



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University (with support from NHS Education for Scotland)
3	Professional body accreditation	HCPC
4	Final Award	Certificate of Completion
	Subsidiary exit awards	n/a
5	Programme Title	Podiatric Surgical Training Programme
6	UCAS code (or other coding system if relevant)	n/a
7	SCQF Level	12
8	Mode of delivery and duration	Full time over 3 years, maximum 5 years Part-time over 5 years maximum 7 years
9	Date of validation/review	December 2016

10. Educational Aims of the programme

The aim of the programme is to provide an educational pathway for podiatrists to train in podiatric surgery in NHS Scotland. The composition of the training programme which links academic study with work place based learning results in a high quality training programme which will prepare podiatrists for consultant level practice.

The post-graduate surgical training programme aims to facilitate the development of independent, critically reflective podiatrists with the advanced professional knowledge, understanding and competencies required to deal with the complex issues required in autonomous surgical podiatry practice as a member of the multi-disciplinary orthopaedic team.

11. Benchmark statements/professional and statutory body requirements covered by the programme

HCPC Standards of Proficiency

12. Learning Outcomes of the Programme

At the end of the surgical training programme, the trainee should be able to:

Knowledge and understanding and intellectual skills

- Identify, explore and interpret theories, principles and concepts of podiatric surgical practice including any ethical implications, to create insights into the complexities of forefoot surgery.
- Through the process of critical analysis develop the knowledge and understanding to contribute to and challenge established surgical management in order to meaningfully advance surgical podiatric practice.
- Critically reflect on practice to develop skills of self-appraisal and insight.
- Apply effective critical thinking and reflection to make informed judgements and formulate solutions in response to unforeseen difficulties, challenging situations and complex problems.

- Provide evidence of an exceptionally high level of independence and creativity in scholarship and learning through autonomous professional development.
- Make judgements on and justify appropriate approaches to work-based research and development through reference to philosophical perspectives and realistic implications of diverse methodologies.

Practical and transferable skills

- Competently and safely deliver podiatric surgery within the agreed scope of practice.
- Utilise and evaluate a high level of literacy and practical skills, including use of appropriate technology, to retrieve and manage information and data from a wide range of sources in order to synthesise new perspectives to address complex challenges.
- Demonstrate originality in the application of knowledge in practice.
- Demonstrate effective leadership skills that foster continuous improved patient care and collaboration of the wider healthcare team.
- Develop resilience and sustainable professional development through on-going maintenance of the well-being of both patients and colleagues.
- Evidence the development of contextually relevant leadership skills and mature professional effectiveness in complex organisational domains.
- Proactively and effectively communicate and engage in critical dialogue with individuals from various disciplines, at different levels and in different situations, on complex matters using a variety of media and communication styles.

13. Teaching and learning methods and strategies

The programme team recognise and acknowledge that the trainees are mature professionals who may already be highly knowledgeable in their own fields and bring a wealth of experience which can be applied to surgical practice. The focus, within the programme, is therefore on collaborative enquiry, shared learning, individual exploration and mutual support and challenge in which trainees and both academic and clinical supervisors relate as professional colleagues, albeit with different professional perspectives and areas of expertise. Emphasis is placed on facilitating learning to enable detailed, analytical, leading-edge, and lateral ways of thinking that enhance critical insights into professional and work place issues. Building on existing personal transferable attributes, facilitated learning demands interaction, collegiality, and collaboration through group-focused discussions, high challenge and inter-professional debate, collaborative case analysis, independent study and work based learning.

The programme of study provides multiple opportunities for a critical dialogue about practice, an essential element for feedback, critical reflection, facilitation and peer support. Autonomy is achieved by the individual student through negotiating a Doctoral Action Plan (DAP) regarding the learning outcomes to be achieved for each stage of their study plan and resultant e-portfolio. Problems encountered in professional practice and workplaces are used to encourage investigative learning. Emphasis is placed on primary sources of information (relevant journal articles) and professionalism in the workplace. Learning strategies which enhance this ideal are used, for example, discussions, seminar presentations, when possible group discussion, and work place based assessment.

The content of the programme, while being trainee-centred, is expected to encompass the four pillars of practice ie leadership, research, a higher level of practice, and facilitation of others' learning. The content will be delivered both within the workplace and university setting and address knowledge and skills at a level expected of consultant level practice

14. Assessment strategies

Assessment of academic modules is at doctoral level and reflects the achievement of the individual trainee meeting the attributes of SCQF Level 12 framework, consistent and comparable to other awards of this kind in the UK. The assessment strategies are designed to encourage the integration and synthesis of theory with practice, to enable the development of transferable skills, to ensure the rigour of academic thinking and also to promote the achievement of personal and professional goals. Assessment methods include portfolios, learning action plans, literature reviews and research proposals.

