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1 Introduction to the BSc (Hons) Podiatry

Good foot health and improved mobility can enable independence and improve quality of life for everyone. Podiatry management for people with foot and lower limb complaints can help support health and well-being across a range of health and social care arenas, including older people, those with long term conditions as well as in terms of broader public health (Towson 2014). The BSc (Hons) podiatry degree prepares students for professional practice and lifelong learning.

At the University of Brighton, the BSc (Honours) Podiatry programme has run successfully since 1997 when it was validated in its current modular format, with course reviews in 2002, 2007, 2012 and again in 2017. The course sits within the School of Health Sciences and within the overarching College of Life, Health and Physical Sciences.

The course is contemporary in its content, having considered the current health agenda and ensures that students are fit for purpose and fit for practice upon graduation, in addition to ensuring they have the skills required to engage in lifelong learning. The teaching and learning strategies are innovative as will be seen within the teaching and learning section and engage with a wide range of partners in a collaborative learning experience.

The fundamental basis of the course is informed by the Health and Care Professions Council (HCPC) as Podiatry is a regulated profession. The podiatry programme meets the HCPC Standards of Education and Training (2014) the HCPC Standards of Proficiency (2013)), and additionally the Quality Assurance Benchmark Statements (2001). Furthermore, the programme has been developed to comply with 2013 publication of Quality Assurance Framework for Podiatry Education published by The Society of Chiropodists and Podiatrists and can be mapped to the Core Curriculum for Podiatry published in May 2015.

Other areas of the heath agenda and Government white papers are described below and provide rationale as to the current curriculum content:

In July 2010 the coalition Government set out its vision for reform of the National Health Service (NHS) through the white paper ‘Equity and Excellence: Liberating the NHS’. The reforms include the abolition of the Strategic Health Authority (SHA) to be replaced by a Local Education and Training Board, GP consortiums to replace the existing commissioning authorities (Primary Care Trusts) and the role of the Care Quality Commission to be strengthened as the quality regulator. Subsequently in October 2014 the white paper Five Year Forward View was published.
The positive developments and initiatives implicit in the reform is the priority for podiatry providers: patients will be at the centre of the service thereby increasing the levels of service-user satisfaction, clinical outcomes for patients will be world class, and clinicians will be empowered to adapt to service continuity challenges and target services where there is most need within their own clinical budgets. Additionally, there is a continued and now refocused momentum which has formed part of the public health agenda which is that of prevention. In 2015 Public Health England published a report detailing the role of allied health professionals in public health and their positive impact on public health which clearly highlights opportunities to engage with service users holistically to improve their health outcomes. The BSc (Hons) Podiatry course remains committed to Health Education England provide a framework called Making Every Contact Count which supports the aims of Public Health England for example by making every contact count, whereby allied health professionals have ‘healthy conversations’. Health psychology features heavily through the course, both in clinical practice and academically, and health promotion is also a main feature of the level 6 module Governance, Health and Social Contexts in Professional Practice.

Graduates from the programme successfully gain employment both in the public and private sector. Brighton graduates are well represented at national and local professional conferences both as delegates and speakers. Many Brighton alumni are in positions of influence and leadership in the profession and return to the University both as visiting lecturers in their areas of speciality, or to follow the graduate programme Masters courses.

The Podiatry curriculum considers the foot and lower limb of a person in health and disease. Theory and practice are carefully integrated throughout the programme to enable students to achieve the expected high standards of clinical expertise to become safe, effective and ethical practitioners. The course also ensures adheres with the HCPC standards of conduct, performance and ethics required for healthcare students.

In addition to a science honours degree, students who successfully complete the programme are eligible for registration with the Health & Care Professions Council and confer annotation to the HCPC register for supply/sale and administration of a specified list of Prescription Only Medicines (POMS). Graduates will also be eligible for membership of the Society of Chiropodists and Podiatrists. Such entitlements offer students the opportunity to enter professional practice in a range of settings including the NHS, Private and Commercial Practice, Research and Education.

The Academic Programme: Podiatry conducts its administrative activities and the teaching of theoretical modules in the office and lecture room accommodation of the School of Health Sciences at the Robert Dodd Building in Darley Road. The Leaf Hospital remains the major clinical education
setting for podiatry, and the range, quality and number of external placements remains highly
commended.

The BSc (Hons) Podiatry is part of the University of Brighton Undergraduate Modular Scheme and has
therefore been developed to meet the aims, objectives, and regulations/requirements of courses within
the Scheme. The course development process has ensured that the course aligns with the
requirements of the University Common Academic Framework.

