

Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	MSc Podiatry (Pre-registration)	Course Code	MSPPRF
FHEQ level and credit of final award	FHEQ Level 7, 180 credits		
Intermediate awards titles	<p>Master of Science (MSc) Allied Health Sciences (awarded to those who complete all level 7 units but do not complete either or both level 6 placements units)</p> <p>Postgraduate Diploma (PG Dip) Allied Health Sciences</p> <p>Postgraduate Certificate (PG Cert) Allied Health Sciences</p> <p>Intermediate awards do not convey eligibility to apply for registration with the HCPC.</p>		
FHEQ level and credit of intermediate award	<p>MSc Allied Health Sciences – level 7, 180 credits</p> <p>PG Dip Allied Health Sciences – level 7, 120 credits</p> <p>PG Cert Allied Health Sciences – Level 7, 60 credits</p>		
Awarding Institution	AECC University College		
Teaching Institution	AECC University College		
Professional, Statutory & Regulatory Body (PSRB) accreditation/recognition	<p>Health and Care Professions Council (HCPC) approval</p> <p>Royal College of Podiatry – accreditation applied for</p>		
Duration of PSRB accreditation/recognition where applicable)			
Mode of study	Full-time		
Distance Learning course	No		
Standard length of course	24 months		
Language of delivery	English		
Place of delivery	AECC University College		
UCAS code (where applicable)	Not applicable		
HECOS Code(s)	Podiatry - 100253		
Date Course initially approved	21 December 2022		

Version number	1.3
Date this version approved	16 January 2025
Academic year from which this applies	2022/2023 (commences January 2023)
Author	Philip Dewhurst, Michelle Holmes

Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University College's Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for the course may be found from the relevant course page on the University College website.

We would normally expect to see the following:

A minimum of a 2:2 (Hons) degree in any discipline other than podiatry.

Where the undergraduate degree is not in a science or healthcare discipline, evidence of study in science, ideally biology, behavioural sciences, health professional education and/or research methodology should be demonstrated. This may include (but is not limited to) access courses, A levels, or Open University courses.

Recognition of Prior Learning (RPL)

Applicants who have completed a level 7 qualification may be eligible to apply for aspects of their former education to be recognised towards this degree.

AECC University College has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#).

Applications from candidates with disabilities are considered and assessment of abilities and needs is undertaken sensitively. An occupational health assessment may be required.

Students for whom English is not their first language must achieve a score of 7.0 overall or equivalent (with no element below 7.0) for the International English Language Test Score (IELTS) that is no more than 2 years old on application; or Test of English as a Foreign Language (TOEFL) with a minimum score of 100 with minimum scores of 24 in listening and reading, 23 in speaking and 27 in writing.

2. Additional entry requirements

When applying for the course students will be required to complete an online occupational health questionnaire, to assess the applicant's readiness to undertake the course (e.g. physical health, inoculations, mental health). Students will also be required to undertake a Disclosure and Barring Service (DBS) check prior to starting the course. All applicants for the MSc Podiatry (pre-registration) will be interviewed as part of the admission process. AECC University College values individual's values and behaviours which are explored through the interview process. Successful selection to study requires students to demonstrate how their values and behaviours align to the NHS constitution. Interviews may include relevant stakeholders and service users involvement in the interview process, to explore the suitability of the applicant to the profession and the associated regulatory expectations. The interview also provides an opportunity for students to ask questions about the course and profession.

3. Aims of the course

The aims of the course are to:

1. Develop competent evidence-based podiatrists who are fit for award, practice, and the profession.
2. Develop strong professional role identity, autonomy, accountability and resilience
3. Develop podiatrists who are able to work autonomously in order to manage people using a patient-centred approach, when planning, implementing, and evaluating care.
4. Develop podiatrists who can work as part of the wider healthcare workforce in multidisciplinary settings and who have the skills and knowledge to apply their practice in the NHS and independent sector.
5. Equip students with critical and analytical competence so that they are able to use and create research evidence to complement their professional practice
6. Equip students with the skills to act as confident, competent and reflective practitioners, who practice autonomously, compassionately, skillfully and safely, whilst maintaining dignity, promoting health and wellbeing.
7. Create graduates who act as ambassadors for the podiatry profession and AECC University College.
8. To foster independence in learning and commitment to continued professional development and lifelong learning.

