



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2023-24

FdSc Podiatry and Lower Limb Orthotics

Contents

1.	Welcome and Introduction to FdSc Podiatry and Lower Limb Orthotics	3
1.1	Welcome.....	3
1.2	Programme Management	3
1.3	Personal Tutor (Sarah Bronger).....	4
1.4	Tutoring at UCSD	4
1.5	Course Contact List	5
1.6	Preparing for your programme.....	6
1.7	Curriculum design principles.....	7
1.8	Teaching and Learning Strategy.....	8
1.9	Research and employment-informed teaching and learning.....	8
1.10	Resources to support outstanding teaching and learning	8
1.11	Knowledge, skills and behaviours developed on the programme	9
1.12	Assessment and feedback strategy	11
1.13	Student engagement in ongoing programme development	11
1.14	Student Support Hub	12
1.15	Becoming a South Devon Graduate	14
1.16	Preparation for employment and further academic study.....	16
1.17	UCSD Enterprise and Employability Framework Mapping.....	18
1.18	Regulations, Policy and Procedures	22
2.	Programme Specification	23
3.	Module Records.....	32

1. Welcome and Introduction to FdSc Podiatry and Lower Limb Orthotics

1.1 Welcome

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here <https://www.ucsd.ac.uk/student-life/student-handbook>. It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

Welcome to the Foundation Degree FdSc Podiatry and Lower Limb Orthotics.

This programme has been designed in partnership with public and private sector health and social care providers. It continues to be evaluated and updated to reflect changes in local and national health and social care agendas. It has been designed specifically to draw links between the theory and practice of healthcare and as such, clinical work based activity is central to the experience on this programme.

The role has been developed following Skills for Health (2008) appointed Calderdale Framework which was initiated to support the development of the Assistant Practitioner role, the programme will be delivered via a multidisciplinary and multi-professional approach and will follow the work placement Foundation degree characteristic statement enabling graduate to have the ability to apply their knowledge and skills effectively to new situations.

This programme has been designed to equip students with the skills and knowledge base required to work in podiatry and lower limb orthotics or other graduate opportunities. It is also a platform from which they can undertake additional vocational and academic qualifications.

1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE lead	Sarah Brounger	sarahbrounger@southdevon.ac.uk
Programme Coordinator	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk

Higher Education Coordinator	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk
Curriculum Head	Lucy Parkin	Lucyparkin@southdevon.ac.uk
Assistant Principal	Maria Woodger	Mariawoodger@southdevon.ac.uk

1.3 Personal Tutor (Sarah Brounger)

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at <https://www.ucsd.ac.uk/student-life/support/tutorial/>

1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this [link](#)

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
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Sarah Venn-Dunn		sarahvenndunn@southdevon.ac.uk	Full time
Paul Hindle		paulhindle@southdevon.ac.uk	Wednesday all day
Sarah Brounger		sarahbrounger@southdevon.ac.uk	Part Time – Tuesday & Wednesday

1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

Recommended books/ebooks:

- The standards of proficiency for chiropodists/podiatrists, Health & Care Professions Council, [Chiropodists / podiatrists | \(hcpc-uk.org\)](http://www.hcpc-uk.org).
- Koshi R, Cunningham DJ, (2017) *Cunningham's manual of practical anatomy: Vol.1: Upper and lower limbs*. Oxford University Press, Oxford.

Open access Journal articles:

- Evidence-Based Nursing - <https://ebn.bmj.com/>

Other materials:

- Core Skills Frameworks, Skills for Health - <https://www.skillsforhealth.org.uk/services/item/146-core-skills-training-framework>
- The 6Cs - <https://www.england.nhs.uk/6cs/wp-content/uploads/sites/25/2015/03/introducing-the-6cs.pdf>
- Care Certificate, Skills for Health - www.skillsforhealth.org.uk/standards/item/216-the-care-certificate

1.7 Curriculum design principles

Programme Rationale (summary)

The Assistant Practitioner programme has evolved many times since the college first delivered it in the mid 2000's, when NHS funding was at a high point and they were looking for innovative ways to progress Healthcare Assistant's (HCAs) clinical skill set and create new qualifications for direct entry students.

Our aim is to provide students with the clinical skills they need, alongside the academic skills necessary for higher level qualifications, enabling our students to progress to level 6 and beyond academically and to higher banded job roles within the health care sector.

Context

Our AP course is flexible in delivery to allow for a wide range of specialisms, from operating theatre APs to physiotherapy, research or speech and language. This means we can meet a wide range of employer and student needs, evolving with any changes in the healthcare industry. We have used this framework to develop the Podiatry and lower limb orthotist FdSc.

We have good links with the local health trusts and the wider South West area in both the public (NHS) and private sector. This allows us to place students in high quality placements and give apprenticeship employers flexibility in the academic schedule when it comes to easing winter staffing pressures. The curriculum is regularly updated based on the latest research and clinical guidelines to reflect changes within the sector, especially the NHS.

Content

The course develops academic writing and reading skills in areas such as evidence-based practice, public health, mental health, anatomy and physiology, therapeutic skills and person-centred care. Clinical skills are developed in placement and as part of simulation suite training at the UCSD campus.

The programme is based around key knowledge acquisition in the early stages of level 4, progressing to the application of that knowledge by the end of level 4. During level 5 these topics are revisited in more depth, along with more clinically advanced skills and knowledge and development of a chosen specialism.

The modules are capable of being taught in concentrated blocks one after another or alongside each other in a more traditional two semester per year approach. This allows us to have parity of esteem between our direct entry students and the apprentices, the latter of whom can have their blocks of learning adapted to the work requirements of their employer.

1.8 Teaching and Learning Strategy

The programme is delivered through a blended learning approach, a mix of face-to-face learning at one of our campuses and online live and pre-recorded delivery. Tutorials, seminars and online forums are used to give students greater depth of learning.

Different modules require different balance between lectures, seminars, group work and practical. We have excellent practical facilities at the college to deliver patient simulation practical's, as well as a variety of computer rooms and lecture rooms for academic learning. The module guides for each unit clearly set out the hours of each type of learning students will be expected to undertake, directed and self-directed, for the relevant number of credits, in most cases 20 credits per module.

The programme is matched against the SDC teaching and learning vision using evidence informed teaching to provide consistently high standards in teaching and assessment. This is combined with a supportive culture we create for the students and regularly adjusting our delivery, not just to reflect the evidence but also our students' views.

1.9 Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

1.10 Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a

reading list that you will be able to undertake additional and further reading to support your learning.

1.11 Knowledge, skills and behaviours developed on the programme

Knowledge, skills and behaviours are the backbone of any apprenticeship occupational standard <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-occupational-standards/> They set out the competencies a student needs to demonstrate to be awarded their technical qualification and apprenticeship standard.

