



Queen Margaret University

EDINBURGH

Programme Specification

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

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|---|--|---|
| 1 | Awarding Institution | Queen Margaret University |
| 2 | Teaching Institution | The SMAE Institute (1919) Ltd |
| 3 | Professional body accreditation | n/a |
| 4 | Final Award | Diploma in Higher Education (Podiatry Assistant) |
| | Subsidiary exit awards | Certificate in Higher Education |
| 5 | Programme Title | Diploma in Higher Education (Podiatry Assistant) |
| 6 | UCAS code | n/a |
| 7 | SCQF Level | 8 |
| 8 | Mode of delivery and duration | blended elearning, with block attendance learning for clinical studies. Normal duration 2 years |
| 9 | Date of validation/review | 10 th March 2016 |

10. Educational Aims of the programme

The programme aims to produce a diplomate who can work independently in the private or third sector as a foot health practitioner, and can work under the supervision of a podiatrist at the level of podiatry assistant in those arenas, and the NHS. They will have significant experience of clinical practice, and be engaged in a culture of lifelong learning.

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

Whilst not eligible to apply for HCPC registration, they will be eligible to register with the relevant accredited register <http://www.foothealthpractitionerregister.co.uk/> of the Professional Standards Authority <http://www.professionalstandards.org.uk>. However it should be noted that at present this register accepts a lower level of qualification and is voluntary.

The programme maps to levels 1 and 2 of the BSc Hons Podiatry programme and therefore prepares the student fully for direct entry in to level 3 of BSc Hons Podiatry.

12. Learning Outcomes of the Programme

Specific for the programme

On successful completion of the programme, the student will be able to

- explain the principles that regulate professional practice as well as the influence on care practice of health and social care values
- understand the importance of collaborative team work and the application of the care planning process
- identify foot and ankle anatomy and deformity.
- describe joint movements in the lower limb and foot.
- evaluate the blood and nerve supply of the lower limb and foot.
- describe the structure and function of skin and nails.
- assess and evaluate normal and abnormal skin conditions.
- assess and evaluate normal and abnormal nail conditions.
- identify common therapeutics and their use in podiatry practice.
- explain the levels of organisation and body processes essential to maintain health and well-being.
- explain the structure and function of selected body systems.
- investigate the categories of disease and explain the predisposing causes of disease.
- describe the characteristics, structure and growth of micro-organisms and their effect on the

- human body recognising the common treatments for these.
- demonstrate ability to prevent infection in care under supervision.
- demonstrate safe and effective podiatry clinical practice within scope of practice under supervision.
- demonstrate the ability to set up a podiatry clinic and assist in a range of podiatry clinical areas under supervision.
- demonstrate skills in the implementation of a podiatric treatment plan and undertake a range of clinical and treatment procedures under supervision.

General outcomes for the diplomate of this collaborative programme

On successful completion of the programme, the student will have developed :

- the ability to engage with academic stimulus and challenge.
- skills in professionalism and personal effectiveness.
- study skills.
- investigative, evaluative and analytical skills.
- planning and problem solving skills.
- skills such as critical thinking and reflection.
- transferable skills including Core Skills of communication, problem solving and working with others.
- the ability to work flexibly and cooperatively within healthcare and multi-agency teams.

13. Teaching and learning methods and strategies

The overall aim of learning, teaching and assessment strategy for this programme is to develop students from level 7 Foot Health Practitioners into increasingly independent learners and problem solvers, within the context of supervised practice in the NHS and autonomous practice in the private sector.

The SMAE Institute aims to foster four main learning strategies:

- *Distance/e-learning* - Taught content is delivered through open distance learning/e-learning method (and individual telephone tutorials if requested) whilst completing the modules and the portfolio, and through group and individual tutorials whilst undergoing practical training.
- Independent learning - Whilst much of the learning during the modular component is guided study learning, students are expected to conduct further reading and general scholarship to support the taught evidence. Students will also demonstrate independent learning during compilation of their portfolio
- *Reflective learning* -This focuses on critical reflection of experiential learning resulting in changes in practice. Reflective learning is achieved throughout the clinical practice component of the course by daily reflection and completion of a case study
- *Practice based learning* - The clinical attendance and practice element where the student is expected to learn to manage patients in an appropriate manner based on clinical need and evidence based practice.

