

Course Specification Template

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

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

Basic Course Information

Final award and title	MSc Podiatry (Pre-Registration)	Course Code	MSPPRF
FHEQ level and credit of final award	180 Credits at FHEQ Level 7 120 Credits at FHEQ Level 6		
Intermediate awards titles	MSc Allied Health Sciences (awarded to those who complete all Level 7 units but do not complete the Level 6 practice-based learning unit HRS6005). PG Dip Allied Health Sciences PG Cert Allied Health Sciences All Intermediate awards do not convey eligibility to apply for registration with the HCPC.		
FHEQ level and credit of intermediate award	MSc Allied Health Sciences (180 Credits at FHEQ Level 7 only). Dip Allied Health Sciences (120 Credits at FHEQ Level 7). PG Cert Allied Health Sciences (60 Credits at FHEQ Level 7).		
Awarding Institution	Health Sciences University		
Teaching Institution	Health Sciences University		
Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition	Health and Care Professions Council (HCPC) approved 2022 Royal College of Podiatry approved (RCPod) 2023.		
Duration of PSRB accreditation/recognition where applicable	HCPC 2022 - 2027 RCPod 2023 – 2026 (re-accreditation pending)		
Mode of study	Full-Time		
Variants	None		

Standalone Units	Yes
Distance Learning course	No
Standard length of course	2 Years
Language of delivery	English
Location of delivery	Health Sciences University (Bournemouth)
UCAS code (where applicable)	N/A
HECOS Code(s)	Podiatry - 100253
Date Course initially approved	21 December 2022
Version number	2.0
Date this version approved	12/12/2025
Academic year from which this applies	2025-2026 Jan 2026 Cohort
Author	Simon Otter, Course Lead

Course Overview

1. Admissions regulations and entry requirements

The admissions regulations for this Course are set out in the University's Recruitment, Selection and Admission Regulations published here: [Recruitment, Selection and Admission Regulations](#)

These regulations include the general entry requirements.

The detailed entry requirements for the course may be found from the relevant course page on the University's website. <https://www.hsu.ac.uk/course/msc-podiatry-pre-registration/>

Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#) which can be found in the University's Recruitment, Selection and Admission Policy and Procedure for Taught Courses published here: <https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures>.

2. Additional entry requirements

Podiatry students will have substantial access to children and vulnerable adults, and as such are required to undertake an enhanced DBS check before being eligible to proceed onto the course.

In addition, all students are required to undertake occupational health checks as part of the application process and are required to have specific vaccinations to be able to undertake placements while studying the course.

Normally, applicants for the MSc Podiatry (Pre-Registration) will be interviewed as part of the admission process. HSU values, individual values and behaviors are explored to demonstrate how their values and

behaviors align to the NHS constitution. Interviews may include relevant stakeholders and service users' involvement in the interview process,

3. Aims of the course

The aims of the course are to:

1. Develop safe, competent and confident evidence-based podiatrists who are fit for purpose, practice and academic award in line with professional and regulatory standards.
2. Prepare autonomous, reflective, resilient practitioners, able to work autonomously to provide ethical, dignified patient-centered care.
3. Promote transferable skills including innovative leadership and inclusive collaboration to respond, adapt and thrive in a changing health and social care environment.
4. Develop podiatrists who can work as part of the wider healthcare workforce in multidisciplinary settings and who have the skills and knowledge to apply their practice in a variety of health and social care settings.
5. Facilitate the development of critical and analytical skills to prepare graduates to use and create research evidence to underpin their professional practice as part of a commitment to continued professional development and lifelong learning.

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

This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	The methods used to enable outcomes to be achieved and demonstrated are as follows:
<p>Subject Knowledge and Understanding</p> <p>Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1 the biological, physiological, pathological, pharmacological and biomechanical sciences underpinning podiatric practice.</p> <p>A2 scientific knowledge, critical thinking and values in contemporary podiatric practice.</p> <p>A3 application of the theoretical basis of podiatric practice including the range of conditions that present to podiatrists, as part of their diagnosis and appropriate management</p> <p>A4 synthesis the psychosocial, contextual and public health factors which may</p>	<p>Teaching and Learning Methods</p> <p>A1-A7 are achieved by integration of theory and practice. Some theoretical content will be covered in asynchronous online material. This content will be supported with face-to-face synchronous sessions emphasizing the utilization of theoretical content into professional skills. Synchronous seminars may include a variety of activities, for example case-based problem- solving, group discussions, and critical reflection</p> <p>Assessment Methods</p> <p>A1-A7 are assessed throughout the course in a variety of formats. Students' systematic understanding and knowledge of the principles of podiatry are assessed through written examinations and coursework in addition to practical assessments; for example, as</p>

