



MSc Theory of Podiatric Surgery

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MSc/PgD/PgC Theory of Podiatric Surgery

Glasgow Caledonian University

10th April 2015

School of Health & Life Sciences GCU

Department of Psychology Social Work and Allied
Health Sciences (GCU)

Not applicable

Society of Chiropractors and Podiatrists (SOC&P)

Glasgow Caledonian University and Queen Margaret
University, Edinburgh

Not applicable to post-graduate programmes

February 2015

The programme philosophy has its foundation in the belief that at Master's level, the educational process will have a positive effect on the development of cognitive leadership and practical skills leading to enhancement of patient management and professional practice. The modules are designed to facilitate the development of higher order processes to enable the Health and Care Professions Council registered podiatrist to conscientiously achieve maturity and leadership as a scientist practitioner.

Providing intellectual challenge within a student-centred learning environment, students can develop a wider perspective for developing the role of the podiatric surgeon and/ or advanced practitioner within the health c

- develop into effective and reflective practitioners of evidence-based practice in podiatric surgery and related specialisms;
- IV. develop a critical and evaluative approach to current research relevant to podiatric surgery; demonstrate independent research competence with supervision.
 - VI. provide innovative and relevant learning and teaching opportunities based on applied research and scholarship.
 - VII. meet the diverse needs of a range of learners and employing organisations, within a knowledge economy.
 - VIII. facilitate and engender independent lifelong learning, in line with University, Government and Professional Body objectives.

The MSc Theory of Podiatric Surgery provides opportunities for students to demonstrate progression and achievement in the following areas:

- A Knowledge and understanding
 - B Intellectual skills
 - C Professional/practical skills
 - D Transferable/key skills
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- A1. A knowledge that covers and integrates the key areas of Podiatric Surgery and/or advancing practitioners, including boundaries, terminology and conventions
 - A2. An ability to critically appraise a range of specialised theories, principles and concepts related to podiatric surgery and professional practice
 - A3. A systematic understanding of knowledge, and a critical awareness of current issues including new insights at the forefront of Podiatric Surgery and Podiatric practice
 - A4. An ability to critically appraise current issues in podiatric practice
 - A5. A comprehensive knowledge and critical understanding of applicable techniques for research and advanced academic enquiry within Podiatric surgery and podiatric practice

- B1. Apply critical analysis, evaluation and synthesis to issues which are at the forefront or are informed by the forefront of clinical practice
- B2. Identify, conceptualise and define new and abstract problems and issues.
- B3. Develop original and creative responses to problems and issues.
- B4. Critically review, consolidate and extend knowledge, skills, practices and thinking within Podiatric Surgery and clinical practice
- B5. Deal with complex issues, both systematically and creatively and make informed judgements in the absence of complete or consistent information/ data.

- C1. Practise in a manner which draws on critical reflection of their own and others roles and responsibilities.
- C2. Take responsibility for their own work, fully utilising the wide range of resources and information sources available.
- C3. Use a range of specialised practice skills and techniques, which are at the forefront, or informed by the forefront of knowledge in clinical practice.
- C4. Deal with complex ethical and professional issues and make informed judgements.
- C5. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional level.

- D1. Demonstrate through self-led learning, a critical, analytical and evaluative approach to lifelong learning.
- D2. Use a range of specialised skills to communicate with a range of audiences with differing levels of knowledge and expertise.
- D3. Communicate effectively with peers, more senior colleagues, discipline specialists and professionals from other disciplines in health and social care.
- D4. Use a range of numerical and graphical data handling and presentation methodologies.
- D5. Exercise substantial autonomy and initiative in professional activities

Principles of Diagnostic Investigations (GCU) 15 credits
Diagnostic Imaging (GCU) 15 credits
Pharmacology (QMU) 15 credits
Medicine and Pathology (QMU) 15 credits
Anatomy for surgical practice (GCU) 15 credits
Mechanics (QMU) 15 credits

Two of these modules require some face-to-face delivery, Anatomy for Surgical Practice and Mechanics, the rest of these modules are delivered on-line.