References
Department of health (2010) *Equity and excellence: Liberating the NHS. London:* The Stationery
Office (Cm. 7881) Great Britain.
Department of Health (2014) Five Year Forward
View. https://www.england.nhs.uk/ourwork/futurenhs/#doc
Health & Care Professions Council Standards of Proficiency for Chiropodists/Podiatrists 2013.
http://www.HCPC-uk.org/publications/standards
uk.org/publications/standards
Health & Care Professions Council Standards of Conduct, Performance and Ethics 2008.
http://www.HCPC-uk.org/publications/standards
Towson M, (2014) Developing a Sustainable Podiatry Workforce for the UK Towards 2030 Society of
Chiropodists & Podiatrists
Society of Chiropodists and Podiatrists http://www.feetforlife.org
Quality Assurance Agency http://www.qaa.ac.uk/Publications/InformationAndGuidance/
Pages/Subject-benchmark-statement-Health-care-programmes---Podiatry.aspx
2 The School of Health Science and Course Personnel

Prof Paula Kersten  Head of School of Health Sciences
Jane Morris    Deputy Head of School of Health Sciences (AHPs)
Nicky Pont    School Administrator

2.1 The Course Team
The course team comprises of the academic staff, the clinical educator’s, the administration team which includes the team working at Leaf Hospital, a technician based at Leaf Hospital and the Leaf Hospital cleaning team. Students are also supported by a Student Support and Guidance Tutor who is based in Eastbourne.

Table 1 - The Podiatry course team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Birch</td>
<td>Deputy Head of School of Health Sciences, Partnerships</td>
<td>01273 644705</td>
</tr>
<tr>
<td>Dr Simon Otter</td>
<td>Podiatry Academic Programme Lead, Principal Lecturer</td>
<td>01273 644543</td>
</tr>
<tr>
<td>Taryn Hodgskin</td>
<td>Course Leader, Year One Tutor, Senior Lecturer</td>
<td>01273 642298</td>
</tr>
<tr>
<td>Rachel Forss</td>
<td>Year Two Tutor, Senior Lecturer</td>
<td>01273 644703</td>
</tr>
<tr>
<td>Dr Stewart Morris</td>
<td>Year Three Tutor, Senior Lecturer</td>
<td>01273 643675</td>
</tr>
<tr>
<td>Simon Cahill</td>
<td>Clinical Manager Leaf Hospital</td>
<td>01323 645555</td>
</tr>
<tr>
<td>Dr Chris Morriss-Roberts</td>
<td>MSc Course Leader, Senior Lecturer</td>
<td>01273 642969</td>
</tr>
<tr>
<td>Paula Riley</td>
<td>Admissions Tutor, Senior Lecturer</td>
<td>01273 644170</td>
</tr>
<tr>
<td>Deborah Whitham</td>
<td>Senior Lecturer</td>
<td>01273 643898</td>
</tr>
<tr>
<td>Dao Tunprasert</td>
<td>Lecturer</td>
<td>01273 644566</td>
</tr>
<tr>
<td>Marian Allistone</td>
<td>Course Administrative Assistant</td>
<td>01273 644701</td>
</tr>
<tr>
<td>TBC</td>
<td>Technician</td>
<td>01323 645555</td>
</tr>
<tr>
<td>Tina Appleyard</td>
<td>Leaf Hospital Reception Manager</td>
<td>01323 645555</td>
</tr>
<tr>
<td>Roz Kellen</td>
<td>Leaf Hospital Patients’ Reception</td>
<td>01323 645555</td>
</tr>
<tr>
<td>Heather Duff</td>
<td>Student Support &amp; Guidance Tutor</td>
<td>01273 644708</td>
</tr>
</tbody>
</table>
3 Course Aims and Learning Outcomes

3.1 The Aims
This course aims to:

- educate student podiatrists who will be fit for purpose, fit for practice in first post, and fit for profession, congruent with the expectations of an honours degree;
- develop students' skills to enable autonomous reflective practice;
- enable students to develop leadership skills to influence and respond appropriately to change;
- provide an opportunity for people from traditional and non-traditional education backgrounds to follow the path through higher education;
- provide the foundation upon which further professional development can proceed;
- facilitate the development of transferable skills including the development of critical thinking, problem solving and communication;
- foster life-long and independent learning in the context of professional practice.

3.2 Learning Outcomes
The learning outcomes for the course are split into three sections. These are knowledge and theory, skills and professional attitudes and values. Each section has specific learning outcomes within it.

3.2.1 Knowledge and Theory
On successful completion of the course students will be able to:

1. demonstrate contemporary knowledge and understanding of the key scientific, biopsychosocial and clinical principles relevant to people with foot and lower limb pathology;
2. incorporate holistic aspects of health and wellbeing in relation to the provision of podiatry in health and social care.
3. critically analyse the role of the podiatrist as an autonomous practitioner, and as part of the multi-disciplinary team in health and social care.
4. actively engage in research and governance to underpin continuous improvement to quality.

3.2.2 Skills
On successful completion of the course students will be able to:

1. assess, diagnose and treat a range of people with foot pathologies in a safe, effective and evidence based manner;
2. practice within the legal and ethical boundaries of healthcare, and maintain a safe practice environment;
3. demonstrate attitudes and behaviour commensurate with the professional role of the podiatrist;
4. function effectively as a member of a multi-disciplinary team;
5. demonstrate effective and appropriate communication and interpersonal skills in the provision of holistic care;
6. develop reasoning and problem solving skills to determine appropriate actions in a variety of settings;
7. critically evaluate clinical and scientific research to inform practice;
8. engage in reflective practice.

