and will also be involved with Clinical Supervision type activities. This approach has already been piloted in the last academic year to good effect (following feedback from Level 6 and Level 4 students) being deemed as both inspirational and aspirational, with Level 6 students also appreciating that it was something they could use on application forms for podiatry employment and will form an exciting part of the overall programme. NHS Managers were also enthusiastic as it will ensure new graduates have leadership skills required for career development as well as having employees with a knowledge of the mentorship process who will be able to oversee students on placement in future years.

Clinical Rotations

When students' progress into Level 6 of the programme, they are placed in clinics for two days per week. To further enhance the skill and knowledge gained in Level 4 and 5 of the programme, these clinical days are timetabled to include speciality clinics such as Nail Surgery, Assessment Clinics (including new patients, nail surgery assessments and Diabetic Annual Reviews), Wound clinics and MSK assessment clinics. Students are also given small group supervision and a longer duration with a more complex patients in a gait assessment clinic and a clinical skills session.

The Use of Expert Patients

The two NCD podiatry clinics carry a large caseload of patient who provide students with real life experience and exposure to problem-based learning. Whilst some are not medically compromised, others suffer with many forms of chronic illness. A number of these complex patients act as 'expert patients' in our clinics and in the classroom for theory sessions, facilitating the enhancement of skill and knowledge and affording the students with an opportunity to discuss the patient's conditions in more detail or with a specific focus.

Interprofessional Activity

In 2018, the programme team successfully bid for a Health Education Grant of £30,000 for an interprofessional teaching and learning health initiative. This is entitled 'The Heart and Sole' project and is an innovative 12-week exercise programme to assist those patients with chronic disease and encourage them to maintain a degree of activity. The project is student led and sees integration and joint teaching and learning with Level 6 podiatry students and students from BSc Sports and Exercise Development (Level 6 Top-Up). Members of sport and podiatry academic teams have presented this initiative at several conferences (including the RCPod conference and a HEE conference) where it has been well received. It is envisaged that this programme will continue and be part of the placement opportunities for Level 6 students.

Level 5 and Level 6 Podiatry students have also had the opportunity to work alongside the BA (Hons) Social Work students when undertaking Safeguarding workshops. These workshops followed live child and adult safeguarding cases and was facilitated by professionals from the Police Force and Social Work teams. The feedback was positive and as such this workshop will now form part of the overall clinical placement opportunities in Level 6.

Several Level 6 podiatry students along with Level 3 Health and Social Care students, travelled to Leuven (Belgium) and took part in an International multi-disciplinary health project alongside nursing students and dieticians from across Europe. The project was to produce a health promotion strategy for the young diabetic patient. Unfortunately, due to Covid-19 restrictions this has not been repeated, but projects such as this will hopefully resume in the very near future.

Students from the podiatry programme were invited to attend a primary school educational event alongside students from other health professions. This was a successful event which was acknowledged at a recent HEE conference (Embedding Effective Learning Environments). This exciting opportunity may provide a route into an educational placement, and this is being investigated further at present.

Health Promotion Activity

Podiatry students are given the opportunity to take part in various health promotion activities within NCD, podiatry clinics and hospitals in the local area. These enhancement activities are student led with health promotion literature being researched and produced by the students. Health promotion events have been attended by NHS managers and clinical educators and the quality of the promotional material on display and the knowledge of the podiatrists has been commended previously. These promotion activities have been communicated to the RCPod and have been included within the professional association's publication.

Students were also involved in offering health promotion and treatment to Durham Women Football Club players (who play in the 2nd tier of the Women's Football Pyramid), and it is hoped this activity will continue in the future and will encompass gait analysis and orthotic management.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Prior to registration onto the programme, those students who wish to have recognition of prior learning or experiential are required to produce evidence of that prior learning. This evidence is reviewed at the NCD HE Approvals Committee.

Before the start of the academic term prospective students (those given conditional offers) are invited to attend a one day 'summer school'. This allows them to meet with members of the Level 4 teaching team and engage with tasks designed to allow students to meet members of their cohort and form good working relationships before

the term starts. This school is often undertaken at one of the NCD clinics and so allows students to become familiar with the clinical environment at the earliest opportunity.

At the start of each academic year all students undergo an induction programme. This takes place over the course of a week and includes various activities related to each cohort.