<p>influence a patient's management.</p> <p>A5 recognition of wider determinants of health which may influence a patient's management.</p> <p>A6 application of ethical, moral and legal frameworks and legislation relating to contemporary podiatric practice in health and social care</p>	<p>Objective Structured Clinical Examination (OSCE), and clinical portfolios</p>
<p>Cognitive Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>B1 formulate reasoned judgements and arrive at a diagnosis based on patient assessment and investigation results.</p> <p>B2 design and implement appropriate and effective short- and long-term management plans.</p> <p>B3 monitor patient progress through evaluation of outcomes and appropriate modification of care plans.</p> <p>B4 critically analyse and reflect on clinical decisions in light of current best evidence, care pathways, legal and statutory requirements</p>	<p>Teaching and Learning Methods</p> <p>B1-B4 are achieved through development of autonomous and reflective thinking. Students will be provided with asynchronous material in a variety of units, supported by synchronous face-to-face teaching and clinical placement, offering the opportunity to reflect on their learning and apply these into practice.</p> <p>Assessment Methods</p> <p>Students' cognitive skills are examined throughout the course, through practical assessments and practice-based learning opportunities; including case-based presentations, OSCEs and clinical portfolios</p>
<p>Practical Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>C1 consistently demonstrates skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centered care.</p> <p>C2 apply appropriate assessment techniques, considering the physical, psychological and cultural needs of the patient and the clinical context or environment that they are working in, to inform clinical decision making.</p> <p>C3 utilise appropriate conservative, surgical and pharmacological interventions which are patient centered and consider relevant indications, contradictions, side effects and legislation which may include appropriate referral to another health care professional.</p>	<p>Teaching and Learning Methods</p> <p>Students will develop practical skills throughout the course. This will include both practical content and activities with seminars, and practice- based learning. Examples of practical activities within seminars include physical assessment skills and development of intervention skills. Placement/work-based learning is a core focus, providing a safe and effective system for students to develop their clinical expertise and clinical competence.</p> <p>Assessment Methods</p> <p>Students' communication skills (C1) and assessment skills (C2) are assessed throughout the course in different units, in the format of practical assessments such as OSCE/Viva as well as an in their portfolios from clinical placements and written examination.</p> <p>Their professional practice skills (C3, C4, C5) are also assessed through their clinical placement portfolio and C3, C5 through presentations.</p>

<p>C4 practice as an autonomous evidence-based professional, exercising clinical decision-making and professional judgement within their scope of knowledge.</p> <p>C5 demonstrates the ability to manage their own caseload and work planning, organising, directing and facilitating appropriate action to ensure effective use of resources (financial, human, physical and technological).</p> <p>C6 demonstrates advanced skills in collection, analysis and interpretation of data.</p>	<p>C1- C4 are assessed through an OSCE and Viva. Students' research skills (C6) is assessed through a portfolio of research tasks, and in their dissertation.</p>
<p>Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1 learn, think and problem-solve independently in familiar and unfamiliar situations in a nondiscriminatory manner</p> <p>D2 effectively communicates with patients, relatives, carers and healthcare professionals to establish and maintain effective relationships.</p> <p>D3 make effective use of relevant information systems, including storing and retrieving information, resource access in relation patient care, health promotion, and for research.</p> <p>D4 understand and apply the philosophy and processes involved in quality improvement including audit, research, clinical governance and engaging with service users.</p> <p>D5 recognise and apply pertinent health and safety requirements to their workplace.</p> <p>D6 effectively manage time, prioritise tasks, exercise initiative and work autonomously when necessary and appropriate.</p> <p>D7 select and apply advanced research methods to design, undertake and present primary research.</p>	<p>Teaching and Learning Methods</p> <p>Students are supported to develop transferable skills through their seminars and through work-based learning. Seminars offer an opportunity for students to practice their skills, gain peer feedback, and formative feedback on their work. Work-based learning then provides further opportunities to develop their skills in a safe and effective system, whilst still gaining feedback from experienced clinical mentors. In addition, interprofessional learning provides opportunities for students to work with others, see skills in practice that are transferable across professions, and actively seek out feedback from other healthcare professionals.</p> <p>Assessment Methods</p> <p>Students will have an opportunity to develop their transferable skills (such as problem-solving, communication, effective use of IT, role of AI, quality improvement processes, time management, and research skills) throughout the course.</p> <p>These are assessed with a variety of assessment strategies, including portfolios (D1, D2, D3, D4, D5, D6), presentations (D1, D7), written assignments (D1-D7), and completion of a dissertation (D6, D7).</p>
<p>Professional competencies</p> <p>Having successfully completed this course</p>	<p>Teaching and Learning Methods</p> <p>This course is designed to develop competent</p>