3.2.3 Professional Attitudes and Values
Graduates of the course will:
1. practice within the legal and ethical bounds of the profession of podiatry;
2. respect and uphold the rights, dignity, autonomy and role of every service user and professional colleagues.
3. know the limits of their competence and scope of practice;
4. engage in the values of clinical governance and understand the skills required to be an effective leader within health and social contexts.
5. embrace life-long learning.
4 Course Details and Curriculum

Students study on a full-time basis and would normally be expected to complete their BSc (Hons) Podiatry degree studies within three years of enrolment. They may complete it in a maximum of eight years.

The course conforms to the University modular structure. There are two fifteen week semesters in the academic year, the first running from September to February and the second from February to June. Each semester is composed of 13 teaching weeks ending in two weeks designated for assessment. In addition, the course includes a reading week, usually split between the semesters. In year three, students attend two three week blocks of external clinical placements with NHS trusts the first of which commences two weeks prior to the start of semester 1 and the second block commences during semester 1 assessment fortnight see more detail in placement section 4.4

4.1 Semester and Holiday Dates 2017/2018

Table 2 - BSc (Hons) Podiatry 2017 - 2018 dates

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>Welcome week</td>
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<tr>
<td>Monday 25th September – Friday 29th September</td>
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<tr>
<td>Teaching weeks 2-11</td>
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<tr>
<td>Monday 2nd October – Friday 15th December</td>
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<tr>
<td>Christmas Break</td>
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<tr>
<td>Monday 18th December – Friday 5th January</td>
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<tr>
<td>Teaching weeks 12-13</td>
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<tr>
<td>Monday 8th January – Friday 20th January</td>
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<tr>
<td>Assessment fortnight</td>
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<tr>
<td>Monday 22nd January – Friday 2nd February</td>
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<table>
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<tr>
<th>Semester 2</th>
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<tbody>
<tr>
<td>Teaching weeks 17 – 22</td>
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<tr>
<td>Monday 5th February - Friday 23rd March</td>
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<tr>
<td>Easter Break</td>
</tr>
<tr>
<td>Monday 26th April – Friday 13th April</td>
</tr>
<tr>
<td>Teaching weeks 23 - 29</td>
</tr>
<tr>
<td>Monday 24th April – Friday 26th May</td>
</tr>
<tr>
<td>Assessment fortnight</td>
</tr>
<tr>
<td>Monday 29th May - Friday 9th June</td>
</tr>
</tbody>
</table>
Full time students will study six 20 credit modules in year one and two. Year three students will study five 20 credit modules and one 40 credit module. Each 20 and 40 credit module carries a notional 200 and 400 hours of student effort respectively.

The course has been designed to provide a progressive and coherent student centred pattern of study developing from the study of basic clinical sciences through to the demands of acute and chronic medicine. One of the features of this degree in podiatry is the integrated nature of theory and practice throughout the programme and the leaning towards blended learning as a pedagogic approach. This provides a fertile learning environment and allows application of theory into the clinical domain at a very early stage. Shared teaching and learning will take place with the MSc Podiatry (pre-registration) students during academic modules at level 5 and 6.

Emphasis will be placed on a case led and cased based strategy to the learning and teaching from the start of the course enabling the student to engage with the patient and develop a bio-psychosocial approach. This approach to learning can be applied in both theory and practice modules and will more closely integrate the two. This will enable the students to understand the context and rationale for teaching the traditional subjects of anatomy, physiology, neurology and pathology.

Students must attend at least 80% of all modules to be permitted to take the assessment for that module. Registers are taken and attendance monitored by module leaders. Students must attend 100% of the clinical modules. Any clinical hours missed must be made up at a convenient time during or just after the end of the academic year in a designated ‘make up week’.

Students having studied subjects commensurate with any level four and/or level five modules of this degree may wish to apply for accreditation of prior learning (APL) and transfer these credits towards the BSc (Hons) Podiatry. Should a student wish for AP(E)L a formal application must be made to the Course Leader before the end of the fourth week of the module. This course complies with the AP(E)L and APL regulations and recommendations specified in the University of Brighton General Examination and Assessment Regulations for Taught Courses (GEAR) of which the current version is 2016 – 2017. Further information can be found at: The University of Brighton Student Contract 2016 - 2017
### Table 3 – BSc (Hons) Podiatry schedule of modules

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Name</th>
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<td>Level Four</td>
<td>PP411</td>
<td>Clinical Practice 1 *</td>
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<td>PP412</td>
<td>Clinical Practice 2 *</td>
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<tr>
<td></td>
<td>PP421</td>
<td>Introduction to Dermatology through Academic Skills</td>
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<tr>
<td></td>
<td>PP422</td>
<td>Musculoskeletal Podiatry</td>
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<tr>
<td></td>
<td>PP423</td>
<td>Applied Human Movement</td>
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<tr>
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<td>PP424</td>
<td>Essential Physiology for Podiatrists</td>
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<td>PP498</td>
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<td>PP499</td>
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<td></td>
<td>PP513</td>
<td>Clinical Practice 3 and Principles of Surgery **^</td>
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<td></td>
<td>PP514</td>
<td>Clinical Practice 4 *</td>
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<td>PP521</td>
<td>Musculoskeletal Disorders of the Foot and Lower Limb *</td>
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<td>PP522</td>
<td>Clinical Sciences *</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PP523</td>
<td>Health Psychology &amp; Professional Practice **^</td>
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</tr>
<tr>
<td></td>
<td>PP524</td>
<td>Research Design &amp; Ethics *</td>
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<td>PP598</td>
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<td>PP615</td>
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<td>Conducting Research</td>
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<td>PP626</td>
<td>Medicine &amp; Pharmacology Applied to At Risk Foot *</td>
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<td>PP627</td>
<td>Governance, Health &amp; Social Contexts for Professional Practice *</td>
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<td>PP628</td>
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<td>PP698</td>
<td>Clinical Hours</td>
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* Shared learning with level 7
^ Contains interprofessional education
### Course Structure 2017 - 2022