4. Course Learning Outcomes – what students will be expected to achieve

<p>This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</p>	<p>The methods used to enable outcomes to be achieved and demonstrated are as follows:</p>
<p>Subject Knowledge and Understanding Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1 the biological, physiological, pathological, pharmacological and biomechanical sciences underpinning podiatric practice.</p> <p>A2 scientific knowledge, critical thinking and values in contemporary podiatric practice.</p> <p>A3 the theoretical basis of podiatric practice including the range of conditions that present to podiatrists, their diagnosis and appropriate management</p> <p>A4 the psychosocial, contextual and public health factors which may influence a patient's management</p> <p>A5 the determinants of health which may influence a patient's management</p> <p>A6 the ethical, moral and legal frameworks and legislation relating to podiatric</p>	<p>Teaching and Learning Methods A1-A7 are achieved by integration of theory and practice. Theoretical content will be covered in asynchronous online material. This content will be supported with face-to-face synchronous sessions emphasizing the utilization of theoretical content into professional skills. Synchronous seminars may include a variety of activities, including but not limited to case-based problem-solving, group discussions, and critical reflection.</p> <p>Assessment Methods A1-A7 are assessed throughout the course in a variety of formats. Students' systematic understanding and knowledge of the principles of podiatry are assessed through written examinations and coursework. In addition, the application of this subject knowledge into practical application is assessed with practical assessments such as Objective Structured Clinical Examination (OSCE) and Viva and within presentations, and demonstrated in portfolios that assess their clinical placement.</p>

4. Course Learning Outcomes – what students will be expected to achieve	
<p>practice</p> <p>A7 the nature of contemporary podiatric practice in both the NHS and private settings</p>	
<p>Cognitive Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>B1 formulate reasoned judgements and arrive at a diagnosis based on verbal and physical presentation of patients and the results of investigation</p> <p>B2 acquire, assess and apply appropriate contemporary evidence of podiatry</p> <p>B3 design and implement appropriate and effective short- and long-term management plans and care</p> <p>B4 monitor patient progress through evaluation of outcomes and appropriate modification of care plans</p> <p>B5 critically analyse and reflect on clinical decisions in light of current best evidence, care pathways, legal and statutory requirements</p>	<p>Teaching and Learning Methods</p> <p>B1-B5 are achieved through development of autonomous and reflective thinking. Students will be provided with asynchronous material in a variety of units, they will then be supported by synchronous face-to-face seminars, where they will have the opportunity to reflect on their learning and apply these into practice.</p> <p>Assessment Methods</p> <p>Students' cognitive skills are examined throughout the course, throughout practical assessments and practice-based learning opportunities. B1-B5 are all assessed through a presentation. B1, B2, B3, and B5 are assessed with an OSCE and Viva.</p> <p>B1, B3, B4, and B5 are assessed through completion of a portfolio during the clinical placement units.</p>
<p>Practical Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>C1 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.</p> <p>C2 apply appropriate assessment techniques, taking into account the physical, psychological and cultural needs of the patient and the clinical context or environment that they are working in, to inform clinical decision making.</p> <p>C3 utilise appropriate conservative, surgical and pharmacological interventions which are patient centred and consider relevant indications, contradictions, side effects and legislation which may include appropriate referral to another health care professional</p> <p>C4 practice as an autonomous evidence-based professional, exercising professional judgement within their scope of knowledge.</p>	<p>Teaching and Learning Methods</p> <p>Students will develop practical skills throughout the course. This will include both practical content and activities with seminars, and work-based learning. Examples of practical activities within seminars include physical assessment skills and development of intervention skills. In addition, work-based learning is a core focus, providing a safe and effective system for students to develop their clinical expertise and clinical competence. Students will have the opportunity to practice their clinical skills within two placement units.</p> <p>Assessment Methods</p> <p>Students' communication skills (C1) and assessment skills (C2) are assessed throughout the course in different units, in the format of practical assessments such as OSCE/Viva as well as an in their portfolios from clinical placements and written examination. Their professional practice skills (C3, C4, C5, C6) are also assessed through their clinical placement portfolio and C3, C6 through presentations. C1-C4 are also assessed through an OSCE and Viva. Students' research skills (C7) is assessed through a portfolio of research tasks, and in their Dissertation unit.</p>

