

Podiatric Medicine

This version of the programme is no longer recruiting. Please refer to the programme specification of the same name.

This programme is only available in full-time mode of study

Final award	BSc (Hons)
	BSc Applied Health Sciences
Intermediate awards available	Diploma of Higher Education
	Certificate of Higher Education
UCAS code	B330
Details of professional body accreditation	Accreditation has been received from the Health and Care Professions Council and Society of Chiropractors and Podiatrists
Relevant QAA Benchmark statements	NHS and QAA standards for all Health Professions programmes including Podiatry
Date specification last updated	October 2013

Profile

The summary - UCAS programme profile

BANNER BOX:

This programme equips new graduates with the skills and knowledge needed to practise as a podiatrist, in the dynamic environment of health and social care. Developed in collaboration with local clinical staff, the programme reflects the priorities and needs of contemporary clinical practice.

Graduates of this programme are eligible to apply for membership of the Society of Chiropractors and Podiatrists and Registration with the Health and Care Professions Council.

ENTRY REQUIREMENTS

- **A Levels:** 280 UCAS tariff points to include an A2 grade B in Biology or Chemistry or Physics or Psychology or Physical Education.
- **Scottish Highers:** 280 UCAS tariff points, BCC Advanced Highers / ABBB Highers
- **Irish Highers Leaving Certificate:** 2 highers at grade B1 to include a science plus 1 higher at grade B2
- **International Baccalaureate:** 26 points with 2 highers at level 6 including a science
- **European Baccalaureate:** 70%
- **BTEC National (Science):** 280 UCAS tariff points
- **Graduates:** Science degree (minimum 2:2), Arts degree (minimum 2:2) + A2 level grade B in science

- **Access to science:** Access to Higher Education Diploma 60 credits in total, with at least 45 at level 3 (where grading of credits is available, all level 3 credits would be expected to be merits)
- **Extended degree:** 70% average for the year, to include Biology
- **Overseas:** In the case of applicants whose first language is not English, then IELTS 7.0 with no element below 6.5 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.

As part of the admissions process, all applicants will be interviewed and will be required to pass a numeracy and literacy test as part of the selection process.

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

Applications are welcomed from mature students. Applicants are expected to demonstrate evidence of recent academic achievement, such as they may be deemed capable of study at degree level.

Full enrolment is subject to successful health clearance and criminal records bureau screening.

ABOUT THE PROGRAMME

What is Podiatry?

Podiatry is the medical discipline which deals with the foot in health and disease. Podiatrists are concerned with the structure and function of the normal foot, the mechanics of locomotion and gait, the aetiology, pathology and diagnosis of abnormalities, and the theory and practice of therapeutics.

Most graduates move into clinical practice, either in the National Health Service or in private practice. A growing number choose careers in research, education and industry, both in the UK and overseas.

Students graduating from this programme will qualify for certification for access and supply of limited range prescription only medicines, and for certification for the administration of Local Anaesthesia.

Podiatry at UEL

The BSc (Honours) Podiatric Medicine commenced at UEL in 2003 and builds upon UEL's long term commitment to delivering education for the health professions in London. The programme provides an opportunity for interprofessional learning within the field of Professional Health Sciences across all 3 levels.

The main strength of the programme is the integration and application of theory with practice. This is achieved when students and staff work with patients in the out-patient clinics at the Clinical Education Centre in Stratford and in clinical placements with Primary care trusts across London and the East of England.

Programme structure

The programme seeks to prepare podiatrists who are highly skilled, flexible, and able to respond sensitively to patients both as individuals, and as members of patient groups within the wider community. Podiatrists have always enjoyed independent and autonomous practice, and the programme will continue to prepare students for their professional responsibilities. Students will develop skills of reflection and critical thinking as they progress through the programme to graduate as reflective practitioners whose practice is based on reliable evidence. Extensive use of clinical placements within Primary care trusts enable students to experience and learn from practice in the real world. The programme takes account of an expansion in the scope of practice for Podiatrists with advancements in Pharmacology and the introduction of certification in the use of prescription only medicines.

Clinical problem solving and experience is facilitated in an organised and structured way which embraces the sound principles of case-based learning. Students have the opportunity to develop the complex psychomotor and therapeutic skills required of the podiatrist in parallel with theoretical learning.