Within level 4 induction, students are introduced to the academic team, the college and its resources, the Student Union and the Advice, Support and Careers (ASC) team. ASC is an extremely important supportive resource for students and provides a range of services including Advice on student funding and welfare (including benefits, loans, and grants), personal support which includes information around personal issues, sexual health and contraception, relationships, mental health, bullying, drug and alcohol awareness, safe-guarding and PREVENT, personal counselling in a confidential setting, contacts, and referral to external services if appropriate. Students frequently access this support and staff are quick to signpost or refer students to these services if they deem it appropriate and safeguarding referrals have been made in recent years with successful outcomes.

The students are given a presentation of the OU Academic Regulations, Fitness to Practice Policy and Mitigation Process. This presentation is also uploaded to the VLE to ensure students can access this throughout the year.

Students are given a tour of the Digital Learning Hub (DLH) and shown the extensive resources within the NCD University Centre. They are also provided with a programme handbook and module guides and other documentation in addition to online access to the VLE and Office 365. An overview of the Level 4 modules is given by each of the module leaders and the placement officer will provide students with an overview of the Level 4 placement opportunities.

Level 5 and Level 6 students are given a reminder of resources and support services available at NCD in their induction weeks and undertake their First Aid update and any other updates as required for example any changes to procedures within the NCD clinics (infection control, health and safety, sterilisation, and cleaning of instruments, etc). They are also reminded of the OU Academic Regulations, Fitness to Practice Policy and Mitigation Process. Students in these cohorts are also introduced to their new level of clinical practice and assessments and the general running of the clinic for their year will be explained. The placement officer will also give an overview of the upcoming placement opportunities for each cohort.

All podiatry students are allocated a personal tutor each academic year and will meet with this tutor at least once each semester. The personal tutor's role includes pastoral and academic support and monitoring. Any student issues identified are dealt with swiftly and are raised at the Course Team Meetings for further discussion as necessary.

Students can be referred (or refer themselves) to the learner support service which offers support for students with a wide range of disabilities. This provision includes a Higher Education Access Adviser, specialist support (for example a specialist assessor), assistive technologies (Office 365 and associated accessibility tools), Personal Learning Coaches and Academic Study Skills Tutors. The students meet the

specialist HE Academic Study Skills Tutor during induction week but will also be introduced again within the modules Foundations of Practice 1 and 2.

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 and extensive written feedback.

The academic team pride themselves on the level of support given to students throughout their time at NCD, embracing widening participation is a key feature of the BSc (Hons) Podiatry programme and as such it is imperative good support mechanisms are in place both academically and pastorally. Students appreciate the support they received for example:

“Support from entire academic team and library staff has been incredible. Overall, good communications throughout lockdowns as well as navigating students through changes to assessment and clinics re-COVID.”

“A lot of support from lecturing team, feedback always good to learn from”

“Without the kindness and support of the lecturers, I know I wouldn't have made it to my final year, I will forever be grateful to them all”

“Certainly, within Level 5 and 6 adjustments have been made to students with dyslexia having extra time in clinical exams”

The level of feedback given to student's has also been commended by the EE as follows:

“Marking is of a consistently high quality and grading criteria applied. The feedback given demonstrates where the student can improve their work and what they have done well. One-to-one support is also offered as an adjunct to the feedback where appropriate”

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

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 9-4) including English Language, Mathematics and 2 science subjects, plus 2 A-Levels or BTEC Diploma or T level in health/health science, with a minimum of 64 UCAS tariff points. One of the qualifications at A-Level or equivalent, should preferably be in a science or sports subject.
- If no formal study at level 3 within the past 5 years has been achieved, then a health or sports access to higher education diploma 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 Level 2 or above.
- If a person does not 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.

Members of the programme team must:

1. Ensure that, applicant's original qualification certificates are reviewed during the admissions process.
2. Entrants have demonstrated an appropriate level of verbal communication skills during one-to-one interview and group-based activities during the interview process.
3. 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.
4. 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.
5. 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 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. Students and service users have been consulted on the interview process to identify the key values they feel should be demonstrated in entrants and are also invited to the interview selection days.

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 applicant's 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.