<p>students will be able to</p> <p>E1 practice in accordance with the requirements of the professional regulator, exercising a duty of candour, an equal and inclusive approach to practice and maintaining their own fitness to practice.</p> <p>E2 implements lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio containing reflections, achievements and learning needs.</p> <p>E3 understand and respect the roles and expertise of other healthcare professionals in the context of working and learning in a multi-disciplinary approach, seeking their advice when necessary.</p> <p>E4 collaborate with colleagues, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem- solving approach.</p> <p>E5 continually and systematically reflect on practice and, whenever necessary, translates that reflection into action, using improvement techniques and audit appropriately, especially in evolving, complex or unpredictable situations.</p> <p>E6 recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.</p>	<p>evidence-based and reflective clinicians with a strong professional role, who are able to work autonomously and in multidisciplinary settings and who are committed to continued professional development.</p> <p>Through ongoing work-based and interprofessional learning, the course provides opportunities for students to reflect on their learning and practice to develop a professional identity and acknowledge the importance of lifelong learning.</p> <p>Assessment Methods</p> <p>Professional competencies (E1, E2, E3, E4, E5, E6) will be appraised with portfolio completed during clinical placements. E1 will also be assessed with a presentation. E1, E2, E5 and E6 will be assessed as part of written assignments/presentations</p>
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Intermediate Exit Award Outcomes

Postgraduate Certificate Allied Health Sciences

- A1 the biological, physiological, pathological, pharmacological and biomechanical sciences underpinning podiatric practice.
- A2 scientific knowledge, critical thinking and values in contemporary podiatric practice.

- A3 application of the theoretical basis of podiatric practice including the range of conditions that present to podiatrists, as part of their diagnosis and appropriate management
- A4 synthesis the psychosocial, contextual, and public health factors which may influence a patient's management.
- A5 recognition of wider determinants of health which may influence a patient's management.
- A6 application of ethical, moral and legal frameworks and legislation relating to contemporary podiatric practice in health and social care.
- B1 formulates reasoned judgements and arrives at a diagnosis based on patient assessment and investigation results.
- B2 design and implement appropriate and effective short- and long-term management plans.
- B3 monitor patient progress through evaluation of outcomes and appropriate modification of care plans.
- B4 critically analyse and reflects on clinical decisions considering current best evidence, care pathways, legal and statutory requirements.
- C1 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health, wellbeing, and patient centered care.
- C2 apply appropriate assessment techniques, considering the physical, psychological and cultural needs of the patient and the clinical context or environment that they are working in, to inform clinical decision making.
- D1 learn, think and problem-solve independently in familiar and unfamiliar situations in a non-discriminatory manner.
- D3 make effective use of relevant information systems, including storing and retrieving information, resource access in relation patient care, health promotion, and for research.
- E3 understand and respect the roles and expertise of other healthcare professionals in the context of working and learning in a multi-disciplinary approach, seeking their advice when necessary.
- E4 collaborate with colleagues, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem- solving approach.
- E5 continually and systematically reflects on practice and, whenever necessary, translates that reflection into action, using improvement techniques and audit appropriately, especially in evolving, complex or unpredictable situations.
- E6 recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.

Postgraduate Diploma Allied Health Sciences

- A1 the biological, physiological, pathological, pharmacological and biomechanical sciences underpinning podiatric practice.
- A2 scientific knowledge, critical thinking, and values in contemporary podiatric practice.
- A3 application of the theoretical basis of podiatric practice including the range of conditions that present to podiatrists, as part of their diagnosis and appropriate management
- A4 synthesis the psychosocial, contextual and public health factors which may influence a patient's management.
- A5 recognition of wider determinants of health which may influence a patient's management.