<table>
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<tr>
<th>Level</th>
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<th>Credits</th>
<th>Semester Two</th>
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<td>4</td>
<td>PP411 Clinical Practice 1</td>
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<td>PP412 Clinical Practice 2</td>
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<td>PP523 Health Psychology and Professional Practice</td>
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<td>PP524 Research Design &amp; Ethics</td>
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<td>6</td>
<td>PP615 Clinical Practice 5</td>
<td></td>
<td>PP625 Conducting Research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PP625 Conducting Research</td>
<td>20</td>
<td>PP628 Learning Objectives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PP626 Medicine and Pharmacology Applied to the At Risk Foot</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PP627 Governance, Health &amp; Social Contexts for Professional Practice</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.4 Placement detail and timetable

Details of placements and clinical teaching can be found within the clinical module handbooks, with the exception of the final NHS block placement which stands alone. However the table below offers some guidance as to the opportunities students have to develop practice in diverse clinical environments.

Table 5 - Overview of clinical practice placement detail and schedule

<table>
<thead>
<tr>
<th>Level</th>
<th>Leaf Hospital Internal Placement</th>
<th>External Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exclusive clinics</td>
<td>Inter-year clinics</td>
</tr>
<tr>
<td>4</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Further details regarding clinical education and clinical practice placement can be found in section 8.

5 Modules

An overview of the modules and their content is provided below. More information for each module can be found on each individual module specification, including details of learning resources, indicative reading, formative and summative assessment.

5.1 Year One – Level 4
Level four consists of six 20 credit modules with three in each semester.

5.1.1 Clinical Practice 1 PP411 – Semester 1
This module will provide the student an introduction to clinical practice and professional issues in healthcare and includes: mandatory training, fundamentals of clinical practice, communication skills, an introduction to reflection, health psychology and the role of a professional.

5.1.2 Introduction to Dermatology through Academic Skills PP421 – Semester 1
This module will provide students with knowledge and understanding of the integumentary system, including the assessment and management of common podiatric dermatological conditions. With this
module, students will also learn fundamental academic skills necessary for their undergraduate degree study.

5.1.3 Musculoskeletal Podiatry PP422 – Semester 1
The module content includes the normal structure and function of the musculoskeletal system of the foot and lower limb. Students will have a good understanding of the principles of anatomy and its movement, with a basic knowledge of structural and functional anatomy of the lower limb as applied to real situations. This will provide a solid foundation for their future theoretical and practical studies. Reflection on learning will be introduced.

5.1.4 Clinical Practice 2 PP412 – Semester 2
This module builds on Clinical Practice 1 in that it develops the assessment, diagnosis and management skills. It also provides further communication skills required in clinical practice and a framework on which to base further learning which will enable the students to progress into year 2

5.1.5 Applied Human Movement PP423 – Semester 2
This module will provide students with knowledge and understanding of functional anatomy and human movement. The module will explore the current theories of musculoskeletal biomechanics and their applications to clinical situations, including gait analysis. In relation to the musculoskeletal system, the normal development and common pathological conditions affecting human locomotion will also be studied. This module also offers a choice of assessment.

5.1.6 Essential Physiology for Podiatrists PP424 – Semester 2
This module will explore the structure and functions of the cardiovascular, endocrine and nervous systems, as well as their involvements in the homeostatic maintenance of the human body. The common pathological conditions of the cardiovascular, endocrine and nervous systems seen in podiatric practice will also be studied.

5.2 Year Two – Level 5
Similar to year one – level four, there are six 20 credit modules; however four of them extend over semester one and two.

5.2.1 Clinical Practice 3 and Principles of Surgery PP513 – Semester 1
This module will enable the development of the necessary skills for assessment, diagnosis and treatment of foot and lower limb disorders encountered.
This module also provides HCPC annotation for administration of local anaesthetics once qualified. It encompasses the governance, theoretical and practical elements to enable students to safely practice surgery and local anaesthetics within their scope of practice.

5.2.2 Musculoskeletal Disorders of the Foot and Lower Limb PP521 – Semester 1&2
This module will incorporate both academic theory lectures and small group workshops seminars and compliments the practical elements of dissection of cadaver specimens and the observation of prospected specimens taught in other areas of the course. It also provides the synthesis of these two fundamental elements of musculoskeletal practice will develop the learner's skills in functional anatomy, applied anatomy, clinical diagnosis as well as the appreciation of the defining characteristics of pathology arising from both mechanical and inflammatory origins.