4. Course Learning Outcomes – what students will be expected to achieve	
<p>C5 demonstrate the ability to manage their own caseload and work planning, organising, directing and facilitating appropriate action to ensure effective use of resources (financial, human, physical and technological).</p> <p>C6 demonstrate levels of clinical decision-making necessary for autonomous practice.</p> <p>C7 demonstrate advanced skills in data collection, analysis and interpretation of data.</p>	
<p>Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind</p> <p>D2 effectively communicate with patients, relatives, carers and healthcare professionals to establish and maintain effective relationships</p> <p>D3 make effective use of relevant information systems, including storing and retrieving information and access these sources to use the information in relation to patient care, health promotion, giving advice and information to patients and for research and education.</p> <p>D4 understand and apply the philosophy and processes involved in quality improvement including audit, research, clinical governance and engaging with service users</p> <p>D5 understand and apply health and safety requirements pertinent to their workplace and undertake risk assessments</p> <p>D6 effectively manage time, prioritise tasks, exercise initiative and work autonomously when necessary and appropriate.</p> <p>D7 effectively apply advanced research methods to design, carry out and write-up primary scientific research.</p>	<p>Teaching and Learning Methods</p> <p>Students will be supported to develop transferable skills through their seminars and through work-based learning. Seminars offer an opportunity for students to practice their skills, gain peer feedback, and formative feedback on their work. Work-based learning then provides further opportunities to develop their skills in a safe and effective system, whilst still gaining feedback from experienced clinical mentors. In addition, interprofessional learning provides opportunities for students to work with others, see skills in practice that are transferable across professions, and actively seek out feedback from other healthcare professionals.</p> <p>Assessment Methods</p> <p>Students will have an opportunity to develop their transferable skills (such as problem-solving, communication, effective use of IT, quality improvement processes, time management and research skills) throughout the course. These are assessed with a variety of assessment strategies, including portfolios (D1, D2, D3, D4, D5, D6), presentations (D1, D7), written examinations (D1,D3), completion of a dissertation (D6, D7).</p>
<p>Professional competencies</p> <p>Having successfully completed this course students will be able to</p>	<p>Teaching and Learning Methods</p> <p>This course is designed to develop competent evidence-based and reflective clinicians with a strong professional role, who are able to work</p>

4. Course Learning Outcomes – what students will be expected to achieve	
<p>E1 work in accordance with the requirements of the professional regulator, exercising a duty of candour, an equal and inclusive approach to practice and maintaining their own fitness to practice</p> <p>E2 understand the importance of lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio containing reflections, achievements and learning needs.</p> <p>E3 understand and respect the roles and expertise of other healthcare professionals in the context of working and learning in a multi-disciplinary approach, seeking their advice when necessary.</p> <p>E4 work collaboratively with colleagues, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.</p> <p>E5 continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.</p> <p>E6 recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.</p>	<p>autonomously and in multidisciplinary settings and who are committed to continued professional development. Through work-based learning and interprofessional learning, the course provides opportunities for students to reflect on their learning and practice in to develop a professional identity and acknowledge the importance of lifelong learning as a healthcare professional.</p> <p>Assessment Methods All professional competencies (E1, E2, E3, E4, E5, E6) will be assessed with portfolios completed during clinical placements. E3, E4, E5, and E6 will be also assessed with an OSCE. E1 will also be assessed with a presentation. E1, E2, E5 and E6 will be assessed with essays.</p>
<p>Intermediate exit award outcomes</p> <p>Postgraduate Certificate Allied Health Sciences</p> <p>A1 the biological, physiological, pathological, pharmacological and biomechanical sciences underpinning podiatric practice.</p> <p>A2 scientific knowledge, critical thinking and values in contemporary podiatric practice.</p> <p>A3 the theoretical basis of podiatric practice including the range of conditions that present to podiatrists, their diagnosis and appropriate management</p> <p>A4 the psychosocial, contextual and public health factors which may influence a patient's management</p> <p>A5 the determinants of health which may influence a patient's management</p> <p>A7 the nature of contemporary podiatric practice in both the NHS and private settings</p>	

4. Course Learning Outcomes – what students will be expected to achieve

- B1 formulate reasoned judgements and arrive at a diagnosis based on verbal and physical presentation of patients and the results of investigation
- B2 acquire, assess and apply appropriate contemporary evidence of podiatry
- B3 design and implement appropriate and effective short- and long-term management plans and care
- B5 critically analyse and reflect on clinical decisions in light of current best evidence, care pathways, legal and statutory requirements
- C1 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.
- C2 apply appropriate assessment techniques, taking into account the physical, psychological and cultural needs of the patient and the clinical context or environment that they are working in, to inform clinical decision making.
- C3 utilise appropriate conservative, surgical and pharmacological interventions which are patient centred and consider relevant indications, contradictions, side effects and legislation which may include appropriate referral to another health care professional
- D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind
- D3 make effective use of computers and other information systems, including storing and retrieving information and access these sources to use the information in relation to patient care, health promotion, giving advice and information to patients and for research and education.
- E3 Understand and respect the roles and expertise of other healthcare professionals in the context of working and learning in a multi-disciplinary approach, seeking their advice when necessary.
- E4 Work with colleagues, and not in isolation from them, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.
- E5 Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.
- E6 Recognise and work within the limits of their own personal and professional knowledge, skills and experience and seek help from colleagues and others when necessary.