The programme comprises a single set of modules of study (six each at levels 1,2 & 3) which will be completed via a full-time route over 3 years.

Level one - is concerned with developing the core transferable skills of podiatry.

Level two - explores the development of core skills in specialist areas of practice.

Level three - Focuses on decision making and patient management in complex problem solving situations.

Learning environment

Podiatry is a health care profession emphasising the use of therapeutic intervention in the prevention and treatment of disease and disability. The ability to practise effectively requires a scientific underpinning to facilitate appropriate selection and application of podiatry interventions.

- The relevant scientific content is incorporated within each module in a way that enables students to see the relevance and application of the scientific principles involved.

The Podiatry programme aims to educate podiatrists to have a reflective approach to practice, an ability to transfer skills and knowledge across specialities and a commitment to lifelong learning. Throughout the programme, students are encouraged and supported in taking responsibility for their own learning, given time to reflect upon their experiences and encouraged to develop the complex skills of clinical reasoning, and integration of theory and practice.

Assessment

The various methods of assessment used throughout the programme fulfil several purposes within the programme:

- Assessment is integral to the learning process, enabling students to identify personal learning needs and to improve their own performance
- Assessment provides a focus for guided and independent study
- Students have the opportunity to share knowledge and experience gained through coursework assignments and presentations that involve working together in small groups
- Assessment involves a variety of approaches that allows each student to make the most of their individual strengths and to demonstrate their achievement of the learning outcome. Assessment formats across each of the 3 levels may include coursework, practical or written examinations and presentations related to both theoretical and clinical components of the programme.

Work experience/placement opportunities

Students are required to complete 1000 hours of clinical practice in order to be eligible for registration and for membership of the professional body. This time is distributed throughout the programme in continuous exposure to clinical practice one or two days each week as well as via blocks of full time placement throughout the levels.

Project work

- Project work is an essential component of an Honours degree programme and one that most students enjoy. Small projects and group work exercises feature throughout the programme.
- The research activity in level 3, which is conducted in groups of four students, provides a forum for students to work collaboratively in a self directed exercise that will develop the team working abilities required for practice within the health and social care environment. As well as submission of a group research paper and presentation, assessment of the module includes an individual reflective and evaluative account of the research process, which requires the students to explore their personal understanding of all aspects of the research process including those related to group working.

Added value

- Extensive personal support throughout the programme.
- Sound clinical as well as academic education.
- Effective careers advice and support available.
- Students graduating from this programme will qualify for certification for access and supply of prescription only medicines, and for certification for the administration of Local Anaesthesia.

IS THIS THE PROGRAMME FOR ME?

If you are interested in...

- Developing your knowledge of podiatry.
- Studying the clinical practice of podiatry.
- Understanding of current procedures in podiatry,; anatomy, physiology, biochemistry, and pharmacology.

- Improving your scientific skills of logical argument and analysis.

If you enjoy...

- Reading about or if you already have an interest in medicine.
- Helping people with their problems and listening to people
- Reading or hearing about research and/ or medicine.
- The challenge of increasing not just your knowledge of facts, but also your understanding of how science may contribute to podiatric practices
- Performing scientific procedures and experiments in laboratories and IT labs with precision.
- Working in groups using standard and new techniques to solve problems.
- Being able to study quietly and individually away from formal staff-led sessions.
- Problem solving and the thought of learning how to diagnose and treat disease.

If you want...

- To develop the knowledge and skills that will enable you to begin a career in the modern health service

Your future career

The ultimate aim of the programme is to prepare students for a career in Podiatry as competent autonomous clinical practitioners. Upon successful completion of the programme graduates are eligible to apply for membership to the Health and Care Professions Council.

How we support you

Student support is both formal and informal. In addition to the support offered to students by the University's central support and welfare services, students of Podiatry are offered both academic and pastoral support from the staff of the School of Health and Bioscience.

- From your first year you are allocated a Personal Tutor (a member of staff familiar with your degree).
- Module leaders and Programme leaders also give support on academic matters, and advice about other specialist help available through your degree programme.
- The School has a Student Help Desk to advise how to get the right help.
- Throughout the programme you will find a number of scheduled support activities devoted to specific aspects e.g. how to write your project report, or more general aspects such as careers.