14. Assessment strategies

Assessment is the vehicle by which the level of achievement of the learning outcomes of a module is demonstrated. However the QMU subject area of podiatry and SMAE consider that assessment is not only relevant at the end of blocks of study, but that informal/formative assessment, and indeed self assessment by the individual is a continuous and valuable activity to inform learning and measure progress and development.

This is especially evident in Clinical Studies, where a programme of continual assessment operates as part of the overall assessment. This ensures that the student's performance is viewed more dynamically as they develop their skills and expertise over the period of their clinical practice and study. Formative feedback is given and students are encouraged to be

reflective and constructively critical of their own clinical practice, while supported by their designated clinical tutor. All clinical assessors are HCPC registrants; these may be SMAE Institute academic staff or experienced Clinical Supervisors.

The overall pattern of assessments is intended to be fit for purpose, diverse and creative, whilst ensuring that skills for life are developed – for instance, scientific writing, reflective writing, presentational skills, conceptual thinking, communication skills.

Where a sound knowledge base is required to inform further studies, and to demonstrate development of competency for practice it is considered appropriate to assess this by examination.

The tables below detail the assessment pattern for each module.

| Level 7 Modules | Credits | Assessment |
|---|----------------|--|
| Manual Handling | 0 | MCQ (100%) |
| Interprofessional Education 1 | 10 | 1500 word essay (100%) |
| Cell Biology, Physiology and Microbiology | 10 | MCQ (50%) Short answer exam questions (50%) |
| Locomotor Science and Anatomy | 20 | Short answer exam questions (100%) |
| EBHC 1 | 10 | 1000 word essay (100%) |
| Clinical Studies Reflection | 10 | 1500 word essay (100%) |

| Level 8 Modules | Credits | Assessment |
|------------------------------------|----------------|--|
| Interprofessional Education 2 | 20 | 10 presentation 50% 1500 word essay 50% |
| Pathophysiology | 20 | Short answer examination (50%) Case study (50%) |
| Physiology and Pharmacology | 10 | Short answer examination (100%) |
| Locomotor Science 2 Normal Gait | 20 | Short answer examination (100%) |
| Disorders and management 2 | 20 | Short answer examination (100%) |
| EBHC 2 | 10 | 1500 word essay (100%) |
| Clinical Studies 2 | 20 | <ul style="list-style-type: none"> • OSCE 1 (25%) • Continual assessment (25%) • OSCE 2 (50%) • Attendance pass/fail (minimum 80% of all clinical hour) • Competence based exam in LA practical/viva Pass/Fail <p>A pass in all elements is required, there is no compensation between elements</p> |

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

This programme follows the delivery pattern of the SMAE Institute's foot health diploma in that modules are studied sequentially with intensive attendance blocks of clinical learning and practice at the end of the SCQF level 7 modules (end of year1) and the end of the SCQF modules (end of year 2)

16. Criteria for admission

The SMAE Institute shall interview and select appropriately qualified students for offer of admission as students of the programme and formally offer them a place.

“Appropriate” qualification means students who have successfully completed the credit rated SMAE Institute Diploma in Foot Health and can demonstrate evidence of on-going continual professional development (CPD).

17. Support for students and their learning

The following student support is provided :

- Personal Academic Tutors
- Student handbooks; placement 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 the SMAE Institute's and QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>

Where the QA arrangements differ from standard QMU procedures, include that information here.

The Quality assurance arrangements for the management, operation and monitoring of the programme, are as follows:

- Student feedback arrangements are carried out by the Smae Institute with support and guidance from QMU
- Evaluation mechanisms and module evaluation data, all module and student data is fed into the Smae Institute's ISO 9001:2008 quality management processes and discussed at the quarterly quality management meetings.
- At the beginning of every academic year The Smae Institute shall invite students to appoint 2 representatives to sit on both the student management committee as well as take part in the annual external ISO 9001:2008 quality audit meeting.
- Annual monitoring is to be carried out by the Smae Institute with the input of the Academic Link Person. This will be undertaken in the most current QMU format
- External examiners – As this is a programme with an award, an external examiner is required for level 2, and an appropriate HCPC registered examiner will be appointed

A signed Memorandum of Agreement setting out respective responsibilities and entitlements of both partners has been developed