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.
- **Link to Apprenticeship standard:**
<https://www.instituteforapprenticeships.org/apprenticeship-standards/assistant-practitioner-health-v1-1>

1.12 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.

1.13 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the

Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College’s governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
<p>The majority of 2022 (AP) students suggested that running multiple modules at the same time led to excessive coursework due around the same deadline at the end of term, they wanted to return to the previous year’s version of one unit at a time.</p>	<p>Starting September 2022 we have reduced the number of assessments at level 4 from 14 to 10 and the units will run one after the other, like they did in 2020/21.</p>

1.14 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be

afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.15 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a

South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

1.16 Preparation for employment and further academic study

The curriculum has been developed in close collaboration with healthcare employers to ensure the integration of theory and practice and is aligned to the Apprenticeship standard for Assistant Practitioners. The programme balances academic and practice-based demands to prepare students for healthcare roles in the public and independent sector. The delivery of the programme is high quality with a diverse range of practitioners within the academic team bringing a wealth and depth of knowledge across a broad subject range. The course encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and placement. There is a strong synthesis between work-related and work-based learning enabling excellent theory to practice links. Employability is a focus of our student experience with the distinctive local based delivery across Devon which ensures a programme that widens participation and celebrates the diversity of local healthcare and education provision. These opportunities enable students to work closely with a range of potential employers, empowering them to identify and secure career positive placements, leading to independent working profiles. These are supported by our competency-based modules that bridge between acquisition of specialist knowledge and its contribution in the acute and community sectors.

The FdSc Podiatry and Lower limb orthotist is an innovative programme boasting exclusive connections with its placement environments, enabling access to a range of real-life situations in both clinical and community environments as well as access to simulation suites, this embedded work-based approach enables students to focus on one particular area of practice within the sector, communicating effectively and

developing skills which will allow them to flourish both academically and in the workplace.

At the end of the first year of studies on the FdSc Podiatry and lower limb orthotist, students who are no longer or able to continue on a clinical programme can either exit their studies with the Certificate of Higher Education or transfer their studies onto the non-clinical Foundation Degree Health Studies. Students will be supported with the decision to transfer their studies onto this non-clinical pathway at the end of the first year of studies. Students who elect to continue onto the clinical programme, FdSc Podiatry and lower limb orthotist, can still transfer their studies within the first 5 weeks of the second year onto the non-clinical programme, FdSc Health Studies.

1.17 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2 ERS2 PS1 &PS2	UCSD1071 UCSD2081	UCSD1071 Communications presentation UCSD2081 Research Proposal	Research Showcase	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2 ERS2 PS1 &PS2	UCSD1071 UCSD2081	UCSD1011 Communications presentation UCSD2081 Research Proposal	Research Showcase	Engagement in UCSD Student Voice activities
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2	UCSD1064	UCSD1064 Essay and Presentation	Research Showcase	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc.

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	skills needed by employers.	ERS2 PS1 & PS2				
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	KU2 CIS3 KTS1 & KTS3 ERS1 & ERS3 PS1, PS2 & PS3	UCSD1065 UCSD2080	UCSD1064 and 2080 PAD and practice observation	Research Showcase	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	KU2 CIS3 KTS1 & KTS3 ERS1 & ERS3 PS1, PS2 & PS3	Tutorial		Research Showcase	UCSD Employability Support and Personal Tutor Support
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not	KU2 CIS3 KTS1 & KTS3 ERS1 & ERS3	UCSD2081	UCSD2081 Research Proposal	Research Showcase	

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	have to, lead to venture creation.	PS1, PS2 & PS3				
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	KU2 CIS3 KTS1, KTS2 & KTS3 ERS3 PS1, PS2 & PS3	UCSD1065 and 2080	UCSD1065 and 2080 Reflective Journey	Research Showcase	UCSD HE Study Skills Support Personal Tutor support
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2 ERS2 PS1 & PS2	UCSD1065 UCSD2080	UCSD1065 and 2080 PAD and observation in practice	Research Showcase	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of	KU2 CIS3 KTS1, KTS2 & KTS3	UCSD1065 UCSD2080	UCSD1065 and 2080 time in placement	Research Showcase	Linkedin

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	career- and industry-related activities.	ERS3 PS1, PS2 & PS3				
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p> <p>Students can record their employability and work-related activity on their Personal Development Plan on Moodle.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

1.18 Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information

<https://www.ucsd.ac.uk/student-life/student-handbook/>

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

1. Programme Details

Awarding Institution:	South Devon College
Teaching Institution:	South Devon College
Accrediting Body:	South Devon College
Language of Study:	English
Mode of Study:	Full Time
Final Award:	FdSc
Intermediate Level 4 Award:	Certificate of Higher Education (CertHE)
Programme Title:	Podiatry and Lower Limb Orthotist
UCAS Code:	
Benchmarks:	Foundation Degree Characteristic Statement (2015) The Foundation Degree Framework for the Healthcare Sector Institute for Apprentices and Technical Education Assistant Practitioner Standards 2023
Date of Programme Approval:	July 2019

2. Brief Description of the Programme

3. The long term established partnership between South Devon College and Podiatry and Orthotics Services at Torbay and South Devon NHS Foundation Trust is renowned for its high level of innovation and capacity building projects, particularly within the Assistant Practitioner role and the support work force. Although there is already a strong established relationship with the University of Plymouth for progression into the degree programme for those who wish to continue their studies and careers alongside a well-established specialist module and competency based solely designated for podiatric studies, this new training capacity would allow for further specialisation and enhanced skill of the support work role whilst still offering the opportunity for progression where desired.
- 4.
5. There are three key areas for the allied health profession workforce which include future supply, bridging the gap between education and employment and enabling the workforce to deliver and grow. The programme has been created in conjunction with the Podiatry and Orthotics Department in response to Health Education England's report on the future of the orthotic and prosthetic workforce in England. The 2017 report states that Orthotists are included on the Migration Advisory Committee Shortage Occupation list (HM Government, 2017) and that redesigning services plays a crucial role to overcome this. The adoption of the multidisciplinary approach and way of working to maximise skill and efficiency is embedded in this programme. Not only will the development of the programme offer access to orthotic based education and continuing professional development modules for other allied health professionals such as podiatrists, occupational therapists and physiotherapists, as well as nurses, that when completed would allow them to consider and discuss with patients the type

of orthoses that could best meet their needs, this would not only enhance the patients experience but also provide an indicator of a good quality service which highlights the importance of an appropriately skilled workforce.