Bonus factors

- The new Clinical Education Centre opened in April 2006 providing a new modern state of the art facility within walking distance of Stratford international railway station.
- You have also the right to be members of the University of East London Students' Union and on request to access such facilities, services, and functions as the Union makes available.

- Sports facilities are available at the Atherton Centre, which is just a few minutes walk away.
- Multiplex cinema, theatre, supermarkets, high street shops, restaurants, cafes and pubs a few minutes walk away in Stratford - a major site of new development in East London.
- Central London only 20 minutes away by underground, and extensive transport links with all parts of London
- The University of East London is situated in close proximity to the Olympic games site for 2012 and UEL will have a role in the development and legacy of the London Olympic games.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- develop the ability to practice effectively and independently within the clinical setting
- take up the role of an independent and autonomous practitioner

What will you learn?

Knowledge

- Practice in accordance with the Health and Care Professions Council Standards and Society of Chiropractors and Podiatrists Rules of Professional Conduct , working with patients with a broad range of conditions affecting human function, in a manner that reflects different approaches to practice; co-operative decision making and that respects the rights, dignity, autonomy and beliefs of the patient;
- Apply and adapt assessment procedures in order to identify and prioritise the needs of the patient and negotiate with the patient to develop a management programme that is appropriate for their physical, psychological and social context;
- Apply and adapt assessment procedures in order to identify and prioritise the needs of the patient and negotiate with the patient to develop a management programme that is appropriate for their physical, psychological and social context;
- Practise in a manner that respects and upholds the rights dignity and autonomy of every patient including their role in the diagnostic and therapeutic process;
- Safely and effectively implement a management programme designed to maximise the patient's functional ability and potential; based on key concepts of biological, physical, social, psychological and clinical sciences; taking account of the potential risks and hazards of intervention and adapting procedures appropriately; applying the principles of informed consent; and exercising a professional duty of care;

Thinking skills

- Evaluate the potential and/or actual outcomes of intervention and the evidence base supporting these and through effective clinical reasoning, institute changes or adaptations in response to perceived effects;
- Be accountable for their actions, basing their clinical reasoning on the evaluation of best available evidence; taking responsibility for their decisions and actions; and effectively managing their own case load;

Subject-Based Practical skills

- Work collaboratively both within and across professional boundaries to effect non-discriminatory practice, informed by an understanding of relevant policy and legislation, demonstrating effective communication, cultural sensitivity and ensuring that the rights of the patient are upheld;
- Practise across a range of health care settings; ensuring a safe practice environment; demonstrating an awareness of the availability and limitations of resources inherent within the setting; an understanding of the health and social policies relevant to the sector; and practise within a structure of evidence based rehabilitation recognising its contextual nature;

Skills for life and work (general skills)

- Maintain full, accurate, legible records of their interaction with patients, in a format that complies with legal and professional guidelines and/or requirements; ensures confidentiality of personal information; and communicates clearly and effectively to professional and non professional audiences;
- Be a responsible member of the healthcare team, managing time and resources through effective communication, co-ordinated planning and priority setting and in response to changing and unpredictable circumstances;
- Identify their own level of competence and limitations in their personal scope of practice, be prepared to openly acknowledge these, and be proactive in seeking advice and alternative sources of information and in moving their own skills and knowledge forward in order to maintain their fitness to practise;
- Acknowledge and value the significance of continuing professional development and their responsibility to maintain fitness to practise; and be proactive in their own progress, utilising strategies of reflective practice and participating in peer and other learning activities;
- Recognise and accept their responsibility for contributing to the development of the healthcare team; and be prepared to participate in the education of assistant practitioners, students and junior members of staff.

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 360 credits.

Typical duration

The expected duration of this programme is 3 years in full-time mode.

How the teaching year is divided

The teaching year begins in September and ends in June. A typical student in full-time attendance mode of study, will register for 120 credits in an academic year. In addition there are periods of external clinical placements in each academic year.

What you will study when

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take six 20 credit modules (or fewer, if any are 40 credit modules) per year. An honours degree student will complete modules totalling 120 credits at level one, modules totalling 120 credits at level 2 and modules totalling 120 credits at level 3.