- A willingness to undertake a course of Hepatitis B vaccinations, (achieved by producing a certificate that demonstrates the level of antibody), or any other vaccinations as deemed necessary for health care workers as decreed by the Department of Health. An unwillingness to undertake vaccinations may limit the roles available as a Podiatrist.
- Meet the HCPC requirements for fitness to practice pertaining to character and health.

Entrants are able to apply for Recognition of Prior Learning prior upon enrolment onto the programme. This is discussed at the interview stage with all students and guided help is available for students if required.

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 virtual interview is possible via Microsoft teams or similar software programmes. 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.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

The programme follows the OU assessment regulations with the following variances:

Academic Calendar

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

Compensation

Due to the professional nature of the programme **ALL** modules of the programme **will not** be eligible for compensation.

The student must attain a minimum mark of 40% for each component of each module.

Level 6 Clinical Practice 3

With specific reference to the Clinical practice 3 module. Where normally a student will be offered the opportunity of reassessment for each component on a maximum of 2 occasions. A student that refers in any component on a second occasion **will not** be offered a partial retake and would normally be discontinued from the programme.

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 must be able to evidence the attainment of 1000 clinical hours across the whole programme before the student is eligible to apply for HCPC registration.

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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 (attended predominantly by student reps although all students are invited to attend), student rep attendance at student forums (departmental and cross college), students surveys, learner completion of interim and end of module evaluations, and as appropriate within 1-1 tutorials during discussion. Learner feedback supports internal quality systems which include learning walks by Heads of School/Advanced Curriculum Manager, course team meetings, quality reviews and the completion of annual programme evaluations. The annual programme evaluation action planner and quality enhancement plan addresses set actions throughout the academic year.

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 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 the student cohort to raise any issues concerning the programme and/or college, and to work with 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.

Nominated student representatives from each year group (and any of the student cohort) are invited to attend Course Team Meetings (CTM's) which are held on average every 6 weeks, with outcomes and actions from these meetings informing the annual programme evaluation and review processes as well as informing immediate action to resolve pressing student issues where applicable.

Cross-college student surveys are operated; an induction survey and an on-programme survey. The questions within these surveys closely follow those on the National Student Survey (NSS). As well as being highly informative about the issues facing learners studying in higher education at the college, the cross-college surveys help familiarise learners with the expectations of the NSS.

Final year students on the programme are invited to complete the annual NSS. This survey is managed by the Office for Students on behalf of the UK funding and regulatory bodies. The NSS gathers students' opinions and on the quality of the programme which helps to inform prospective student choices, provides data to improve the student experience and supports public accountability. This is promoted to eligible learners via promotion materials and participation is encouraged via emails and the programme team. The Student Union also actively advertises the NSS and encourages learner participation. Outcomes from the NSS are publicised via the Office for Students website.

Responses to the college surveys and the NSS are considered by the HE Development and Quality Unit and are fed back to the programme team. Following the analysis of formal student survey, the programme team considers areas of concern raised by students and generates actions to resolve these issues where applicable. Survey responses are further interrogated at quality review meetings and may result in modifications to programme delivery, assessment and/or student support arrangements where applicable. The responses also inform the annual programme evaluation 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 annual programme evaluation.

The academic team are fully aware of the student voice and the importance of student feedback. It is gratifying to note therefore that the student voice has spoken in support of the academic team via the 'Tomorrows Podiatry Awards', which are based upon student nominations. In the academic year 2019-20 two lecturers were nominated for awards for 'Inspirational Podiatrist of the Year' and 'Educator of the Year' with one tutor subsequently shortlisted. In the academic year 2020-21 three tutors were again nominated and shortlisted for awards, with one receiving two award nominations and going on to win the award of 'Inspirational Podiatrist of the Year'.

10. Changes made to the programme since last (re)validation

Changes to assessment strategies and programme modules were made by the whole programme team in consultation with students, employers, service users and external examiner.

Level 4

Clinical Practice 1 – Change to the assessment strategy. An e-portfolio has been introduced which is weighted at 20% for this module. This portfolio is designed to reflect the HCPC CPD Standards relating to CPD audit. Assessment weightings have been changed accordingly.

Human Physiology – Change to the assessment strategy. One examination will remain, but the other assessment will take the form of a 2000 word written assignment.

Dermatology – Change to the assessment strategy. The poster presentation has now been removed and the assessment will now consist of one examination.