- 6.
7. The programme will offer the opportunity for individuals to undertake a supporting hybrid role of two vulnerable allied health professions at level 5. There is an increasing need to ensure that podiatry and orthotics are a frontline and proactive service rather than a reactive end of line service, the programme which incorporates multi-disciplinary teams will provide a career pathway which includes the use of apprenticeships from level 3 support worker which is already well established in the local model through paid work experience through to degree level which includes degree level apprenticeship progression. Embedding the podiatry and orthotics associate into an accessible service will enable patients to access the care required when a registered clinician is either not required or not available. The proposal will promote faculty development which will complement and enhance existing provision through creating and expanding clinical facilities which includes interactive live and simulated resource to provide guidance for students/supervisors to optimise student placement experience and to consider the anticipated challenges of delivering/undertaking orthotic and prosthetic apprenticeships within a such a unique and pressurised service environment.

3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

HCPC

4. Exceptions to Regulations

There is specific variation to UCSD Assessment Regulations for compensation and pass mark. There will be no opportunity for compensation of marks. A pass in all practice assessments within the programme is compulsory for the conferment of an award.

5. Programme Aims

A podiatry and orthotics workforce supply are a priority within the region due to high vacancy rates, an ageing workforce and cost pressures. The staff shortages within the professions represent a real cause for concern for the NHS, increasing funding will not solve workforce problems, when clinical professionals leave, they're not easily or quickly replaced. As a result, the workforce crisis is critical. The level of demand for health care is expected to continue to increase, and therefore so will the need for staff. The population is expected to increase by a further 11% to 62 million by 2041. The possible demand for future staff highlights that the gap between staff needed and the number available could reach almost 250,000 by 2030.

Another key driver in programme design is the student experience including student choice. Students alongside their organisations can select the preferred exit award in order to develop their own personalised 'graduate profile'. The programme team have utilised student feedback from previous cohorts on the Health Professions and Nursing programmes and have adapted the delivery model design, as well as the module design accordingly. Further utilising both student and organisational feedback in which we have responded positively to.

The programme will deliver:

1. Provide a compassionate, competent and confident Assistant Podiatrist in preparation for employment as a qualified Podiatrist
2. To equip students with a range of health and social care specific, transferable knowledge and skills to support their continuing personal, professional and academic development.
3. To equip students, through the unique use of simulated, work and practice based learning with practical knowledge and skills to enhance their Assistant Podiatrist role and its impact on their current and/or future work.
4. To enable students to apply critical thinking and problem solving skills to both academic and clinical practice with active consideration of personal and cultural awareness supporting students to work across organisational boundaries.
5. To equip students with a range of subject-specific and transferable knowledge and skills to support their continuing personal, professional and academic development through the use of work based learning and classroom participation.

6. Programme Intended Learning Outcomes (ILO)

Knowledge and understanding

On successful completion graduates should have developed:

- 1) The ability to integrate principles, theory and practice in the context of health and social care utilising information from a wide variety of sources including current research.
- 2) Knowledge of the physiology, organisation and function of the human body and healthcare needs across the lifespan.
- 3) The skills to critically analyse the importance of using current evidence based practice to improve the quality of service delivery in the health and social care sector.

Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) A range of established techniques to initiate and undertake critical analysis of information and be able to propose appropriate solutions to address any concerns.
- 2) The ability to apply problem-solving and critical thinking skills in academic and practice settings taking account of relevant social, cultural, psychological and ethical issues.
- 3) Effective communication skills, in order to deal with a variety of both straightforward and complex subjects, and patients with different cultural and socioeconomic needs.

Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) Communicate complex, sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and

verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry.

2) Apply the qualities and transferable skills necessary for their employment that require a professional value base and personal responsibility and accountability.

3) Evaluate the appropriateness of different approaches to solving problems within their area of practice.

Employment related skills

On successful completion graduates should have developed:

1) Self-awareness through reflection and the performance required within own sphere of practice, in accordance with values and behaviours of an Assistant Practitioner.

2) The ability to maintain and further develop own skills and knowledge, and that of others, through recognised Continued Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.

3) Appropriate leadership within the scope of the role to effectively manage own case load and promote inter-professional and multidisciplinary team working.

Practical skills

On successful completion graduates should have developed:

1) Provision and promotion of holistic patient/person-centred care and support, duty of care and safeguarding of individuals.

2) Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice.

3) Interdisciplinary skills for both straightforward and complex work, in one- to-one and in group and team situations in order to plan, organise, allocate, review and evaluate their own practice in a variety of settings.

7. Progression Route(s)

Clinical Progression: BSc Podiatry at Plymouth University

For non-clinical progression: BSc (Hons) Enhanced Integrated Care at South Devon College.

Successful completion of the FdSc Podiatry and lower limb orthotics enables students to progress to a BSc (Hons) Enhanced Integrated Care at South Devon College. This programme has been designed to provide practitioners with both academic and subject expertise. The contribution of marks from prior levels of study to the progression award is governed by South Devon College Academic Regulations.

Progression opportunities for further study and career prospects will be discussed with all students as part of the ongoing tutorial delivery throughout the academic year. Guidance will be provided for students individually to secure progression opportunities with alternative Higher Education providers.

Admissions Criteria

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)

Entry Requirements for FdSc Assistant Practitioner	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are 48 UCAS points
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points, with a minimum of 24 credits at Merit
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points, from Scottish Advanced Highers
Irish Leaving Certificate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, and Ordinary Level Grade C Maths and English
International Baccalaureate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Work Experience	1 Year's previous experience within a health care setting is desirable but not essential
Interviews	There is a two-stage interview process, which involves representation from local Healthcare providers, where applicants are required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully.
An enhanced Disclosure and Barring Service (DBS) clearance is required for this programme.	
Occupational Health Screening	

8. Programme Structure

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD1064	Introduction to Professional Practice	20	1	Semester One	Core
UCSD1065	Clinical Practice 1	20	1	All Year	Core
UCSD1066	Foundations of Podiatric Practice	20	1	Semester One	Core
UCSD1067	Clinical Foundations in Orthotics	20	1	Semester Two	Core
UCSD1068	Anatomy, Physiology and Biomechanics of lower limb and trunk	20	1	Semester One	Core
UCSD1071	Person Centred Approaches to Care	20	1	Semester Two	Core

Level 5 (FdSc Assistant Practitioner) (Taught)					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD2080	Clinical Practice 2	40	2	All Year	Core
UCSD2081	Research Based Practice incorporating Public Health	20	2	Semester One	Core
UCSD2083	Podiatric Studies	20	2	Semester One	Core
UCSD2084	Clinical Orthotics	20	2	Semester Two	Core
UCSD2085	Podiatrists and Lower Limb Orthotists Principles	20	2	Semester Two	Optional
UCSD2086	Orthotic Clinical Tools	20	2	Semester Two	Optional
UCSD2087	Podiatric Pathology	20	2	Semester Two	Optional

Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

All Modules		Award Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding			Cognitive & intellectual skills			Key & transferable skills			Employment related skills			Practical skills				
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
Level 4	UCSD1064	x	x		x	x	x	x	x		x	x	x	x	x	x	N	C1 – 100%
	UCSD1065	x	x	x		x	x	x	x	x	x		x	x	x	N	C1 – 100% P1 - P/F	
	UCSD1066	x	x		x	x			x	x	x				x	x	N	T1 – 50% C1 – 50%
	UCSD1067		x		x	x		x	x	x	x				x	x	N	C1 – 100%
	UCSD1068		x		x	x	x			x		x		x	x		N	C1 – 50% T1 – 50%
	UCSD1071	x		x	x	x			x	x			x	x		x	N	C1 – 100%
Level 4 LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Level 5	UCSD2080	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	E2 – 100% P1 - P/F
	UCSD2081	x		x	x	x	x	x		x		x	x			x	N	C1 – 50% P1 50%
	UCSD2083		x	x	x	x	x	x	x	x	x	x			x	x	N	C1 – 50% P1 – 50%
	UCSD2084	x	x	x	x	x	x	x	x	x	x		x	x	x	x	N	E1 – 50% C1 – 50%
	UCSD2085 (Optional)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	E1 – 100%
	UCSD2086 (Optional)		x	x	x	x	x	x	x	x		x		x	x		N	C1 – 100% P1 - P/F
	UCSD2087 (Optional)	x	x	x	x	x			x	x	x				x	x	N	T1 – 50% C1 – 50%
Level 5 LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Confirmed Award LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

Reading Lists

Year 1	1064	1065	1066	1067	1068
Core (2 resources)	Adams, R. (2007). Foundations of health and social care. Palgrave Macmillan, Basingstoke.	Johns C, Burnie, S. et al. (2013) Becoming a reflective practitioner. Wiley-Blackwell	Frowen, P Neale D. (2010) Neale's Disorders of the Foot. Churchill Livingstone	Williams, A Nester, C (2010) Pocket Podiatry: Footwear & Foot Orthoses* Elsevier Health Sciences	Waugh, A. and Grant, A. (2018) <i>Anatomy and physiology in health and illness. 13th edn.</i> London: Elsevier.
	Gallagher, A. and Hodge, S. (2012) Ethics, Law and Professional Issues: a practice based approach for health professionals. Palgrave Macmillan, Basingstoke	Turner, W. Merriman, L (2005) Clinical Skills in treating the foot. Elsevier Churchill Livingstone	Yaes, B. Merriman, L. (2009) Merriman's assessment of the lower limb. Elsevier	Coppard. B, Lohman, H (2014) Introduction to Orthotics - E-Book (4th ed.)	Tortora JG & Derrickson BH (2005) Principles of Anatomy & Physiology (11 th edition) New jersey. John Wiley & Sons
Further	Shi, E. (2017) Podiatry Student handbook. CreateSpace Independent Publishing	Blow, W.T. (2012) The Biological basis of clinical observations. Routledge, London.	Mooney, J. (2009) Illustrated dictionary of podiatry and foot science. Churchill Livingstone / Elsevier	Nawoczenski, D. (1997) Orthotics in Functional Rehabilitation of the lower Limb. Saunders	Waugh, A, Grant, A and Chambers, G. (2010) Ross and Wilson Anatomy and Physiology in health and illness. Churchill Livingstone Elsevier,

					Edinburgh
Journals					
Other resources	Sn@p	BBC http://bbc.co.uk/science/humanbody			
	Elsevier Clinical Skills Platform	Virtual Body http://medtropolis.com/virtual-body/			
		Inner body http://www.innerbody.com			

Applicable Policy, Procedures and Regulations

Policy/Procedure/Regulation	Provision	Comments
Regulations	UCSD	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	Stage 1 is dealt with UCSD
Assessment Policy	UCSD	
Other – please stipulate		

3. Module Records

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.

MODULE CODE: UCSD1064 **MODULE TITLE:** Introduction to Professional Practice
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100253 / 100130
PRE-REQUISITES: none **CO-REQUISITES:** none **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will introduce students to the essential knowledge and skills required for safe and effective clinical practice and the standards expected of them. Students will have the opportunity to develop confidence in a wide range of skills required in clinical practice. Students are introduced to the skill of reflection to enhance learning in both the simulated and early patient contact environments.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	100%				

SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module will demonstrate the of decision-making skills and communication - understanding the responsibilities for professional practice across a wide range of channels with a wide range of individuals, providing students with the opportunity to demonstrate confidence, skills for enhancing their communication across stakeholder and health-wide multidisciplinary team and demonstrate competence to work effectively within clinical practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Explain and use the ethical guidance and standards expected in clinical practice, recognising the central responsibility of the care of the patient.	Knowledge and Understanding: 1 & 2 Cognitive and Intellectual: 1, 2 & 3 Key and Transferable: 1 & 2 Employment Related: 1, 2, 3 & 4 Practical: 1, 2, 3 & 4
LO2: Reflect on personal communication practices as a health professional and consider these practices to enhance learning.	
LO3: Discuss the importance of inter-professional working in professional practice.	
LO4: Explain a range of communication skills in presenting cases to a wide range of patients and other professionals in a culturally safe manner	

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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 22/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Bronger

OTHER MODULE STAFF: Sarah Venn Dunn

Summary of Module Content

The module content is divided into six key areas:

- Prioritising people
- Practising effectively and communicating wisely
- Preserving safety
- Promoting professionalism and trust
- Academic Development – Reflective Writing workshop

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Activities	30	Presentations of concepts/ theory/research and practical skills
Work Placement	120	Work placement to support learning includes practice placement supervision and practice -based mentor support
Guided Independent Study	50	Individual assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study (2000 Words) Dimensions of professional practice	70%
	LO1, LO3, LO4	30%
	Reflection (1000 words) LO2	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework	Reflective Case Study (3000 Words) Dimensions of professional practice LO1, LO2 LO3, LO4	100%
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To be completed when presented for Minor Change approval and/or annually updated		
Updated by: Paul Hindle 29/05/2022	Date:	Approved by: Lucy Parkin Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1065 **MODULE TITLE:** Clinical Practice 1
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100253 / 100130
PRE-REQUISITES: none **CO-REQUISITES:** UCSD1064 **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This practice-based module will provide students with the necessary knowledge to participate in the treating and managing common and non-complex disorders within a clinical setting and demonstrate competence against the national occupational standards. Clinical skills are practiced and developed upon a range of conditions. Students will be involved in the planning, selection and interpretation of appropriate techniques.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
P1 (Practical)	Pass/Fail	C1 (Coursework)	100%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

Demonstrate confidence in delivering competent practice utilising current skills in order to maintain safe and effective standards of patient and client care.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Explain and use the ethical guidance and standards expected in clinical practice, recognising the central responsibility of the care of the patient.	Knowledge and Understanding: 1, 2 & 3 Cognitive and Intellectual: 2 & 3 Key and Transferable: 1, 2 & 3 Employment Related: 1, 2 & 4 Practical: 1, 2, 3 & 4
LO2: Apply a range of clinical skills within the practice learning environment	
LO3: Interpret and adhere to the ethical, legislative, and funding requirements in relation to the provision of quality care.	
LO4: Apply the concept of assessing, planning, implementing, and evaluating evidence-based client-centred care plan	