All modules in this programme are core.

LEVEL	MODULE CODE	TITLE	SKILLS MODULES	CREDITS	STATUS SINGLE
1	PT1011	Skills for academic learning and patient centred practice	Y	20	Core
1	PT1012	Introduction to Movement Science		20	Core
1	PT1032	Patient Centred Practice & Professionalism		20	Core
1	PT1013	Sciences for Podiatry Practice		20	Core
1	PT1033	Clinical Podiatry Practice 1		40	Core

2	PT2011	Health Professions in Health & Social Care Sectors		20	Core
2	PT2031	Integrated Pathology of the Foot and Lower Limb1		20	Core
2	PT2032	Pharmacology		20	Core
2	PT2034	Integrated Pathology of the Foot and Lower Limb2		20	Core
2	PT2033	Clinical Podiatry Practice 2	Y	40	Core
3	PT3011	Research	Y	40	Core
3	PT3031	The High Risk Foot		20	Core
3	PT3033	Management of Musculoskeletal conditions and Employability		20	Core
3	PT3032	Clinical Podiatry Practice 3		40	Core

Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher.

In order to gain an Associate Certificate you will need to obtain a minimum of 20 credits at level one or higher

Podiatry is a protected title. To be able to register as a Podiatrist with the Health and Care Professions Council, use the title Podiatrist or apply for membership of the Society of Chiropodists and Podiatrists students must gain a honours degree in Podiatric medicine.

Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

The arithmetic mean of the best 100 credits at level 3 $\frac{2}{3}$ + The arithmetic mean of the next best 100 credits at levels 2 and/or 3 $\frac{1}{3}$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% First Class Honours
60% - 69% Second Class Honours, First Division
50% - 59% Second Class Honours, Second Division
40% - 49% Third Class Honours
0% - 39% Not passed

Assessment

Teaching, learning and assessment

Teaching and learning

Students undertaking this programme enter with a diversity of entry qualifications, ethnic backgrounds, nationalities and age ranges. Students will therefore bring a wide range of experience, knowledge and skills to the programme. The team recognise the diversity of learning needs by providing a wide range of Learning and Teaching approaches to the programme.

Knowledge is developed through

- Lectures are used to both introduce new topics and explore the integration between theory and practice. However, in preparation for the skills of clinical practice, a large proportion of the programme is studied through practical classes and laboratory sessions.

Thinking skills are developed through

- Seminars and tutorials are used to develop student's thinking skills and to provide an opportunity to explore alternative views and ideas.

Practical skills are developed through

- A significant proportion of class time will involve practical sessions in which students analyse movement and practise treatment skills using each other as models. This enables students to develop the ability to apply theoretical knowledge to enhance their development of physiotherapy handling and treatment skills.

Skills for life and work (general skills) are developed through

- Private study may be facilitated by guidance or work sheets and follow up tutorials and discussions in which the student will be given the opportunity to examine and extend their understanding of the concepts covered. Initially students are likely to require greater direction and structure within the learning strategies which, as students become more adept in taking responsibility for and directing their own learning, will decrease

Assessment

Knowledge is assessed by

- Coursework assignments
- Unseen written examinations
- Oral examinations
- MCQ examinations

Thinking Skills are assessed by

- Analytical assignments related to practice based learning
- Presentations to other students and tutors
- Problem solving activities

Practical skills are assessed by

- Practical examinations in the University setting
- Practice within the clinical setting

Skills for life and work (general skills) are assessed by

- Practice within the clinical setting
- Presentations to other students

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started the following was checked :

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years the University an in-depth review of the whole field. is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees (meeting each semester)
- Personal tutor, module leader, Programme Leader, pastoral tutor

Students are notified of the action taken through:

- Circulating the minutes of the field committee and the annual quality improvement report
- Verbal feedback to specific groups
- Providing details on the appropriate noticeboard

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Feedback from former students
- Society of Chiropodists and Podiatrists
- Representatives of the NHS

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
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Where you can find further information

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- UEL Manual of General Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Programmes
- School web pages <http://www.uel.ac.uk/health-sciences/index>
- QAA Benchmark Statements <http://www.qaa.ac.uk>