Postgraduate Diploma Allied Health Sciences

- A1 the biological, physiological, pathological, pharmacological and biomechanical sciences underpinning podiatric practice.
- A2 scientific knowledge, critical thinking and values in contemporary podiatric practice.
- A3 the theoretical basis of podiatric practice including the range of conditions that present to podiatrists, their diagnosis and appropriate management
- A4 the psychosocial, contextual and public health factors which may influence a patient's management
- A5 the determinants of health which may influence a patient's management
- A6 the ethical, moral and legal frameworks and legislation relating to podiatric practice
- A7 the nature of contemporary podiatric practice in both the NHS and private settings

4. Course Learning Outcomes – what students will be expected to achieve

- B1 formulate reasoned judgements and arrive at a diagnosis based on verbal and physical presentation of patients and the results of investigation
- B2 apply appropriate contemporary evidence to their practice of podiatry
- B3 design and implement appropriate and effective short- and long-term management plans and care
- B4 monitor patient progress through evaluation of outcomes and appropriate modification of care plans
- B5 critically analyse and reflect on clinical decisions in light of current best evidence, care pathways, legal and statutory requirements
- C1 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.
- C2 apply appropriate assessment techniques, taking into account the physical, psychological and cultural needs of the patient and the clinical context or environment that they are working in, to inform clinical decision making.
- C3 utilise appropriate conservative, surgical and pharmacological interventions which are patient centred and consider relevant indications, contradictions, side effects and legislation which may include appropriate referral to another health care professional
- C4 practice as an autonomous evidence-based professional, exercising professional judgement within their scope of knowledge.
- C6 demonstrate the levels of clinical decision-making necessary for autonomous practice.
- C7 demonstrate advanced skills in data collection, analysis and interpretation of data.
- C8 collect and analyse data using appropriate techniques to draw conclusions
- D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind
- D2 effectively communicate with patients, relatives, carers and healthcare professionals to establish and maintain effective relationships
- D3 make effective use of information systems, including storing and retrieving information and access these sources to use the information in relation to patient care, health promotion, giving advice and information to patients and for research and education.
- D4 understand and apply the philosophy and processes involved in quality improvement including audit, research, clinical governance and engaging with service users
- D5 understand and apply health and safety requirements pertinent to their workplace and undertake risk assessments
- D6 effectively manage time, prioritise tasks, exercise initiative and work autonomously when necessary and appropriate.
- E1 work in accordance with the requirements of the professional regulator, exercising a duty of candour, an equal and inclusive approach to practice and maintaining their own fitness to practice
- E2 understand the importance of lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio containing reflections, achievements and learning needs.
- E3 understand and respect the roles and expertise of other healthcare professionals in the context of working and learning in a multi-disciplinary approach, seeking their advice when necessary.

4. Course Learning Outcomes – what students will be expected to achieve

- E4 work in collaboration with colleagues, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.
- E5 continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.
- E6 recognise and work within the limits of their own personal and professional knowledge, skills and experience and seek help from colleagues and others when necessary.

Master of Science Allied Health Sciences

- A1 the biological, physiological, pathological, pharmacological and biomechanical sciences underpinning podiatric practice.
- A2 scientific knowledge, critical thinking and values in contemporary podiatric practice.
- A3 the theoretical basis of podiatric practice including the range of conditions that present to podiatrists, their diagnosis and appropriate management
- A4 the psychosocial, contextual and public health factors which may influence a patient's management
- A5 the determinants of health which may influence a patient's management
- A6 the ethical, moral and legal frameworks and legislation relating to podiatric practice
- A7 the nature of contemporary podiatric practice in both the NHS and private settings
- B1 formulate reasoned judgements and arrive at a diagnosis based on verbal and physical presentation of patients and the results of investigation
- B2 apply appropriate contemporary evidence to their practice of podiatry
- B3 design and implement appropriate and effective short- and long-term management plans and care
- B4 monitor patient progress through evaluation of outcomes and appropriate modification of care plans
- B5 critically analyse and reflect on clinical decisions in light of current best evidence, care pathways, legal and statutory requirements
- C1 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.
- C2 apply appropriate assessment techniques, taking into account the physical, psychological and cultural needs of the patient and the clinical context or environment that they are working in, to inform clinical decision making.
- C3 utilise appropriate conservative, surgical and pharmacological interventions which are patient centred and consider relevant indications, contradictions, side effects and legislation which may include appropriate referral to another health care professional
- C4 practice as an autonomous evidence-based professional, exercising professional judgement within their scope of knowledge.
- C6 demonstrate levels of clinical decision-making necessary for autonomous practice.
- C7 demonstrate advanced skills in data collection, analysis and interpretation of data.
- C8 collect and analyse data using appropriate techniques to draw conclusions
- D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind

4. Course Learning Outcomes – what students will be expected to achieve

- D2 effectively communicate with patients, relatives, carers and healthcare professionals to establish and maintain effective relationships
- D3 make effective use of information systems, including storing and retrieving information and access these sources to use the information in relation to patient care, health promotion, giving advice and information to patients and for research and education.
- D4 understand and apply the philosophy and processes involved in quality improvement including audit, research, clinical governance and engaging with service users
- D5 understand and apply health and safety requirements pertinent to their workplace and undertake risk assessments
- D6 effectively manage time, prioritise tasks, exercise initiative and work autonomously when necessary and appropriate.
- D7 effectively apply advanced research methods to design, carry out and write-up primary scientific research.
- E1 work in accordance with the requirements of the professional regulator, exercising a duty of candour, an equal and inclusive approach to practice and maintaining their own fitness to practice
- E2 understand the importance of lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio containing reflections, achievements and learning needs.
- E3 understand and respect the roles and expertise of other healthcare professionals in the context of working and learning in a multi-disciplinary approach, seeking their advice when necessary.
- E4 work collaboratively with colleagues, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.
- E5 continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.
- E6 recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.

Course Structure

5. Outline of course content

The MSc Podiatry (pre-registration) is a qualifying course for graduates with a suitable and relevant first degree seeking to train as a Podiatrist. The course is two calendar years full-time, starting in January. The aim of the course is to provide a challenging and rewarding educational experience that enables students to develop as competent, evidence-based and patient-centred podiatrists, capable of making a valuable contribution to their chosen workplace.

The course has been designed to meet the requirements of the HCPC and Royal College of Podiatry. Students will develop their knowledge of podiatry through seminars and small group working and their practical skills through hands on practical teaching and clinical placement. They will develop their professional identity and an understanding of their role in the healthcare workforce through placements within a variety of settings including the NHS as well as through interprofessional learning exploring professional behaviors. They will develop knowledge of how to use research for their own professional practice and the process of primary data collection, analysis and publication to support the profession's development and patient care and advancement of the profession.

5. Outline of course content

The MSc Podiatry (pre-registration) course consists of the following units. A full course diagram can be seen in Appendix 1.

- o Foundations of podiatric practice (20)
- o Medicine and surgery for podiatric practice (40)
- o Research Methods in Health Science (20)
- o MSK disorders of the foot and lower limb (20)
- o Professionalism and Social Responsibility in Healthcare (20)
- o Dissertation (40)
- o Chronic and complex patient management (20)
- o Clinical placement 1 (0)
- o Clinical placement 2 (0)

6. Placements, work-based learning or other special features of the course

Placement learning is integral to this course to enable students to develop and demonstrate their skills in podiatry for students to be eligible to apply to join the HCPC register as Podiatrists. You are required to undertake 1000 hours of work-based learning. These hours will take place using placements across three possible sectors, locally within the University College clinic services, within private practice and within NHS settings. Students may also complete simulated clinical experience using appropriate equipment within the University College.

During placements, you will be able to access support from both AECC University College (for example through a Personal Tutor, Placement Lead, Course Leader) and through your placement provider. You will be supported by a clinical placement supervisor, who will be trained by AECC University College.

In order to be awarded the MSc Podiatry (pre-registration) degree, all students must successfully complete both placement units (POD6003 and POD6006) and all academic units. Students who do not complete placement units but do complete all academic units will be awarded the degree MSc Allied Health Sciences.

7. Course structure, levels, units, credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

AECC University College courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Zoom/Teams lectures/seminars, online discussion forums, webinars, email or live chat.

8. Learning hours/student workload

Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified time-frame.

Opportunities for one to one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one to one sessions at set times. Interactions via email for e.g. is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks, Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

In a typical week students on this course will normally have approximately 9 – 15 hours of contact time, that may include seminars, labs, practicals, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will have approximately 6 - 8 hours of tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 15 hours of independent study per week. This includes time for revision/preparation for assessments, as well as activities such as private reading and research. More detail about student workload is provided in the unit specifications.

Students will complete a minimum of 1000 hours of work-based learning within two placement units, POD6003 and POD6006. Work based learning will consist of classes which aim to prepare students for the clinical environment and simulation of clinical environments utilizing on site simulated clinical areas and simulation equipment.