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Brounger

OTHER MODULE STAFF: Zoe Bradley

Summary of Module Content

- Clinical induction and clinical protocols
- Care plans and record keeping
- Clinical practice skills
- Basic principles of infection control
- Self awareness and analysis
- Personal Attributes and Qualities

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Activities	30	Presentations of concepts/ theory/research and practical skills
Work Placement	120	Work placement to support learning includes practice placement supervision and practice -based mentor support
Guided Independent Study	50	Individual assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio of Evidence incorporating Ongoing Achievement Record and Clinical Journey reflections LO1, LO2 LO3, LO4	100%
Practical	Practice Assessment Document LO1, LO2 LO3, LO4	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio of Evidence incorporating Ongoing Achievement Record and Clinical Journey reflections LO1, LO2 LO3, LO4	100%

Practical	Practice Assessment Document LO1, LO2 LO3, LO4	Pass/Fail
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To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 29/05/2022	Approved by: Lucy Parkin Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.

MODULE CODE: UCSD1066 **MODULE TITLE:** Foundations of Podiatric Practice
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100253
PRE-REQUISITES: none **CO-REQUISITES:** none **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module offers the student an insight into the scope and boundaries of podiatry practice whilst familiarising them with the basic concepts of podiatric terminology along with the presentations of common clinical podiatric conditions. Students will be introduced to skin and nail anatomy, physiology, and common pathologies, they will consider how tissue integrity is maintained through circulatory and sensory physiology. They will also explore the role of evidence-based practice in podiatry and the origins of podiatry.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	50%	T1 (Test)	50%		
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SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

To enable the student to recognise and carry out the fundamentals of safe, evidence based podiatric clinical practice, and understand the impact of abnormalities of these systems on the lower limb will be explored and how to assess for dysfunction.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Describe the effect that common congenital and acquired abnormalities of the foot and digits have on lower limb tissue.	Knowledge and Understanding: 1, 2 & 4 Cognitive and Intellectual: 1 & 2 Key and Transferable: 2 & 3 Employment Related: 1 Practical: 2 & 3
LO2: Apply appropriate podiatric management regimes using mechanical, physical, operative and pharmacological therapies	
LO3: Identify factors that may affect normal movement and the normal gait cycle	
LO4: Explain the important role that current evidence-based practice and podiatric / other health related research plays in enhancing professional practice, knowledge base and patient care.	

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 22/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Bronger

OTHER MODULE STAFF: Sarah Venn Dunn

Summary of Module Content

- Nail structure, normal development and growth.
- Skin anatomy, growth and development, including histology, functions, anatomical variations, blood supply, repair and innervation.
- Social determinant related outcomes in podiatry
- Basic theory and practice of neurological assessment
- Introduction to musculoskeletal testing
- normal and abnormal gait analysis
- Recognition of common pharmacological therapies and associated conditions
- Psychosocial issues involved in patient interactions
- role of evidence-based practice in professionalism
- History of podiatry

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Activities	30	Presentations of concepts/ theory/research and practical skills
Work Placement	120	Work placement to support learning includes practice placement supervision and practice -based mentor support
Guided Independent Study	50	Individual assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study (1500 words) LO4, LO2	50%
Test	End of Module Test (MCQ) LO1, LO3	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
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Coursework	Essay (1500 words) LO2, LO4	100%
Test	End of Module Test (MCQ) LO1, LO3	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 29/05/2022	Approved by: Lucy Parkin Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1067 **MODULE TITLE:** Clinical Foundations in Orthotics
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100130
PRE-REQUISITES: none **CO-REQUISITES:** none **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces principles of orthotic treatment of the lower limb and spine in musculoskeletal conditions. The student will learn how orthoses are designed, how they interact with the body to control movement, and skills related to the assessment of and manufacture of an orthosis.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	100%				

SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module will demonstrate the importance of orthotic design, physical evaluation, anatomy, and biomechanics to the performance, as well as develop the student's ability to critique their own and others work, in the areas of physical assessment, problem solving orthotic fit, and communication skills.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Describe characteristics of common musculoskeletal aetiologies and discuss common orthotic and related treatment strategies.	Knowledge and Understanding: 2 Cognitive and Intellectual: 1 & 3 Key and Transferable: 1, 2 & 3 Employment Related: 1 Practical: 2, 3 & 4
LO2: Explain the relevant factors and evidence for selecting and/or modifying orthotic intervention to appropriately manage a client with musculoskeletal impairment.	
LO3: Demonstrate the assessment, fit and function of a lower limb or spinal orthosis using professional terminology to inform future performance	
LO4: Demonstrate technical competence using common techniques in casting and fabrication used to create a thermoplastic lower limb orthosis.	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Brounger

OTHER MODULE STAFF: Sarah Venn Dunn

Summary of Module Content

- lower limb and trunk physical assessment (ROM/MMT)
- Fitting Orthoses/Problem Solving
- reviewing the evidence base for orthotics
- Basic Client Communication and Feedback
- AFO casting, modification, and fabrication

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Activities	30	Presentations of concepts/ theory/research and practical skills
Work Placement	120	Work placement to support learning includes practice placement supervision and practice -based mentor support
Guided Independent Study	50	Individual assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Practical Demonstration LO3, LO4	50%
	Reflective Skills Portfolio (1500 words)	50%
	LO1, LO2	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Practical Demonstration LO3, LO4	50%
	Reflective Skills Portfolio (1500 words)	50%
	LO1, LO2	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 29/05/2022	Approved by: Lucy Parkin Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1068 **MODULE TITLE:** Anatomy, Physiology and Biomechanics of lower limb and trunk
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100264
PRE-REQUISITES: none **CO-REQUISITES:** none **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is designed to introduce students to the fundamentals of human anatomy, physiology of the lower limb/trunk as well as an understanding of movement and the ability to analyse gait in relation to foot health and disease. This module introduces students to the structure and function of the Lower Limb & Trunk of the human body. Human systems will be examined in relation to the structure and function in maintaining optimum health and homeostasis.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
T1 (Test) MCQ	50%				
C1 (Coursework)	50%				

SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

Demonstrate basic anatomical knowledge of the human anatomy with particular focus on the musculoskeletal, nervous and cardiovascular systems of the lower limb & trunk. Students will also demonstrate an understanding of systems physiology with finite detail in muscular, nervous and cardiovascular of the lower limb & trunk. Students will also be able to demonstrate an understanding of human movement and the ability to analyse gait in relation to foot health and disease.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Demonstrate relevant anatomical principles to describe normal structure and function of body systems. LO2: Explain relevant anatomical principles to describe normal structure and functions within the lower limb. LO3: Summarise normal gait patterns using appropriate terminology with understanding of the changes associated with pathology. LO4: Summarise clinical measurements to quantify and analyse human movement.	Knowledge and Understanding: 2 Cognitive and Intellectual: 1 & 3 Key and Transferable: 3 Employment Related: 4 Practical: 2 & 4

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1 & 2

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 106

MODULE LEADER: Paul Hindle

OTHER MODULE STAFF: Sarah Brounger

Summary of Module Content

This module will embed the importance of having a basic understanding of the anatomy and physiology of the lower limb and trunk of the human body to enhance care and promote the individual full potential whilst maintaining an awareness of the concepts of health, wellbeing and ill-health.