Research one – Module name change to Foundations of Practice 1. Change to the assessment strategy. The presentation has been removed and the assessment will consist of one 2000-word assignment.

Level 5

Clinical Practice 2 – Change to the assessment strategy. An e-portfolio has been introduced which is weighted at 20% for this module. This portfolio is designed to reflect the HCPC CPD Standards relating to CPD audit. Assessment weightings have been changed accordingly.

Podiatric Medicine – Change to the assessment strategy. The poster presentation has now been removed and the assessment will now consist of one examination.

Prescription Only Medicines – Change to delivery of the module, this 20 credit module has now been divided into two 10 credit modules with Prescription Only Medicines – Administration (POM-a) being undertaken in Level 5 and Prescription Only Medicines – Sale and Supply (POM-s) being undertaken in Level 6. The POM-a module has an assessment strategy change with the portfolio and competencies removed and an OSCE introduced in place of these. Pass mark changed from 60% to 40% to bring in line with other modules.

Musculoskeletal Pathology and Management – Change to assessment strategy. The assignments have now been removed and the assessment will consist of one examination. Indicative content will now include elements from the previous Level 6 Applied Podiatric Biomechanics module.

Research 2 – Module name change to Foundations of Practice 2. Assessment strategy change from Audit and Protocol to an individual Video Documentary of a Health Behaviour Project.

Neurological Diversity – New Module introduced for Validation.

Level 6

Clinical Practice 3 – Change to assessment strategy. An e-portfolio has been introduced which is weighted at 20% for this module. This portfolio is designed to reflect the HCPC CPD Standards relating to CPD audit. The VIVA has been replaced by an OSCE and assessment weightings have been changed accordingly.

Prescription Only Medicines Sale and Supply – New 10 credit module introduced to Level 6 (previously within Level 5). Assessment strategy change, with a Case Study Based assignment now introduced along with a written examination. Assessment weightings have been changed accordingly. Pass mark changed from 60% to 40% to bring in line with other modules.

Innovation and Enterprise – New 10 credit module introduced for Validation.

Management of the Complex Foot – New 20 credit module introduced for Validation. Will replace the Issues of Ageing module and elements of the Enhanced Practice and Applied Podiatric Biomechanics modules.

Research 3 – Module name change to Research Project. Change to module weightings from 40 credits to 30 credits.

Mentorship – New 10 credit module introduced for Validation.

General module changes - include updated reading lists, amendments to Module Learning Outcomes to reflect assessment strategy changes and amendments to key teaching staff to reflect academic team staffing changes.

Change to Variances from OU standard assessment regulations - which includes the introduction of all modules being non-compensatable with all modules and components to be passed at 40%.

Updates to placement opportunities – New opportunities include a Service Improvement placement at Level 5 and Role Emerging, Interprofessional, Safeguarding, Primary Care and Virtual Placement being introduced to Level 6.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module	Programme outcomes																	
		K1	K2	K3	K4	C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	T1	T2	T3	T4
4	Clinical Practice 1	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Human Physiology	✓	✓					✓						✓	✓		✓		
	Dermatology	✓	✓			✓		✓							✓				
	Functional Anatomy	✓	✓			✓									✓				
	Foundations of Practice				✓			✓	✓					✓		✓			

Level	Study module	Programme outcomes																	
		K1	K2	K3	K4	C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	T1	T2	T3	T4
5	Clinical Practice 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	Podiatric Medicine	✓	✓			✓		✓			✓		✓		✓			✓	✓
	Prescription Only Medicines - Administration	✓	✓	✓	✓	✓		✓			✓	✓					✓	✓	
	Musculoskeletal Pathology and Management	✓	✓				✓	✓	✓			✓				✓			
	Foundations of Practice 2			✓				✓	✓	✓					✓	✓	✓		✓

Level	Study module	Programme outcomes																																							
		K1	K2	K3	K4	C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	T1	T2	T3	T4																						
6	Clinical Practice 3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓																								
	Prescription Only Medicines – Sale and Supply	✓	✓	✓	✓	✓	✓					✓					✓																								
	Innovation and Enterprise				✓						✓				✓		✓																								
	Management of the Complex Foot	✓	✓	✓			✓	✓	✓			✓		✓		✓																									
	Research Project				✓				✓	✓					✓	✓	✓	✓																							
	Mentorship				✓				✓	✓			✓				✓																								

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.