Simulation learning will utilise the AECC University College mock ward to help students familiarize themselves with the equipment found on hospital wards such as beds, tables and hoists as well as specialized equipment and procedures such as those associated with cardiac arrest and resuscitation. In addition, the University College's Centre of Simulation Excellence includes many items of leading-edge technology for the clinical training and assessment of students. A total of 96 hours over the course will utilise simulation based and work place readiness learning.

Placements will occur either in on site clinical services or off campus in local NHS or independent settings. Placements will usually occur in blocks of 6 weeks duration (225 hours) during the summer period with students completing a minimum of 4 placement blocks. Additional hours may be achieved through a weekly rota within the AECC Clinical Services during the spring and winter semesters.

9. Staff delivering the course

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise.

9. Staff delivering the course

Staff will deliver subjects within their area of expertise and will carry appropriate professional registration for their profession where appropriate. For example, all podiatrists employed as academic staff members will be registered with the HCPC.

Whilst on placement students will be supervised by appropriately qualified podiatrists who are registered with the HCPC and operate within the University College's placement policy.

10. Progression and assessment regulations

The regulations for this course are the University College's Assessment Regulations which may be found from the [Latest Policies webpage](#). Specific regulations for the MSc Podiatry (pre-registration) require that students complete units: POD6003 Clinical Placement I before commencing POD6006.

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

The award of MSc Podiatry (pre-registration) leads to eligibility to apply for registration with the appropriate professional body. Aegrotat awards and the award of MSc Allied Health Sciences, PG Cert and PG Dip will not confer eligibility to register.

11. Employment progression routes

Graduates of this course will be eligible to apply to join the professional register as a podiatrist and may seek employment with the NHS or within independent settings. Students may be able to practice internationally, dependent on the local regulations. Students awarded an MSc Allied Health Sciences will not be eligible to join the professional register.

Students will be able to further their career through further training as a podiatric surgeon through an accredited provider. Podiatry graduates may wish to go onto specialist training as a First Contact Practitioner or Advanced Clinical Practitioner. They will also be eligible to apply to study at doctoral level.

12. Additional costs and special or unusual conditions which apply to this course,

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

Potential additional costs include:

- Students will be expected to have an electronic device on which they can access course materials. They will need a secure internet connection with enough bandwidth to stream videos and online content. Students may wish to purchase copies of any required textbooks or their own copies of some recommended textbooks. Books are estimated to cost between £50 and £200. There are no direct printing costs, but some students may prefer to print out materials.
- Students will be required to attend placements in NHS settings. Whilst we aim to keep student placements close to the University College campus, it may be necessary for some travel to be required. The costs associated with attending placements are the student's responsibility and should be factored into their annual budgeting for the course. Typically, these costs are for

12. Additional costs and special or unusual conditions which apply to this course,

travel and, if necessary, accommodation to access placement. The amount of money involved will depend on the site of the placement, distance from home, and the type and length of placement. Students may claim placement travel expenses for NHS placements, and costs towards any additional accommodation that may be required to access placements. Currently, the NHS provides some reimbursement of additional placement costs to eligible students through the learning support fund. More information about this can be found at:

<https://www.nhsbsa.nhs.uk/learning-support-fund/about-learning-support-fund>

- Uniform: Students will be required to wear the appropriate uniform when on practice placement. These include a polo shirt and dark trousers. Students will also need to provide for themselves one pair of flat black shoes with a nonslip rubber sole. Students wishing to wear a head covering such as a hijab must provide these for themselves, and these must be plain.
- At the start of the course, students must complete an enhanced criminal record check through the Disclosure and Barring Services. If a student suspends their studies for six-months or more, they will also have to pay for a new criminal records check. Occasionally placement providers request an additional check if the certificate is more than one year old. If this is the case, students will need to pay for the additional check.

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually)

The ways in which the quality of the University College's courses are monitored and assured checked, both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at most every six years.
- External examiners, who produce an annual report
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board
- Professional body accreditation and annual reports to these bodies

14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Dignity Diversity and Equality Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

14. Inclusivity statement

AECC University College seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

This course is designed at academic level and is referenced to the following external benchmarks to ensure the course aims and learning outcomes were developed appropriately to match the characteristics of master's graduates:

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- QAA Characteristics Statement: Master's Degree (2020).
- SEEC Credit Level Descriptors for Higher Education (2021)

In addition, the course has been designed to align with key guidance from the healthcare sector and professional body guidance:

- QAA Subject Benchmark Statement for Podiatry (2001)
- HCPC Standards of Conduct, Performance and Ethics (2016)
- HCPC Standards of Education and Training Guidance (2023)
- HCPC Standards of Proficiency – Chiropodists/ Podiatrists (2023)
- Royal College of Podiatry Core Curriculum for Podiatric Medicine (2016)
- Royal Pharmaceutical Society – A Competency Framework for all Prescribers (2021)
- Knowledge and Skills Framework (NHS 2010)
- Clinical Leadership Competency Framework (NHS 2011)
- A Health and Care Digital Capabilities Framework (NHS 2018)