- B1 formulate reasoned judgements and arrive at a diagnosis based on patient assessment and investigation results.
- B2 design and implement appropriate and effective short- and long-term management plans.
- B3 monitor patient progress through evaluation of outcomes and appropriate modification of care plans.
- B4 critically analyse and reflect on clinical decisions considering current best evidence, care pathways, legal and statutory requirements.
- C1 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centered care.
- C2 apply appropriate assessment techniques, considering the physical, psychological and cultural needs of the patient and the clinical context or environment that they are working in, to inform clinical decision making.
- C3 utilise appropriate conservative, surgical and pharmacological interventions which are patient centered and consider relevant indications, contradictions, side-effects, and legislation which may include appropriate referral to another health care professional.
- C6 demonstrates advanced skills in collection, analysis and interpretation of data.
- D1 learn, think and problem-solve independently in familiar and unfamiliar situations in a non-discriminatory manner.
- D2 effectively communicate with patients, relatives, carers and healthcare professionals to establish and maintain effective relationships.
- D3 make effective use of relevant information systems, including storing and retrieving information, resource access in relation patient care, health promotion, and for research.
- E2 implement lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio containing reflections, achievements and learning needs.
- E3 understand and respect the roles and expertise of other healthcare professionals in the context of working and learning in a multi-disciplinary approach, seeking their advice when necessary.
- E4 collaborate with colleagues, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem- solving approach.

Master of Science Allied Health Sciences

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

B1	formulate reasoned judgements and arrive at a diagnosis based on patient assessment and investigation results.
B2	design and implement appropriate and effective short- and long-term management plans.
B3	monitor patient progress through evaluation of outcomes and appropriate modification of care plans.
B4	critically analyse and reflect on clinical decisions considering current best evidence, care pathways, legal and statutory requirements.
C1	consistently demonstrates skills in communication, information sharing and developing therapeutic relationships to support health and wellbeing and patient centered care.
C2	apply appropriate assessment techniques, considering the physical, psychological and cultural needs of the patient and the clinical context or environment that they are working in, to inform clinical decision making.
C3	utilise appropriate conservative, surgical and pharmacological interventions which are patient centered and consider relevant indications, contradictions, side effects and legislation which may include appropriate referral to another health care professional.
C5	demonstrates the ability to manage their own caseload and work planning, organising, directing and facilitating appropriate action to ensure effective use of resources (financial, human, physical and technological).
C6	demonstrates advanced skills in collection, analysis and interpretation of data.
D1	learn, think and problem-solve independently in familiar and unfamiliar situations in a non-discriminatory manner.
D2	effectively communicates with patients, relatives, carers and healthcare professionals to establish and maintain effective relationships.
D3	make effective use of relevant information systems, including storing and retrieving information, resource access in relation patient care, health promotion, and for research.
E2	implements lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio containing reflections, achievements and learning needs.
E3	understand and respect the roles and expertise of other healthcare professionals in the context of working and learning in a multi-disciplinary approach, seeking their advice when necessary.
E4	collaborate with colleagues, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem- solving approach.
E5	continually and systematically reflects on practice and, whenever necessary, translates that reflection into action, using improvement techniques and audit appropriately, especially in evolving, complex or unpredictable situations.

Course Structure

5. Outline of course content

Course outline

The MSc Podiatry (Pre-Registration) is a qualifying course for graduates with a suitable and relevant first degree seeking to train as a Podiatrist. The course is two calendar years full-time, starting in January and designed to meet the requirements of the HCPC and Royal College of Podiatry. The course aims to provide

5. Outline of course content

a challenging and rewarding educational experience that enables students to develop as competent, evidence-based and patient-centered podiatrists, capable of making a valuable contribution to their chosen workplace.

Students will develop their knowledge of podiatry through seminars and small group working and their practical skills through hands-on practical teaching and clinical placement. A professional identity as a podiatrist and understanding of their role in the healthcare workforce is developed through placements in health and social care together with interprofessional learning opportunities. Students will develop knowledge of how to use research for their own professional practice and the process of primary data collection, analysis and publication to advance the profession's development and enhance patient care. The course consists of the following units, and a full course diagram can be provided in Appendix 1.