5.2.3 Clinical Sciences PP522 – Semester 1&2
This module will enable students to build on their level one physiology and apply that knowledge to the pathological processes & microbiological basis of disease in conjunction with the pharmacological basis of disease management. Pharmacological principles will be explored with emphasis on drug groups of particular relevance to Podiatry. Additionally, this module will provide grounding for further study at level three in the fields of general medicine & surgery.

5.2.4 Health Psychology and Professional Practice PP523 – Semester 1&2
This module will develop the concept of professionalism and professional practice in healthcare, particularly within the social context. It will consider the application of communication and health psychology into practice.

5.2.5 Research Design and Ethics PP524 – Semester 1&2
This module builds on the foundation of the level 4 module 'Introduction to Dermatology through Academic Skills. The content is designed to enable students to understand and critically evaluate research reports in the professional literature and, in those courses where a dissertation is required, to prepare them to undertake a research project at undergraduate level. The module sets out to cover all the most important topics of both quantitative and qualitative research methods, basic statistics and research ethics and governance.

5.2.6 Clinical Practice 4 PP514 – Semester 2
This module will continue to provide the focus for the student to further develop their patient assessment and management skills. Students will be given the opportunity to apply theoretical knowledge of foot pathology to enable the acquisition of diagnostic skills through case based learning preparing them for their final year.
5.3 Year Three – Level 6
The final year of study contains five modules; four of which are 20 credits and one of 40 credits. It is similar to the year two – level 5 structure in that it contains both single semester and dual semester modules.

5.3.1 Clinical Practice 5 PP615 – Semester 1&2
This is a 40 credit module and is based in the clinic and will involve both in-house sessions and practice-based NHS placements. All sessions will involve observation, facilitated hands-on treatment, self-directed post clinic reflection, clinical supervision and mentoring of lower year podiatry students.

5.3.2 Conducting Research PP625- Semester 1
This module is designed to encourage the student to develop and apply data analysis skills. It will allow the student to develop their written presentations skills in a formal manner akin to academic research dissemination. Independent work will be encouraged, through participation in project groups and meetings with the module leader and supervisors.

5.3.3 Medicine & Pharmacology Applied to the At Risk Foot PP626 – Semester 1&2
The module provides the student with the opportunity to appreciate the manifestations that systemic disease may have on the foot. The general medicine and pharmacology of common systemic disease is discussed in relation to podiatric practice. The case-based approach will enable the student to appreciate a holistic approach to patient care and the issues surrounding evidence-based practice provided within the NHS and private sector.

5.3.4 Governance, Health and Social Contexts for Professional Practice PP627 - Semester 1&2
This module takes into account the professional, legal and governance contexts of podiatric practice within the healthcare setting. This module helps to aid students in preparation for their first professional post. Through problem based learning and acknowledgement of the Francis Report this module also seeks to put the patient at the centre of our practice whilst taking into account health promotion the surrounding critical contexts.

5.3.5 BSc Module by Learning Objectives PP628 - Semester 2
The structure of the module is around a negotiated contract between the student and module adviser and/or leader. The content may either relate specifically to the practice of podiatry, or it may be a new subject area entirely. Assessment will be tailored so that the student may demonstrate achievement of their own learning outcomes by a diversity of means.
6 Curriculum design, content, monitoring and evaluation

6.1 Our Partners and Stakeholders
There are a number of partners and stakeholders who are involved in our programme. There are those who accredit or approve the course, known as Public Sector Regulatory Bodies (PSRB’s), for example the Health and Care Professions Council (HCPC) or the College of Podiatry (CoP). Others include our NHS colleagues and professional practice partners, the National Union for Students, the Quality Assurance Agency for Higher Education, Health Education Kent Surrey and Sussex and of course the University itself. Most of the PSRBs and agencies listed above prescribe their requirements for the programme content, and this has been mapped to provide evidence for the quality of our course.

However the key, and arguably the most important stakeholders and partners within our programme are our students and our service users and their carers’. As such these two groups of people are central to programme design and delivery and have been active partners in the content and curriculum design of the 2017-2022 iteration of the course.

6.1.1 Students and service users as partners in programme content & curriculum design
Our students are actively encouraged to provide feedback at regular intervals throughout their period of studies with us.

Depending on the nature of the feedback, discussion will take place at the most appropriate forum. For example, feedback regarding the timetable are mostly likely discussed at a staff planning meeting conversely discussion regarding feedback about teaching and learning strategies is likely to take place at Programme Academic Board or a perhaps cohort meeting if more information or discussion is indicated. The outcomes and actions are then communicated to the student body via a range of methods, Figure 1 depicts a typical cycle and table 6 illustrates the methods of feedback and communication used.

Figure 1 - The student feedback cycle
Consultation and engagement with our service users and their carers’ is integral to the design and delivery of the BSc (Hons) Podiatry course. Engagement with service users regarding the course design takes place in the following ways.