16. Internal reference points and policy frameworks

AECC University College Strategic Plan

AECC University College Course Design Framework

AECC University College Feedback on Assessments policy

[AECC University College Placement Policy](#)

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

Record of Modifications

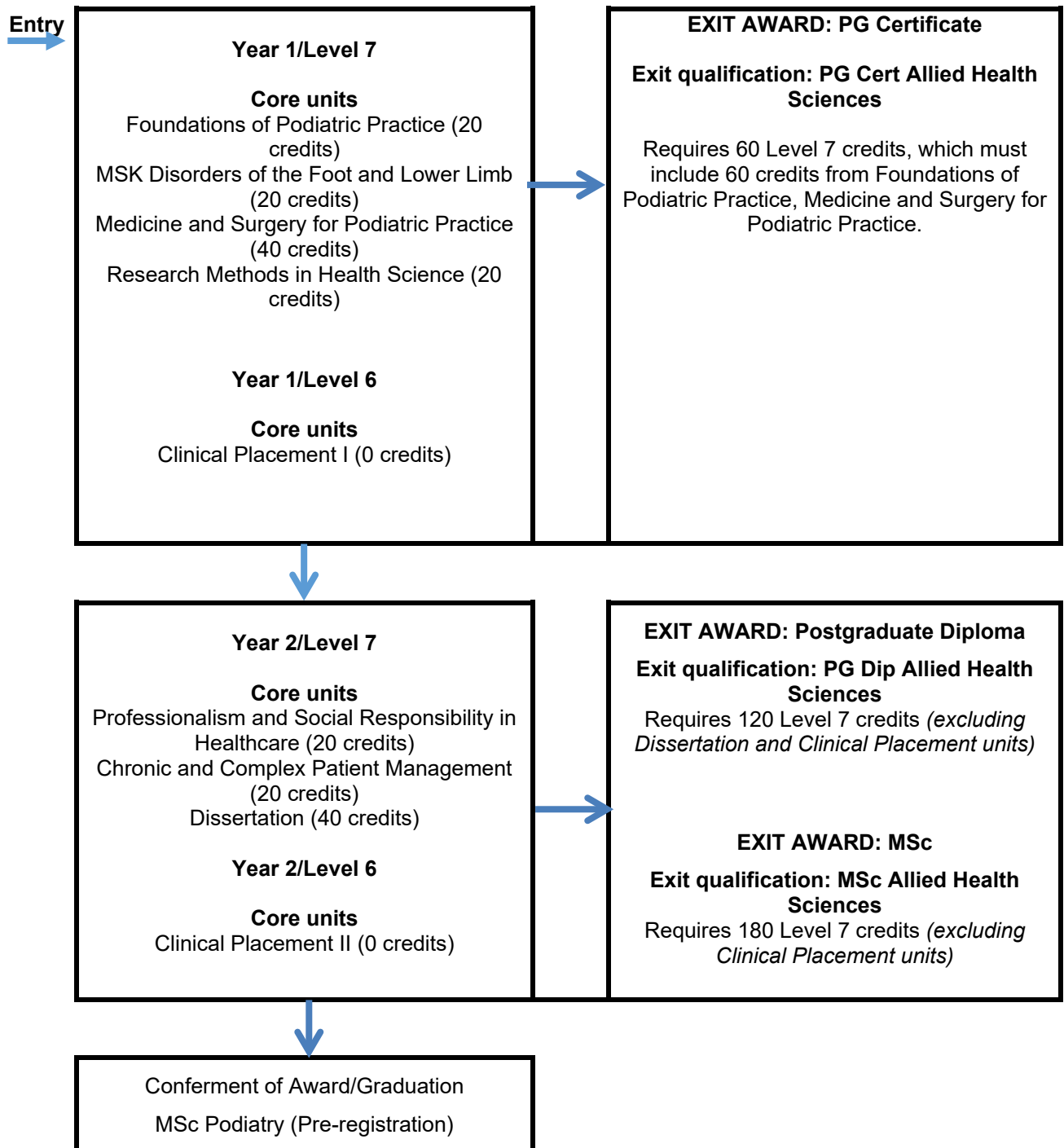
Course level

Description of Modification	Date approved	Intake to which modification applies
Amendment to assessment diet for unit POD7004: P/F to 100%	01/03/2023- ASQC	Jan 2023 and all future cohorts
Correction of unit coding, updates to assessment and ILOs for POD6003, POD6006, POD7001, POD7002 and POD7005	23/01/2024- ASQC	Jan 2023 and all future cohorts
Modification of entry criteria	November 2024- ASQC Chair's Action	January 2024 and all future cohorts
Editorial corrections applied January 2025 following re-coding of PGT and CPD units in the Professional Development Framework	N/A- Correction	January 2024 and all future cohorts