The time frame in which the student chooses to complete their award will reflect; work load commitments, personal work life balance, initial confidence in studying at M-level, and for self-funding students the impact of module fees. For these reasons the programme has been designed to be very flexible so that it will meet the needs and aspirations of a wide range of students. Below is an example of the part time study route.

Post-graduate Certificate Theory of Podiatric Surgery	60 credits: With all 60 credits made up from 4 of the six available profession specific modules
Post-graduate Certificate - Podiatry	60 credits: Which can be made up of Research Methods and 2 x 15 credit modules.
Post-graduate Diploma Theory of Podiatric Surgery	120 credits
Master of Science Theory of Podiatric Surgery	180 credits

The School of Health and Life Sciences has a long standing commitment to equipping students with the skills they require to become both successful students and competent practitioners. In implementing the University Strategy for Learning (2013-2020) the School acknowledges the diverse range of previous academic and practice experience which post qualified podiatrists and healthcare

programme and drop-in sessions. The ADTs have also developed blended learning materials and web resources to support students in their development of graduate attributes. A mix of delivery methods ensures sufficient accommodation for students who have competing demands on their time and differing preferences in terms of mode of engagement and learning.

All activities follow an enhancement model to equip students with academic skills tailored to their programme. The ADTs adopt an academic literacies approach, making explicit to students the expectations that staff have of their work and providing progressive support as students develop the skills necessary to meet those expectations. The ADTs work closely with colleagues in academic roles throughout the School to develop a programme of activities which are both incremental in complexity, and delivered at a time when students need particular input. Key areas within the learning and teaching strategy of the School, such as problem based learning and reflection, have

The University allows a student, or potential student, to make a claim for RPL, which will allow him/her to gain:

- i.e. as an alternative to normal entry requirements if he or she can demonstrate appropriate knowledge and skills comparable to the specified entrance requirements. For example those applicants who hold an unclassified degree or professional diploma will normally be expected to have at least two years professional work experience before being admitted on to this programme of post-graduate study.
- at postgraduate levels (including credit for entire modules at postgraduate levels).

<http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/academicschools/sls/psytimetables/FtP%20HLS%20Version%20June%202012.pdf>

All applicants are required to demonstrate sufficient good health and character in the interests of health and safety of students and the public; this is carried out by means of the School's Fitness to Practise Documentation which students undertaking the MSc Theory of Podiatric Surgery are required to comply. As noted within this documentation, students are required to confirm the following statement at the commencement of the programme, and also in relation to part time

Student-Staff Consultative Group (SSCG)
Student representation on Framework (Programme) Board (PB)
Student representation on School Board
Module Feedback
GCU Learn and QMU Blackboard
Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Programme Co-ordinator, Academic Advisor

Postgraduate Certificate in Learning and Teaching
Continuous Professional Development (CPD)
Performance Development Annual Review (PDAR)
Peer Support for Teaching
Mentoring Scheme for New Lecturing Staff
Conference and Seminar attendance and presentation
Research Excellence Framework (REF) submission
Membership of Higher Education Academy (HEA)
Membership of and involvement with Professional Bodies
External Assessorship

Glasgow Caledonian University Assessment Regulations for Taught Postgraduate Programmes 2014-15: <http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/assessmentregulations/>

University%20Assessment%20Regulations%202014-15%20Taught%20Postgraduate.pdf. (October 2014).

There are no exceptions from the University's assessment Regulations.

Clarification required for section 7: Maximum Period of Registration

7.1 The maximum period of study is:

In the case of awards for which the period of study is specified as 3 years or more, then a period can be extended by a maximum of 2 years.

The recommended route through this programme would be to complete the MSc before embarking on a surgical trainee post. In England podiatrists can apply and take up a 2 year surgical trainee posts with a Postgraduate Diploma. These two years would be considered as part

My Caledonian
University Prospectus

Curriculum maps are attached showing how the outcomes are being developed and assessed within the programme.

DATE