- **Formal consultation exercises**
- **Comments box at Leaf Hospital**
- **Patient satisfaction survey**
- **Correspondence**
- **Via appointments and verbal feedback**

Involvement in the curriculum and methods of inviting feedback include:

- **Involvement in practice based learning**
- **Expert patient sessions within academic modules**
- **Contribution to summative assessment in clinical exams**

The figure below depicts a typical cycle illustrating the way feedback from service users and their carers’ is integrated and communicated.

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**Table 6 - Overview of feedback and communications with students**

<table>
<thead>
<tr>
<th>Routes for student to feedback</th>
<th>Discussion forums</th>
<th>Methods for communication of feedback informed outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Module Evaluation</td>
<td>➢ Staff Student Liaison Meetings</td>
<td>✓ Staff Student Liaison meeting minutes</td>
</tr>
<tr>
<td>➢ Brighton Student Survey</td>
<td>➢ Programme Academic Board</td>
<td>✓ Academic Programme Board minutes</td>
</tr>
<tr>
<td>➢ Staff Student Liaison Meeting</td>
<td>➢ Cohort Meetings</td>
<td>✓ Studentcentral module areas ‘You Said, We Did’</td>
</tr>
<tr>
<td>➢ Programme academic board</td>
<td>➢ Online wikis</td>
<td>✓ Cohort meetings</td>
</tr>
<tr>
<td>➢ Personal tutor meetings</td>
<td>➢ External Examiner Meetings</td>
<td>✓ Course wide emails or announcements</td>
</tr>
<tr>
<td>➢ Cohort meetings</td>
<td>➢ Staff planning day (biannual)</td>
<td>✗</td>
</tr>
<tr>
<td>➢ National Student Survey</td>
<td>➢ Staff Meetings</td>
<td>✗</td>
</tr>
<tr>
<td>➢ Student Support and Guidance Tutor</td>
<td>➢ Monitor and evaluation meetings</td>
<td>✗</td>
</tr>
<tr>
<td>➢ Surveys’ e.g. Survey Monkey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Communication with service users is achieved in a number of ways:
- Formal correspondence via appointments
- Letters
- Via the Leaf Hospital notice boards
- Verbal communications at appointments

**Figure 2 - Service user feedback cycle**

### 6.1.2 The impact of student and service user and their carers’ engagement on the course

The thoughts, opinions and feedback provided by students, service users and their carers’ has informed the course design of both the BSc (Hons) Podiatry course and also the MSc Podiatry (pre-registration) MSc course. Examples of this include course content and also the provision of clinical services throughout the year. With regard to the former, module content, specific training (SENSE training) for communication with deaf and blind patients was suggested to enhance our students’ ability and confidence in their communication. This has been included specifically in Clinical Practice 1, the first clinical module to prepare our students for working with the public. In respect to the feedback about regarding year round service provision, the MSc Podiatry (pre-registration) MSc course been designed so that clinical practice will take place for most of the year, improving the availability of appointments through summer months.

An important outcome of engagement of service users and their carers’ within the academic and practice based programme is that students hear their stories, the impact that their practice and education has had and therefore develops their understanding of a holistic approach to healthcare.

### 6.1.3 The future plans for enhancing student and service user involvement

As part of the 2017 – 2022 course review, a number of additional strategies have been considered as a method to engage with our partners and stakeholders. The following suggestions are currently under consideration and consultation:

- Consideration of amending the Staff Student Liaison meeting to a Staff, Student and Service User Liaison meeting – a biannual event
- Inviting service users to selection events and taster days to increase involvement in the recruitment process
- Widening the use of social media such as Twitter or Facebook to communicate news, outcomes and actions based on student and service user feedback
- Development of a Leaf Hospital/ Podiatry newsletter to be available at Leaf or sent with appointments
- Service user and carers’ coffee morning

It is anticipated that some, if not all of these suggestions will be in place by March 2017
7 Learning and Teaching

The University of Brighton’s 2016 - 2021 Strategy places students at the heart of all our activities and our mission is to, “Realise potential and shape futures through high-quality, practice-based learning, teaching, research and enterprise”. The framework of Practical Wisdom is integral to this mission statement, whilst underpinned by our core values; inclusivity, creativity, sustainability and partnerships.

The Academic Programme: Podiatry is committed to the core values and a substantial part of the programme is delivered using the practical wisdom framework through the practice based learning environment we have at Leaf Hospital. The programme has fully embraced the widening participation agenda, and has a strong history of supporting mature learners as well as working with those with learning disabilities. This course is inclusive and has a proven track record of supporting students to achieve their potential. Examples of how the course team and programme work with our learners in partnership to achieve this will be illustrated throughout this section.

All members of the academic team either have or are working towards a Post Graduate Certificate in Higher Education. The team have a wealth of experience and expertise in many aspects of student centred teaching and learning and are active within pedagogic research streams contributing to the research base via publications and conference presentations around the globe.

7.1 The teaching and learning philosophy

The fundamental underpinning of our programme is based on our students being active learners throughout their studies. The programme has been recognised for its innovative modules which are contemporary and student focused. Of particular note is a level 6 module, called Module by Learning Objectives. It has been recognised in the national press and by our external examiners as particularly innovative and creative as learners design their own module, its content and assessment. An example of a truly student focused approach. Active learning supports a focus on the process of student learning rather than teaching inputs and prepares students for their commitment to lifelong learning required by all healthcare professionals.