The Scottish Trauma and Orthopaedic Annual Review of Competencies Panel (ARCP) will review the progression of the trainee within the work place training blocks. This will occur annually throughout the Podiatric Surgical Training Programme

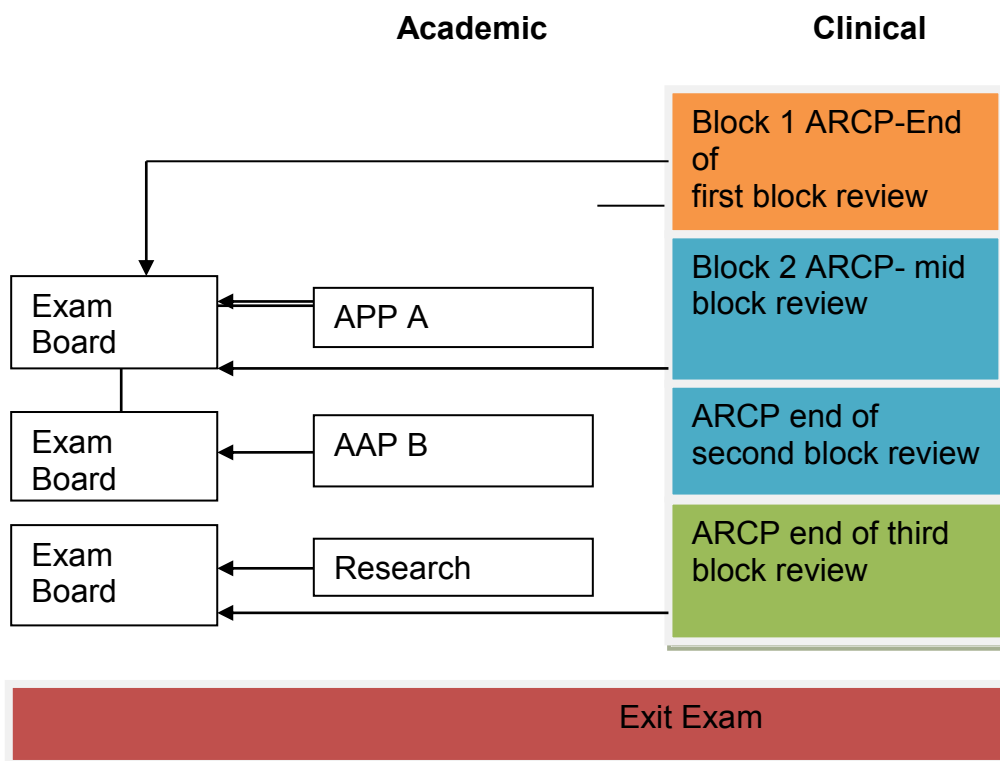
The evidence provided through workplace-based assessments (WPBAs) along with a report from the Educational Supervisor, will be reviewed by the T&O ARCP, which is led by the Trauma and Orthopaedic Training Programme Director.

On successful completion of the three taught modules and submission of the WPBA's the trainee will be eligible to sit the final exit exam. The format of this examination will be modelled on the Intercollegiate Speciality Examinations in Trauma and Orthopaedics and will consist of two sections

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

This training programme is embedded in the workplace. As such, Work Place Based Assessments (WPBAs) will be used throughout the **three** clinical work place training blocks to assess the progression of the trainee in the development of the competencies outlined in the curriculum.

Progress through the programme



16. Criteria for admission

Essential Entry Requirements	<ol style="list-style-type: none">1. A Masters degree in the Theory of Podiatric Surgery (180 Level 11 Masters credit) or equivalent2. Registered with the HCPC3. Certificate in local anaesthesia (LA) and annotated for LA on the HCPC register4. Annotated for Prescription Only Medicine (POM) on the HCPC register5. Injection therapy certificate
Level of English language capability	Where English is not their first language, applicants must show evidence of English language ability, to the following (or equivalent) minimum level of proficiency: an overall IELTS score of 6.5 with no individual component scores lower than 6 in the academic test and/or a TOEFL score of 600 (paper-based), 250 (computer-based) or 100 (internet-based).
Previous relevant work or work-related experience	At least two years postgraduate experience and show evidence of development in an area of advanced practice relating to musculoskeletal / orthopaedic care.
Desired entry requirements	<ul style="list-style-type: none">• Administering steroid injections• Non-invasive podiatry procedures (e.g. joint injections)• Reviewing patients pre and post operatively• Involvement in audit and research• Drug prescribing (qualify for independent/supplementary prescribing).

17. Support for students and their learning

Students will have access to the following means of support:

- Education Supervisors in the workplace
- Professional Doctorate supervisors for academic modules
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>

The Graduate School Academic Board has overall responsibility for the quality of doctorate level programmes in the University.