List of units

Year 1

- ‡ Podiatry Practice Learning HRS6005 (120 Level 6 Credits)
- ‡ Functional Anatomy of the Lower Limb HRS7015 (20 Level 7 Credits)
- ‡ Clinical Sciences and Local Anaesthesia HRS7016 (20 Level 7 Credits)
- ‡ Prescription Only Medicines for Podiatric Practice HRS7017 (10 Level 7 Credits)
- ‡ Musculoskeletal Complaints of the Foot and Lower Limb HRS7018 (10 Level 7 Credits)
- *Research and Evaluative Methods HRS7001 (20 Level 7 Credits)
- *Essentials of Professional Practice HRS7002 (10 Level 7 Credits)
- *Promoting health & well-being HRS7003 (10 Level 7 Credits)

Year 2

- ‡ Podiatry Practice Learning HRS6005 (120 Level 6 Credits)
- ‡ Principles and Practice of Musculoskeletal Rehabilitation HRS7019 (20 Level 7 Credits)
- ‡ Chronic and Complex Management of Long-Term Conditions HRS7020 (20 Level 7 Credits)
- *RKE Project HRS7000 (40 Level 7 Credits)
- *Leadership and Innovation HRS7004 (10 Level 7 Credits)

Key

*Shared units

‡ Podiatry specific units

Scope of practice

The course is designed to fully reflect the complexity of scope of practice and to ensure that students understand their role within the care of the lower limb. Examples include management of at-risk foot covered in Clinical Sciences and Local Anaesthesia HRS7016, Chronic and Complex Management of Long-Term Conditions HRS7020 and Principles and Practice of Musculoskeletal Rehabilitation HRS7019. Musculoskeletal complaints in the foot and lower limb are included in Functional Anatomy of the Lower Limb HRS7015, Musculoskeletal Complaints of the Foot and Lower Limb HRS7018 and Principles and Practice of Musculoskeletal Rehabilitation HRS7019.

Interprofessional Learning and Education

5. Outline of course content

A key feature of the programme is its strong commitment to interprofessional education (IPE) and collaborative practice. Students will learn with, from, and about other allied health professionals to promote effective teamwork and improve health outcomes. IPE is embedded throughout the curriculum, notably in each of the interprofessional units (marked with*), which are delivered alongside students from other postgraduate pre-registration healthcare programmes. Shared learning experiences also occur within practice-based learning units, supporting students to develop an understanding of interdisciplinary roles and responsibilities. Interprofessional collaboration is further developed during practice placements, where students work in multidisciplinary teams across a variety of healthcare contexts. These experiences equip graduates to deliver safe, compassionate, and coordinated care in line with contemporary service models.

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

Placement learning is integral to this course enabling students to develop and demonstrate their skills in podiatry and to be eligible to apply to join the HCPC register as Podiatrists. Students are required to undertake 1000 hours of work-based learning as per RCPod curriculum guidance. These hours will take place using placements across a variety of sectors including HSU clinical and simulated facilities, private practice and NHS settings. Each placement has been selected and approved via the approach outlined in the [Placement Policy](#). At all placements students are supported by their personal tutor and course leader together with placement educator and a variety of clinical placement supervisors. Placements are offered support and where requested mentorship from experienced placement educators as outlined in Appendix 1 of the [Placement Policy](#). During placements, all students receive a mid-placement review with an academic staff member. At the end of placement debriefs are undertaken by the practice educator and revisited when students return to university.

The Podiatry Practice Learning HRS6005 is undertaken throughout the course to allow for ongoing theory/practice integration. The unit is split between both years of the course. During academic blocks (Spring/Autumn) students spend one day per week in our internal clinical facility together with a series of one-day placements. In the summer, two six-week block placements are undertaken in external settings. We endeavour to provide students with both NHS and private practice experience during the course. The level 6 practice placement unit does not contribute to the final MSc award classification. However, to be awarded the MSc Podiatry (pre-registration) degree, and eligible for HCPC registration and RCPod membership, all students must successfully complete the placement units together with all academic units. Interim awards are available for students who do not complete placement unit but have gained academic credits.

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

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

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

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

8. Learning hours/student workload

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

Student contact time is a broad term, referring to the amount of time students can expect to engage with university staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e., not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to-face (in person) through on-campus seminars and workshops and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified time limit.

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

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks,

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasizes continuing professional development and life-long learning.

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

In a typical week students on this course will normally have up to 15 hours of contact time, which may include seminars, practical sessions and workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will have approximately 6 - 8 hours of tutor guided time, which may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions. In addition to contact time and guided non-contact hours, students are expected to undertake around 15 hours of independent study per week. This includes time for revision/preparation for assessments, as well as activities such as private reading and research. More detail about student workload is provided in the unit specifications.

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

Placements will occur either in on-site clinical services or off campus in local NHS or independent settings. Placements will normally occur in two blocks of six weeks during the summer period with students completing a minimum of four placement blocks. A weekly day placement within HSU Clinical Services during the spring and winter semesters completes the required clinical hours.