Considering human movement in relation to specialist populations including athletes, health of the older person, and those with long-term conditions. This module provides the student with the skills for exploration of the anatomy and physiology of a range of body systems including related changes across the lifespan.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Activities	36	Presentations of concepts/ theory/research and practical skills
Guided Independent Study	64	Individual assignment development, independent reading
Total	100	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Test 1 (MCQ & Short Answer)	50%
	LO1, LO4	50%
	Annotated Bibliography (1000 words)	100%
	LO2, LO3	

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Referral test.	100%
	LO1, LO2, LO3, LO4	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle

Approved by: Lucy Parkin

Date: 29/05/2022

Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1071 **MODULE TITLE:** Person-Centred Approaches to Care

CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100473

PRE-REQUISITES: none **CO-REQUISITES:** none **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will enable students to investigate and explore the structures, processes and outcomes associated with the provision of person-centred care. They will develop knowledge, skills and confidence to effectively manage and make informed decisions using evidence-based research methods, to coordinate and tailor patient care with dignity, compassion and respect.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%				
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SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module will enable students to exercise skills, attitudes and behaviours that support the planning, delivery and evaluation of high quality person-centred, holistic care. Students will demonstrate an understanding of the human factors that are involved in patient safety and apply this to clinical practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Discuss the effectiveness of person-centred care in meeting complex healthcare needs	Knowledge and Understanding: 1 & 2 Cognitive and Intellectual: 1 & 2 Key and Transferable: 2 & 3 Employment Related: 3 & 4 Practical: 1 & 3
LO2: Analyse influences on individual's engagement with their own health.	
LO3: Analyse elements contributing to shared decision making and the establishment of effective therapeutic partnerships.	
LO4: Discuss aspects of person-centred care planning which contribute to improving patient outcomes	

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23
MODULE LEADER: Zoe Bradley

NATIONAL COST CENTRE: 105
OTHER MODULE STAFF: Ella Reynolds

Summary of Module Content

This module will enable students to fully investigate and explore the structures, processes and outcomes associated with the provision of person-centred care in the context of health and care service provision. Emphasis is placed on Person centred care and values, engaging patients and carers and health beliefs including consideration of culture and religion

- Person centred care and values
- engaging patients and carers
- health beliefs, including consideration of culture and religion
- shared decision making using evidence-based practice
- healthcare systems and complexity
- effective team working
- patient safety
- human factors and their importance

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Activities	24	Presentations of concepts/ theory/research and practical skills
Guided Independent Study	76	Individual assignment development, independent reading
Total	100	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Group Essay (1500 words)	50%
	LO2 & LO4	50%
	Reflective Account (1500 words)	100%
	LO1 & LO3	

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective Essay LO1-LO4	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle 29/05/2022	Date:	Approved by: Lucy Parkin Date: 30/05/2022
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2080 **MODULE TITLE:** Clinical Practice 2
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:**
PRE-REQUISITES: UCSD1065 **CO-REQUISITES:** **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module enables students to build on the knowledge and practical skills gained in the first year to develop their experience with the concept of autonomous decision making and practice. Whilst many of the clinical skills are common to the assessment of both injuries and illness, the diagnostic processes will be very different clinical skills will therefore concentrate on an understanding of systems and pathophysiology

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E2 (Clinical Examination)	100%	P1 (Practical)	Pass/Fail		

SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

Students will be able to demonstrate the ability to work autonomously as a competent practitioner and apply clinical practice, education, research, and leadership to a higher level of contemporary and autonomous clinical practice in their speciality.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Apply appropriate research evidence to inform clinical practice with a range of patients/clients. LO2. Critically explore the role of the healthcare professional within autonomous practice and holistic clinical assessment LO3. Apply leadership skills in the scope of the role with due consideration to legal and ethical frameworks in practice. LO4. Communicate with patients and clients to assess their ongoing needs and monitor and report any problems with their care	Knowledge and Understanding: 1, 2 & 3 Cognitive and Intellectual: 1, 2 & 3 Key and Transferable: 1, 2 & 3 Employment Related: 1, 2 & 3 Practical: 1, 2 & 3

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Brounger

OTHER MODULE STAFF: Sarah Venn-Dunn

Summary of Module Content

The module aims to advance 'practice learning' and provide the student with opportunities to develop competencies in clinical assessment under the supervision of the designated practice-based mentor and clinical educators. The period will be spent with the patient group/s for which the student will be expecting to assess upon satisfactory completion of the module.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Lectures, Seminars and Clinical Simulation	48	Presentations of concepts/ theory/research and practical skills
Work Placement	140	Work placement to support learning includes practice placement supervision and practice -based mentor support
Guided Independent Study	12	Individual assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Practice Assessment Document LO1 & LO2	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO3 & LO4	Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Practice Assessment Document LO1 & LO2	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO3 & LO4	Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle 29/05/2022	Approved by: Lucy Parkin Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2081 **MODULE TITLE:** Research Based Practice incorporating Public Health
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:**
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is designed to enable the student to demonstrate research awareness in relation to evidence-based practice, making use of existing and new technologies to support improving services and the wider health and care teams in the spread and adoption of innovative technologies and practice. There is an emphasis on the ability to relate professional practice to underlying theory and principles

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

C1 (Coursework)	50%	P1 (Practical)	50%		
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SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module students will enable the students to develop independence in the application of the audit and practice evaluation process and integrate findings into the development of a research proposal

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Critically evaluate the findings from an audit or service evaluation undertaken in clinical practice to inform a research question.	Knowledge and Understanding: 1 & 3 Cognitive and Intellectual: 1, 2 & 3 Key and Transferable: 1 & 3 Employment Related: 2 & 3 Practical: 3
LO2. Critique relevant research literature to develop and support a well-defined research question.	
LO3. Critically analyse the ethical implications of conducting a research study.	
LO4. Critically discuss the design, planning and management of the project to ensure effective and successful completion whilst employing appropriate research methods.	