In recent years aligned with the University of Brighton Teaching and Learning Strategy (2013) the ethos of the curriculum takes a student centred, interactive and blended learning approach. The clinical practice modules (practice based learning) are student (and servicer user) focussed, with opportunities for practical application of previous learning, be it via digital or face to face approaches. This setting provides the basis for reflection on learning and clinical reflection, which allows further learning to take place. The model below illustrates this and how the academic modules and various
teaching and learning methods can create a rich environment for development, reflection and consolidation.

Figure 3 - This module depicts a learning cycle using three teaching and learning strategies embedded within the podiatry course

The follow examples of interactive or active learning are taken from our modules which gives a flavour of the interactive student focussed teaching and learning activities:

- Clinical Practice 1: Interactive quizzes via Studentcentral
- Musculoskeletal Podiatry: Morbid dissection in anatomy lab
- Health Psychology and Professional Practice: Student chosen social engagement experience.
- Conducting Research: Implementation of student designed research project and research paper submission to students chosen journal
- Clinical Practice 5: Day placements at specialised clinical centres e.g. Kings college diabetes team

The Virtual Learning Environment (VLE) that the University of Brighton use is called Studentcentral. It is the hub and starting point for all of all the learning material and resources that learners are required to engage with. It provides a plethora of digital facilities, including access to the Online Library; all presented learning materials, blogs or wiki pages, reading lists, email groups and timetables. Studentcentral also provides a platform for written assessments to be submitted or online exams to be taken and subsequently learners are able to access their feedback on its release date. Student engagement with this is critical to learning and this is supported by the information services team during welcome week in the first year and then throughout the course.
7.2 Teaching and learning strategies

Teaching and learning strategies used throughout the course are carefully selected and developed so as to provide maximum support to the diverse student group, while at the same time fostering the development of life-long learners who can play a full and active role in the development of the profession. The student group with its wealth of diverse experience is regarded as a valuable asset and their inclusivity is embedded by activities which instil a sense of community through team work in a variety of settings.

Increasingly, blended learning particularly that of a ‘Flipped Classroom’ is featured within the programme. Blended learning combines online and face to face learning. This model shifts much of the content presentation out of face-to-face sessions into online media (this is the ‘Flip’), and uses contact time for more focussed learning activities. So for example, a lecture which previously delivered the essential physiology of the normal growth hormone face to face via a keynote lecture might be delivered via a range of short clips, a recorded lecture or perhaps a pod cast. This then allows face to face teaching time to apply the learning via cases or clinical examples.

Mobile technologies complement this approach by providing opportunities for students to easily engage with flipped materials and also with the activities in the classroom. Because this model is technology dependant, students are encouraged to make appropriate use of laptops and mobile devices in their learning, teaching and assessment in a formal learning and teaching environment.

Flipped learning draws on many different approaches to teaching design including blended learning and active learning. It addresses one of the key barriers to staff creating more engaging face-to-face sessions, which is the need to present content to students. In the flipped model, students engage with content at their own pace in their own time, using a wide variety of different media that appeal to different types of learner (Centre for teaching and Learning, 2017)

The increased use of technology has many benefits to everyone, however guidance has been produced to ensure that the learning environment remains conducive for everyone so the Mobile switch it on guidelines for staff and students has been published to offer support for this.

Formal lectures are still delivered as part of the teaching and learning curriculum and all teaching sessions are designed in such a way as to encourage student participation, many relying on student interaction applying learning to case led clinical examples, reflection and contribution. A wide variety of session structures are utilised including cased based learning, seminars, student presentations external expert lecturers, small group work presentations and interactive workshops and these are often preceded by online lectures, reading via the online library and other e-learning resources.
7.3 Inter professional education (IPE)

The Centre for Advancement of Inter Professional Education (CAIPE) advocates IPE as a way of promoting health and wellbeing, to improve the health and social care of the public. The importance of IPE for patient safety published by NHS Education Scotland (2013) gives examples of how shared professional learning protects patients and improves outcomes. It is considered vital to the education and training for all healthcare professionals and as such IPE features in the standards set by the HCPC and the College of Podiatry and is embedded within the course programme in both practice and academic settings.

Shared learning is achieved through a number of workshop based activities which are collaborative and include engagement with health and social care students across the School. Theory underpinning the case based management of patients with long term conditions is a particular focus for collaboration with physiotherapy and occupational therapy students, for instance diabetes, pain management, and musculoskeletal disorders. In addition, students at level 6 are invited to an Inter-Professional Education (IPE) conference-type event each year shared with all health and education students. These activities not only provide theoretical knowledge of scope of practice for each of the professional groups, but also facilitate the development of a shared approach to healthcare.

This course will see much collaboration with the course team from BSc (Hons) Physiotherapy. The modules addressing psychology will involve shared learning.

IPE can be found at every level of study within the programme and involves a wide range of professional groups. The table below illustrates how IPE is currently in place within the programme, however the course team are continually seeking to find new ways to develop shared learning with our professional colleagues.