9. Staff delivering the course

Students will be taught by HSU academic staff and qualified professional practitioners with relevant expertise. Staff will deliver subjects within their area of expertise and will carry appropriate professional registration for their profession where appropriate. For example, all podiatrists employed as academic staff members will be registered with the HCPC. Whilst on placement students will be supervised by appropriately qualified podiatrists and other professionals who are registered and regulated by the relevant PSRB in accordance with HSU placement policy.

10. Progression and assessment regulations

The University's standard Assessment Regulations apply with some course specific exceptions. The standard regulations are published here: <https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures/>.

Specific assessment regulations for the MSc Dietetics (Pre-Registration) require that:

- a) Students who do not attend at least 60% of scheduled unit learning activities will not normally be permitted to take the assessment for that unit. Where students do not attend at least 60% of attendance, they will normally be required to repeat the unit with attendance. Students' attendance will be monitored by the Course Lead monthly to ensure compliance and identify students who may require attendance support.
- b) Students are normally only permitted to extend or repeat a maximum of 500 practice-based learning hours within unit HRS6005 and are not normally permitted a repeat of this unit.
- c) Students must pass unit HRS6005 to be awarded the MSc Podiatry (Pre-Registration) award. Where students fail unit HRS6005 they may be eligible for an appropriate Exit Award.
- d) The completed hours of a failed practice-learning component do not count towards the minimum requirement of completing 1000 practice-based learning hours.
- e) Students who fail a practice-based learning component on grounds of fitness to practise are not permitted an opportunity for reassessment unless / until appropriate mitigation has been put in place and / or the University's Fitness to Practise Policy and Procedures have concluded.
- f) Condonement of a failure in a unit is not normally permitted.
- g) The HRS7016 unit examination pass mark is 60%.

The award of MSc Podiatry (pre-registration) leads to eligibility to apply for registration with the appropriate professional body.

Aegrotat awards and the award of MSc Allied Health Sciences, PG Cert and PG Dip will NOT confer eligibility to apply for professional registration as a podiatrist.

11. Employment progression routes

Graduates of this course will be eligible to apply to join the regulated register with the HCPC as a podiatrist and may seek employment with the NHS, independent or third sector settings. Students may be able to practice internationally, dependent on the local/regional/national regulations. Students awarded an interim award will not be eligible to apply to join the professional register with HCPC. Custom and practice suggest approximately 50% of graduates will gain their first post with a placement provider. Consequently, we seek to 'match' placement opportunities with student expectations and other requirements such as accommodation, caring responsibilities among others.

11. Employment progression routes

Students will be able to further their career through further training. Examples include First Contact Practitioner, Independent Prescribing, Specialist in Podiatric Surgery. Graduates will also be eligible to apply to study at doctoral level. As part of our placement provision, we seek to expose students to as many of these roles as practicable. Within the academic programme we have input from a range of subject specialists including consultant podiatrists (both surgical and non-surgical) first contact practitioners, non-medical prescribers and a range of other specialist AHPs and physicians. In block practice placements we request placement educators to provide as broad a range of experience as possible within the remit of services provided.

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

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

Special or unusual conditions are aspects of the course which students may not be expecting, and which may therefore have an impact on whether they wish to undertake the course. Information about additional costs and special or unusual conditions applying to students on this course can be found in the Important information to take into account when choosing your course published here: <https://www.hsu.ac.uk/student-life/student-finances/additional-costs/>.

13. Methods for evaluating the quality of learning and teaching

Students are encouraged to engage in the quality assurance and enhancement of their courses in a number of ways, which include:

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

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

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

14. Inclusivity statement

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

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

15. External reference points

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

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

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

- HCPC Standards of Conduct, Performance and Ethics (2016)
- HCPC Standards of Education and Training Guidance (2021)
- HCPC Standards of Proficiency – Chiropodists/ Podiatrists (2024)
- Royal College of Podiatry Core Curriculum for Podiatric Medicine (2016)
- Royal Pharmaceutical Society – A Competency Framework for all Prescribers (2021)
- Knowledge and Skills Framework (NHS 2010)
- Clinical Leadership Competency Framework (NHS 2011)
- Health and Care Digital Capabilities Framework (NHS 2018)