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies
POD7004- MSK Disorders of the Foot and Lower Limb	Amendment to assessment P/F to 100% (with Sub-elements 60/40)	01/03/2023- ASQC	Jan 2023 and all future cohorts
POD6003- Clinical Placement I	Update to learning outcomes	23/01/2024- ASQC	Jan 2024 and all future cohorts
POD6006- Clinical Placement II	Correction to unit coding and Update to learning outcomes	23/01/2024- ASQC	Jan 2024 and all future cohorts
POD7001- Foundations of Podiatric Practice	Update to learning outcomes	23/01/2024- ASQC	Jan 2024 and all future cohorts
POD7002- Medicine and Surgery for Podiatric Practice	Update to learning outcomes and Change to assessment	23/01/2024- ASQC	Jan 2024 and all future cohorts
POD7005- Chronic and Complex Patient Management	Update to learning outcomes and Change to assessment	23/01/2024- ASQC	Jan 2024 and all future cohorts
MDT7005- Professionalism and Social Responsibility in Healthcare	Retrospective modification to ILOs, assessment and content to more closely align with PSRB standards	16/01/2025- ASQC Chair's Action	Retrospective- Jan 2024 and all future cohorts

Appendix 1 – Course Diagram



Appendix 2 – Learning outcomes mapping document

	Subject Knowledge and Understanding							Cognitive Skills					Practical Skills							Transferable Skills							Professional Competencies						
	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	E1	E2	E3	E4	E5	E6	
POD7001 – Foundations of Podiatric Practice	*			*			*						*	*													*	*					
POD7002 – Medicine and Surgery for Podiatric Practice	*	*	*	*	*			*	*	*		*	*	*						*		*								*	*	*	*
PPR7009 – Research Methods in Health Science																			*	*		*	*										
POD6003 – Clinical Placement I						*	*	*			*		*	*	*			*		*	*			*	*		*	*	*	*	*	*	
POD7004 – MSK Disorders of the foot and lower limb	*	*	*					*	*	*		*	*	*	*					*									*				
MDT7005 – Professionalism and social responsibility in healthcare							*															*					*			*	*		
POD7005 – Chronic and complex patient management		*	*	*		*		*	*	*	*	*	*	*	*			*											*	*	*		
PPR7010 - Dissertation									*										*	*					*	*							
POD6006 – Clinical Placement II						*		*		*	*	*	*	*	*	*	*	*		*		*	*	*	*		*	*	*	*	*	*	

Appendix 3 – Course summary document

Unit details			Core/ Option	Pre/ co requisite units	No of credits (level)	Assessment Element Weightings (%)				Estimated learning hours		
Number	Title	Version no.				Exam	Cwk	Prac 1	Prac 2	Scheduled contact	Directed non- contact	Self- directed
POD7001	Foundations of Podiatric Practice	1.1	Core		20 (7)		100%	P/F		96	48	56
POD7002	Medicine and Surgery for Podiatric Practice	1.1	Core		40 (7)	100%		P/F		144	96	160
PPR7009	Research Methods in Health Science	1.1	Core		20 (7)		100%	P/F		36	48	116
POD6003	Clinical Placement I	1.1	Core		0 (6)			P/F		525	0	75
POD7004	MSK Disorders of the foot and lower limb	1.1	Core		20 (7)			100%		72	48	80
MDT7005	Professionalism and social responsibility in healthcare	1.2	Core		20 (7)		100%			36	48	116
POD7005	Chronic and complex patient management	1.1	Core		20 (7)		100%			48	48	104
PPR7010	Dissertation	1.1	Core		40 (7)		100%			12	36	352
POD6006	Clinical Placement II	1.1	Core	POD6003	0 (6)			P/F		525	0	75

Exit qualifications:
MSc Allied Health Sciences [*Requires 180 credits at Level 7, (excluding POD6003 Clinical Placement I and POD6006 Clinical Placement II)*].
PG Dip Allied Health Sciences [*Requires 120 Level 7 credits including all core units (excluding PPR7010 Dissertation, POD6003 Clinical Placement I and POD6006 Clinical Placement II)*]
PG Cert Allied Health Sciences [*Requires 60 Level 7 credits which must include Foundations of Podiatric Practice, Medicine and Surgery for Podiatric Practice.*]