DATE OF APPROVAL: XX/XX/XXXX

AWARDING BODY: South Devon College

DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Ella Reynolds

OTHER MODULE STAFF: Zoe Bradley

Summary of Module Content

This module is a core module, building on UCSD1066, 1067 and 1071, which aims to provide students with the opportunity to develop skills and knowledge in the evaluation of research evidence, in order to guide and inform professional practice and policy decisions. It provides underpinning knowledge and understanding of research methods, enabling students to develop skills in critical appraisal of research.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	36	Presentations of concepts/ theory/research
Guided Independent Study	164	Individual assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research Proposal (2000 words)	50%
	LO1, LO2	
Practical	Presentation (15 Minutes)	50%
	LO3, LO4	

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework	Research Proposal (2000 words) LO1, LO2	50%
Practical	Presentation (15 Minutes) LO3, LO4	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle 29/05/2022	Approved by: Lucy Parkin Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2082

MODULE TITLE: Public Health

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES:

CO-REQUISITES:

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will develop a critical understanding of health and its determinants to develop skills in health needs assessment, planning and evaluation of public health interventions. Students will be equipped with the knowledge and skills to contribute to the improved health of populations via the promotion of health and prevention of diseases and the investigation and control of environmental threats to health.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

C1 (Coursework)	70%	P1 (Practical)	30%		
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SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

Students will be able to identify key health promotion strategies which promote public health interventions for lower limb health within the defined population. Students will also develop an understanding of equality issues in relation to public health and their future professional practice, building on their understanding of the biopsychosocial model from UCSD1066 and 1071.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Critically appraise the concepts of health and need and how this affects the development of public health policy and its impact on public health practice.	Knowledge and Understanding: 1, 2 & 3 Cognitive and Intellectual: 1, 2 & 3 Key and Transferable: 1, 2 & 3 Employment Related: 1 & 2 Practical: 1 & 2
LO2. Critically analyse the relationship between material, psychosocial and behavioural determinants of health and well-being, developing an understanding of inequalities in health and the impact of social exclusion.	
LO3. Use a range of communication techniques to demonstrate what is and is not effective in health promotion	
LO4. Critically discuss theories, models and ethical principles of health promotion and apply to collaborative public health interventions, with an evidence base relevant to their area of practice.	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23
MODULE LEADER: Zoe Bradley

NATIONAL COST CENTRE:
OTHER MODULE STAFF: Paul Hindle

Summary of Module Content

This module offers the students the opportunity to explore the concepts of health and need and the factors that influence health and wellbeing. Students will advance their knowledge and understanding associated with the development of public health policy and how this is directly related to the clinical role of the podiatrist. There is a focus on existing health inequalities and social exclusion and their impact upon population health. This module aims to provide the students with a boarder contextualised understanding of effective health promotion.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	40	Presentations of concepts/ theory/research
Guided Independent Study	160	Group assignment development and independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Group project presentation slides (3000 words) LO1, LO2 & LO4	70%
Practical	Group Presentation (15 minutes) LO3	30%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (1500 words) LO1 - LO4	70%
Practical	Independent Presentation (10 minutes) LO1	30%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle	Approved by: Lucy Parkin

Date: 29/05/2022

Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2083

MODULE TITLE: Podiatric Studies

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES:

CO-REQUISITES:

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module extends the students' knowledge and understanding of pathological processes and soft tissue injuries which may present in the lower limb in the adult patient, particularly in relation to musculoskeletal disorders and provides the opportunity for the students to develop their approach to podiatric intervention and the application of clinical reasoning.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	50%	P1 (Practical)	50%		
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SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

The aim of this module is to enable students to examine the epidemiology, aetiology, pathology and management of a wide range of disorders and soft tissue injuries which may present in the lower limb in the child and adult.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Interpret findings regarding podiatric pathology using knowledge of aetiology and pathology of musculoskeletal lower limb disorders in the adult.	Knowledge and Understanding: 2 & 3 Cognitive and Intellectual: 1, 2 & 3 Key and Transferable: 1, 2 & 3 Employment Related: 1, 2 & 3 Practical: 2 & 3
LO2: Communicate a detailed knowledge of the diagnosis, including differential diagnosis, and management of lower limb disorders in the adult.	
LO3: Apply critical clinical reasoning to the design of podiatric management strategies, with reference to relevant psychosocial issues that may impact on the patient.	
LO4: Critically analyse the need to change practice to meet the requirements of specific patient groups to include working with other professionals	

DATE OF APPROVAL: XX/XX/XXXX

AWARDING BODY:

DATE OF IMPLEMENTATION: XX/XX/XXXX

SEMESTER: Semester 1 & 2

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Paul Hindle

OTHER MODULE STAFF: Sarah Brounger

Summary of Module Content

- Development of the locomotor system including gait
- Epidemiology, aetiology and pathology of lower limb disorders affecting younger people and adults, with reference to those patients with Musculoskeletal disorders
- Critical appraisal of evidence-based management of these pathologies affecting the lower limb and possible surgical interventions
- Psychosocial issues affecting specific patient groups

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	40	Presentations of concepts/ theory/research
Practice based Learning	100	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
Guided Independent Study	60	Independent reading and revision
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study (2000 words) (LO1 and LO3)	50%
Practical	Presentation (15 mins) (LO2 and LO4)	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study (2000 words)	50%

	(LO1 and LO3)	
Practical	Presentation (15 mins)	50%
	(LO2 and LO4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 29/05/2022	Approved by: Lucy Parkin Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2084

MODULE TITLE: Clinical Orthotics

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES:

CO-REQUISITES:

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In this module students explore the evidence that underpins the orthotic management of the foot in clinical practice. This will include principles, clinical assessment, prescription considerations, treatment processes, and a biomechanical basis of orthotic management for a range of pathologies affecting the foot. Evidence based orthotic treatment of various foot conditions will be presented in the context of current clinical practice.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

E1 (OSCE)	50%	C1 (Coursework)	50%		
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SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

Students will develop knowledge, within the context of current clinical practice, of applied anatomy, pathology and biomechanics relevant to orthotic management and interdisciplinary practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Critically discuss clinical and research evidence used in the orthotic management of a range of common foot pathologies.	Knowledge and Understanding: 1, 2 & 3 Cognitive and Intellectual: 1, 2 & 3 Key and Transferable: 1, 2 & 3 Employment Related: 1 & 3 Practical: 1, 2 & 3
LO2: Critically Analyse pathomechanics, gait deviations, orthotic mechanics, and orthosis design for people with a range of common foot disorders.	
LO3: Discuss treatment procedures for optimal orthotic treatment of clients with common foot disorders.	
LO4: Make an informed choice and explain foot orthoses to suit a variety of common conditions and measure for a range of footwear.	