16. Internal reference points and policy frameworks

University Strategic Plan

University Course Design Framework

University Assessment Feedback Policy

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

Record of Modifications

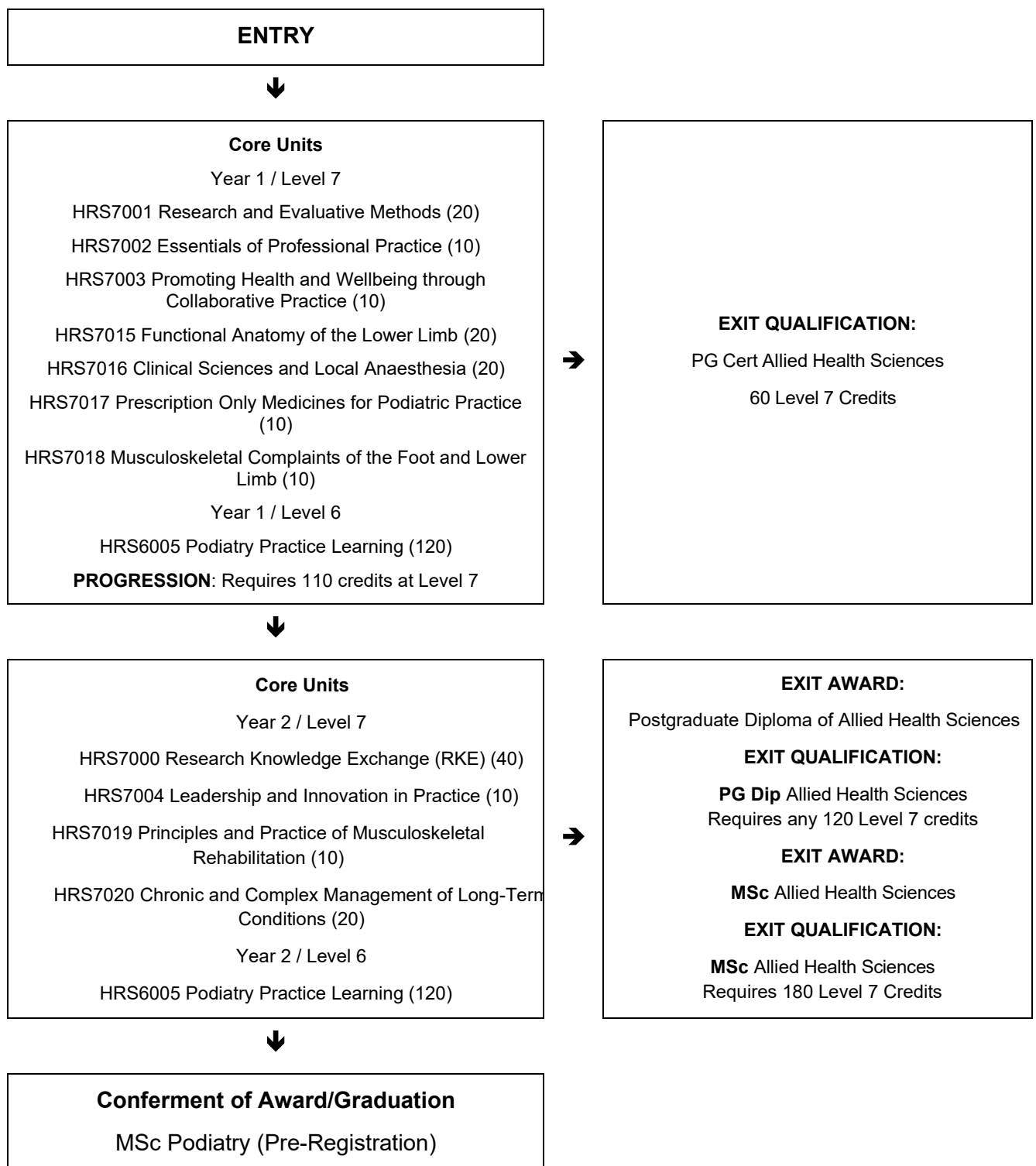
Course level

Description of Modification	Date approved	Intake to which modification applies
Course Specification revised in entirety as part of Periodic Course Review.	Dec 2025	Jan 2026

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

Appendix 1: Course Diagram - MSc Podiatry (Pre-Registration)



NB Intermediate awards do not convey eligibility to apply for registration with the HCPC.

Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course [Intended Learning Outcomes](#)).

