

## COURSE SPECIFICATION

Course Aim and Title	BSc (Hons) Podiatry Apprentice
Intermediate Awards Available	BSc Applied Health Science DipHE in Applied Health Science CertHE in Applied Health Science
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	NA
UEL Academic School	Health Sport and Bioscience
UCAS Code	TBC
Professional Body Accreditation	Health and Care Professions Council (HCPC)
Relevant QAA Benchmark Statements	<i>Podiatry</i>
Additional Versions of this Course	BSc (Hons) Podiatry
Date Specification Last Updated	04/05/20

### Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

- Develop the intellectual skills appropriate for an honour's degree.
- Provide you with an academic and clinical education to you them to satisfy the requirements of the College of Podiatry and the Health and Care Professions Council.
- Develop students in the skills of the autonomous reflective practitioner who can provide leadership, to influence and respond appropriately to change.
- Provide the foundation upon which further professional development can proceed.
- Facilitate the development of transferable Skills.
- Develop skills of critical thinking and problem solving.
- Recognise the value and role of adopting an evidence base to practice.



- Foster and maintain professional awareness.
- Recognise the importance of maintaining and reviewing clinical standards.

What you will learn:

#### Knowledge

- You will be equipped with the appropriate knowledge and skills to ensure competence at the point of qualification and the capability to continue to meet Health and Care Professions Council regulatory standards and the College of Podiatry professional standards throughout their professional careers.
- You will explore the opportunity for innovative practice at both patient and service level, whilst exercising a professional duty of care and recognising limitations of practice.

#### Thinking skills

- You will demonstrate an ability to translate an understanding of foundational and professional knowledge to augment practice knowledge within a variety of contexts.
- You will infer professional judgement with the best available evidence and adopt a critical stance in relation to quality / best practice and engage in systematic inquiry to develop knowledge and promote change to benefit a range of health care providers and those who access them.

#### Subject-Based Practical skills

- You will apply and adapt assessment procedures in order to identify and prioritise the needs of the client / service user and negotiate with the client / service user to develop a management programme that is appropriate for their physical, psychological and sociological context.
- You will implement, manage and monitor therapeutic interventions safely and effectively, demonstrating clinical reasoning and justification of appropriate adaptations



#### Skills for life and work (general skills)

- You will participate in the health and social care practice community as a lifelong learner, reflexively monitoring development needs of self / team, service in relation to evolving models of practice, in a variety of contexts.
- You will practise in a manner that respects the dignity and autonomy of clients at all stages of the therapeutic process, upholding the values and behaviours required of a registered health professional in public / private service.
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- You will participate fully in multidisciplinary and interagency working for the benefit of the client / service and demonstrate ethical person-centred practice and collaborative decision making
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- You will apply a range of approaches to teaching and learning with individuals and groups, in a variety of contexts in order to educate patients, public and professional colleagues to facilitate change behaviour, health and wellbeing and health promotion throughout the period of care.
- You will be a responsible and self-governed member of the healthcare team. Demonstrate leadership through managing time and resources effectively, problem solving, planning, priority setting, innovative service delivery, health informatics and evaluation of practice, in response to changing, novel and unpredictable circumstances.

#### Learning and Teaching

Knowledge is developed through

- Guided reading
- Knowledge-based activities with feedback
- Online discussions and activities
- Lectures
- Practice based learning
- Blended learning

Thinking skills are developed through



- Reflective activities with feedback
- Online discussions and activities
- Blended learning

Practical skills are developed through

- IT activities with feedback
- Research skills-based activities with feedback
- Practical classes
- Practice based learning

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

- Planning activities with feedback
- Project work
- Practice based learning
- Blended learning

## Assessment

Knowledge is assessed by

- Coursework
- Essays
- Examinations

Thinking skills are assessed by

- Coursework
- Examinations
- Project work

Practical skills are assessed by

- Portfolio completion
- Clinical examinations
- Placement feedback

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

- Project work
- Group work
- Presentations

Students with disabilities and/or specific learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

## Work or Study Placements



In order to be enrolled on this course you must be employed by an organisation which offers or can organise the following podiatric clinical services:

- Patients with problems related to endocrine & rheumatological function
- Patients with problems related to musculoskeletal function and sporting activities
- Patients with problems related to neurological function
- Patients with problems related to dermatological function
- Patients requiring nail surgery
- Patients located in a variety of healthcare and community settings.

It is acknowledged that the nature of the apprenticeship course facilitates work-based learning and that apprentices have excellent opportunities to apply learning in the practice setting, however, as part of your apprenticeship you will complete 6 compulsory assessed periods of clinical practice.

In level 4 you will do one 4-week period of assessed practice

In level 5 you will do two 5-week periods of assessed practice

In level 6 you will do two 6-week periods of assessed practice.

During your final 6-week period of assessed practice you will also complete your apprenticeship End Point Assessment.

## Course Structure

All courses 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:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.



The module structure of this course:

<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Weighting</b>	<b>Core/Option</b>	<b>Available by Distance Learning? Y/N</b>
4	PT4413	Podiatric Practice 1 via apprenticeship	20	Core	N
4	PT4412	Anatomy and Physiology 1 via apprenticeship	20	Core	N
4	PT4416	Podiatric Pathology 1 via apprenticeship	20	Core	N
4	PT4415	Practice based leaning 1 via apprenticeship	20	Core	N
4	PT4811	Professional practice and mental wealth via apprenticeship	20	Core	N
4	PT4414	Anatomy and Physiology 2 via apprenticeship	20	Core	N
5	PT5411	Podiatric Practice 2 via apprenticeship	20	Core	N
5	PT5416	Podiatric Pathology 2	20	Core	N
5	PT5815	Research methods via apprenticeship	20	Core	N
5	PT5413	Podiatric Pharmacology via apprenticeship	20	Core	N



5	PT5412	Podiatric MSK via apprenticeship	20	Core	N
5	PT5414	Practice based leaning 2 via apprenticeship	20	Core	N
6	PT6412	Podiatric Practice 3 via apprenticeship	20	Core	N
6	PT6415	Practice based leaning 3 via apprenticeship	20	Core	N
6	PT6811	Research governance and leadership via apprenticeship	20	Core	N
6	PT6413	The Complex Patient 1 via apprenticeship	20	Core	N
6	PT6414	The Complex Patient 2 via apprenticeship	20	Core	N
6	PT6416	Practice based learning 4 with EPA via apprenticeship	20	Core	N

*Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.*

Additional detail about the course module structure:

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

The overall credit-rating of this course is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level

of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

### Course Specific Regulations

In order to be awarded your apprenticeship you must pass your end point assessment

### Typical Duration

The expected duration of this course is 4 years full-time.

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply, and extenuation has been granted.

### Further Information

More information about this course is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
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All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs: none

### Alternative Locations of Delivery

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