DATE OF APPROVAL: XX/XX/XXXX **AWARDING BODY:** South Devon College

DATE OF IMPLEMENTATION: XX/XX/XXXX **SEMESTER:** Semester 1 & 2

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Bronger

OTHER MODULE STAFF: Paul Hindle

Summary of Module Content

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	40	Presentations of concepts/ theory/research
Practice based Learning	100	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
Guided Independent Study	60	Independent reading and revision
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	OSCE (LO3 and LO4)	50%
Coursework	Case Study (LO1 and LO2)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
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Test	OSCE (LO3 and LO4)	50%
Coursework	Case Study (LO1 and LO2)	50% 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: Paul Hindle 29/05/2022	Date:	Approved by: Lucy Parkin Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2085 **MODULE TITLE:** Podiatrists and Lower Limb Orthotists Principles
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:**
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module integrates knowledge across the entire foundation degree in order to ensure students fulfil the final requirements and expectations of their role within professional clinical environments. Students will demonstrate the application of a variety of acquired methods and techniques to review, consolidate, extend, and apply knowledge and understanding to initiate and complete autonomous practice and study.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

E1 (OSCE)	100%				
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SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to demonstrate the knowledge and skills required to meet the essential health needs of all patient groups and demonstrate the specific in-depth knowledge and skills to meet the more complex health needs of Podiatrists and Lower Limb Orthotists.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Critically apply a problem-solving approach in order to evaluate arguments, assumptions, abstract concepts and data to make clinical judgements and frame appropriate questions to achieve solutions to actual and potential problems of patients, their families and carers.	Knowledge and Understanding: 1, 2 & 3 Cognitive and Intellectual: 1, 2 & 3 Key and Transferable: 1, 2 & 3 Employment Related: 1, 2 & 3 Practical: 1 & 3
LO2. Critically examine the functions and structures of the human body and development across the lifespan and analyse its application to contemporary clinical practice and health promotion.	
LO3. Apply knowledge from behavioural and social sciences to the health, well-being, altered health, disability, developmental processes, ageing and death.	
LO4. Interpret and apply numeracy and information technology skills for safe and effective patient care	

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
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DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Bronger

OTHER MODULE STAFF: Paul Hindle

Summary of Module Content

This module acts as the final module in the programme allowing the students to demonstrate the accumulation of current knowledge from the modules across the programme in its entirety in an integrated fashion, making critical links between theory and practice as well as key theories and concepts. Students will develop and apply critical judgment skills to devise and maintain articulate arguments and conclusions. The final examination will allow students to apply analytical problem solving skills to promote individual and shared decision making in complex and unpredictable contexts whilst utilising current knowledge, research and evidence and applying this in context.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	30	Presentations of concepts/ theory/research
Practice based Learning	100	Supported practice-based learning to embed theory in practice, includes time spent with practice based mentor and clinical educators
Guided Independent Study	70	Independent reading and revision
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	OSCE LO1 - LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Test	OSCE LO1 - LO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle 29/05/2022	Approved by: Lucy Parkin Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2086 **MODULE TITLE:** Orthotic Clinical Tools
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:**
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In this subject a scientific understanding of the chemical, physical and mechanical properties of some materials used in the fabrication of lower limb orthotic devices will be explored. Students will also be taught the basic materials handling skills required to begin fabrication of lower limb orthotic devices and will gain practical experience with materials, tools and machinery.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
P1 (Practical)	Pass/Fail	C1 (Coursework)	100%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

Students will develop skills and knowledge to be able to demonstrate how to fabricate lower limb orthotic devices and how to control the occupational health and safety risks encountered in lower limb orthotic fabrication.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Apply knowledge of physical, chemical, and mechanical properties of material to the fabrication of simple lower limb orthotic devices.	Knowledge and Understanding: 2 & 3 Cognitive and Intellectual: 1, 2 & 3 Key and Transferable: 1, 2 & 3 Employment Related: 2 Practical: 1 & 2
LO2: Safely use tools and machines to form and present finished lower limb orthotic devices.	
LO3: Apply technical knowledge of materials and fabrication to the development of simple prosthetic and orthotic devices.	
LO4: Explain material data sheets and equipment safety and the implications	

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
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DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE:

MODULE LEADER: Sarah Brourger

OTHER MODULE STAFF: Paul Hindle

Summary of Module Content

Safe working practices of the UCSD Simulation workshops and how to control the occupational health and safety risks encountered in prosthetic and orthotic fabrication.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	40	Presentations of concepts/ theory/research
Practice based Learning	100	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
Guided Independent Study	60	Independent reading and revision
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Occupational Health and Safety poster (LO1, LO4)	100%
Practical	Simulated Practical Assessment (LO2, LO3)	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Occupational Health and Safety poster (LO1, LO4)	100%
Practical	Simulated Practical Assessment (LO2, LO3)	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 29/05/2022	Approved by: Lucy Parkin Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.

MODULE CODE: UCSD2087

MODULE TITLE: Podiatric Pathology

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES:

CO-REQUISITES:

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will introduce students to basic clinical reasoning based upon an understanding of tissue, systemic organisation and concepts of assessment of the human body. The links between normal physiology and the changes that occur with pathology are introduced in addition aspects of biomechanical, vascular, neurological and other systems will be explored both normal and pathological.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

T1 (Test)	50%	C1 (Coursework)	50%		
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SUBJECT ASSESSMENT PANEL to which module should be linked: Podiatry and Orthotics

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module will enable the students to gain further knowledge and understanding of the structure and function of the human body relevant to the lower limb and the impact of abnormalities of these systems on the lower limb will be explored and how to assess for dysfunction.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Critically discuss the theories with neurological, vascular, dermatological and podiatric examinations of the patient's lower limbs and associated structures.	Knowledge and Understanding: 1, 2 & 3 Cognitive and Intellectual: 1 & 2 Key and Transferable: 2 & 3 Employment Related: 1 Practical: 2 & 3
LO2: Analyse common pathologies associated with specific human tissue systems and their manifestations in the lower limb.	
LO3: Demonstrate knowledge of anatomy, neurology, kinetics and kinematics to describe human movement.	
LO4: Conduct appropriate biomechanical analysis and musculoskeletal assessment of the patient's lower limb and associated structures	

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1 & 2

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE:

MODULE LEADER: Sarah Brounger

OTHER MODULE STAFF: Zoe Bradley

Summary of Module Content

- Vascular, neurological and musculoskeletal assessment
- Introduction to skin flora and superficial infection
- Physiology, body defences, cell physiology and biochemistry
- Theory of wound healing and tissue viability
- Neural control of human movement

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	40	Presentations of concepts/ theory/research
Practice based Learning	100	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
Guided Independent Study	60	Independent reading and revision
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Multiple Choice Questions (MCQ) (LO2, LO3)	50%
Coursework	Scenario Case Study (LO1, LO4)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Multiple Choice Questions (MCQ) (LO2, LO3)	50%

Coursework	Scenario Case Study (LO1, LO4)	50% 100%
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To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 01/3/2022	Approved by: Lucy Parkin Date: 01/3/2022