Unit Code	Level	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
HRS7015	7	TA	TDA	TDA	TD	TD	TD	TA	T	T			TA	TA	T	D		T	T	T		T	TD	
HRS7016	7	TA	TDA	TDA	TDA	TD	TDA	TA	TA	T		T	TA	TA	T	D		T		T		T	TD	
HRS7017	7	TA	TDA	TDA	TD	TD	TDA	TDA	T	T		T	TA	TA	T	D		T	T	TD		T	TD	
HRS7018	7	TA	TDA	TDA	TD	TD	TD	TDA	TA	T	TDA		TA	TA	T	D		T		TD		T	TD	
HRS6005	6	D	DA	TDA	DA	TD	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	DA	DA		TDA	TDA	TDA		TDA	TD	
HRS7002	7		D		TDA	TDA	TDA				TDA	TA				D		TDA	DA	D		TDA	TD	
HRS7003	7		D		TDA	TDA	TDA				TDA	TD			T	D		TDA	TDA	D			TD	
HRS7004	7		D		TDA	TDA	TDA				TDA	TD			T	D		TDA	TDA	D			TD	
HRS7001	7		D				D									D	TDA	D		TDA	TDA	TDA	TDA	TDA
HRS7000	7		D				D									DA	TDA	D		TDA	TDA	DA	TDA	TDA
HRS7019	7	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	DA	TDA	DA	DA		TDA	TDA	D	D		TDA	
HRS7020	7	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	DA	TDA	DA	DA		TDA	TDA	D	D		D	

Appendix 2: Learning outcomes mapping document template continued

Unit Code	Level	E1	E2	E3	E4	E5	E6
HRS7015	7	D		T	TD	TD	TD
HRS7016	7	D	TD	T	TDA	TD	TDA
HRS7017	7	D	TD	TDA	TD	TD	TDA
HRS7018	7	D		TDA	TD	TD	TD
HRS6005	6	TDA	DA	TDA	DA	TD	TDA
HRS7002	7	TDA	TDA		TDA	TDA	TDA
HRS7003	7		D		TDA	TDA	TDA
HRS7004	7		D		TDA	TDA	TDA
HRS7001	7		D				D
HRS7000	7		D				D
HRS7019	7	D	TDA	TDA	TDA	TDA	TDA
HRS7020	7	D	TDA	TDA	TDA	TDA	TDA

Appendix 3: Course Summary

* If this box is marked 'yes,' then a requirement is set by the relevant professional body which must be applied in the assessment of the component and/ or unit. See relevant Unit Specification for further information.

Unit Details						Assessment Element Weightings									Estimated Learning Hours			
Unit No	Unit Title	Version No,	Core / Optional	Pre/Co Requisite	Credits & Level	Ex1	Cw1	Cw2	Cw3	Prac1	Prac2	Prac3	Prac4	*PSRB Requirement Applies	Student Contact Time	Tutor Guided Time	Independent Study Time	Placement Study Time
HRS6005	Podiatry Practice Learning	1.0	Core	N/A	120 (6)		P/F	P/F		P/F	P/F	P/F	P/F	Y	75	150	300	960
HRS7000	RKE Project	1.0	Core	N/A	40 (7)		100%							Y	16	44	340	0
HRS7001	Research and Evaluative Methods	1.0	Core	N/A	20 (7)		100%							Y	32	64	104	0
HRS7002	Essentials of Professional Practice	1.0	Core	N/A	10 (7)		100%							Y	24	24	52	0
HRS7003	Promoting Health and Wellbeing through Collaborative Practice	1.0	Core	N/A	10 (7)		100%							Y	24	24	52	0
HRS7004	Leadership and Innovation	1.0	Core	N/A	10 (7)		P/F 100%							N	24	24	52	0
HRS7015	Functional Anatomy of the Lower Limb	1.0	Core	N/A	20 (7)		100%							Y	48	48	102	0
HRS7016	Clinical Sciences and Local Anaesthesia	1.0	Core	N/A	20 (7)	100%								Y	48	48	102	0

HRS7017	Prescription Only Medicines for Podiatric Practice	1.0	Core	N/A	10 (7)	100%								Y	24	24	52	0
HRS7018	Musculoskeletal Complaints of the Foot and Lower Limb	1.0	Core	N/A	10 (7)	100%								Y	24	24	52	0
HRS7019	Principles and Practice of Musculoskeletal Rehabilitation	1.0	Core	N/A	10 (7)	100%								Y	24	24	52	0
HRS7020	Chronic and Complex Management of Long-Term Conditions	1.0	Core	N/A	20 (7)	100%								Y	48	48	104	0

Exit qualifications:

MSc Allied Health Sciences (awarded to those who complete all Level 7 units but do not complete the Level 6 practice-based learning unit HRS6005).

PG Dip Allied Health Sciences – 120 Level 7 Credits

PG Cert Allied Health Sciences – 60 Level 7 Credits