Table 7- An overview of IPE provision

<table>
<thead>
<tr>
<th>Level</th>
<th>Academic modules</th>
<th>Internal placement</th>
<th>External placement</th>
<th>IPE conference event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>✓</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>Level 5</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>Level 6</td>
<td>×</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
7.4 Shared intra professional learning

Podiatry students will share their learning with other podiatry students at times within the programme in both the clinical and academic forums.

Historically shared level clinical learning has taken place between level four and five and four and six which students have always evaluated very well and students have reported a sense of community, confirmation of their progress and an enjoyment in contributing to the development of others. The requirements of new graduates varies, however increasingly the experience of working with junior colleagues and providing early introduction of mentorship and clinical educator qualities provides our students with experience in a competitive job market.

The introduction of the MSc Podiatry (pre-registration) MSc will extend the shared learning experience into the academic arena. There are a number of modules where shared learning will take place. Current students were consulted about the prospect of this and welcomed the proposition of working with level 7 learners, anticipating it will enhance their learning experience.

The modules where shared learning will take place are

- Clinical Practice 3 & 5
- Musculoskeletal disorders of the foot and lower limb
- Clinical sciences
- Research design and ethics
- Health psychology and professional practice

7.5 Working with our partners

The podiatry team is dedicated to its social engagement and proud of the strong partnerships that have been nurtured locally, nationally and internationally. The following are examples of the different types of partnerships we continue to enjoy and these are often embedded within the curriculum via the requirement for social engagement or through Module by Learning Objectives.

✔ Staff and students are actively engaged in local activities with older people through organisations such as U3A and Age UK/ Age Concern.

✔ Students accompany staff to work at major sports events such as the London Marathon and work (supervised) in the medical tents

✔ Students can engage with the younger community through our work with schools and children at key stage 2 delivering Podiatry and Science in Schools project supported by the College of Podiatry.
The European Network for Podiatry in Higher Education (ENPODHE) offers opportunities for to engage with student colleagues from European at an annual conference designed to bring podiatry in higher education across the continent closer together.

We also work closely with our service users, our alumni and professional partners in podiatry. They contribute to the curriculum by supporting recruitment and teaching and learning as expert patients, providing lived experiences from a career perspective and NHS mandatory training requirements; this can be mapped to the following modules:

- **Expert Patients** – All clinical modules, Applied Human Movement and Medicine and Pharmacology applied to the at risk foot.
- **Alumni involvement** – Governance, Health and Social Contexts for Professional Practice
- **NHS colleagues** – Clinical practice 1, Health Psychology and Professional Practice, Governance, Health and Social Contexts for Professional Practice, Programme Academic board and recruitment events

International partners include our ERASMUS exchange colleagues from Malta who teach onto various modules on an annual basis and other guest lecturers who visit the School of Health Sciences whose expertise is appropriate to our curriculum.
8 Clinical Education

8.1 Clinical Learning

There will be a total of 1000 hours of clinical practice distributed throughout the course, divided into 5 Clinical Practice modules. Placements are integrated throughout the programme in order to maximise deep learning through experience and reflection. The aims and learning outcomes of each module are designed to build progressively, but also to associate with the theoretical modules running alongside.

There are two clinical practice settings within this course. The first is the in-house experience at the Leaf Hospital, a 21-chair clinical facility owned by the University and attracting an NHS patient contract. The second is in the external clinical setting where level 4, 5 and 6 students experience one day placements in specialist podiatric or other medical clinics. In addition, level 6 students are placed in NHS community podiatric services for two three week blocks. The advantages of this diversity are that students have both the longitudinal practice of patient care, and the cross-sectional experience of NHS services and teamwork.
Clinical learning is supervised by HCPC registered practitioners. Internal placement educators are members of the full time academic team with clinical staff drawn from NHS and private practice settings and employed by the University on a part time contract. All of these staff are experienced in ensuring practice is performed and assessed at the correct level for the student’s stage of the course. All students sign a statement of consent form annually to agree to participate as patients in practical and clinical sessions. Exemplary professional conduct is expected of every student in all clinical practice placement settings and students are aware of and conform to the HCPC Standards of conduct, performance and ethics.

8.2 Internal clinical practice placements (Leaf Hospital)

The Leaf Hospital provides an excellent learning environment for podiatry students to demonstrate the achievement of the clinical learning outcomes expected by statutory and professional bodies. The Leaf Hospital clinical provision enables the learning outcomes of both the course and the modules to be realised and in particular a context where acting in the best interests of service users is paramount. Both theory and practice can be integrated via this unique clinical facility. The nature of the core podiatry surgical skill requires considerable manual dexterity and psychomotor skills which are developed and improved over time and with practice. In order to be sure that students are able to demonstrate safe, competent, proficient, and effective practice close supervision during clinical sessions is a key corner stone of the philosophy of clinical teaching with a staff/student ratio of 1:6. The advantage of this strategy is that students have acquired highly developed skills and are fit to practice prior to embarking on the external placements where the learning outcomes, which aim to equip the students to be fit for purpose for working in the NHS, are achieved.

Competence is assessed by staff during practice learning in the Leaf clinic. These assessments have to be passed in order to progress or graduate. Learning of these skills is enhanced by the requirement of a caseload management from 18 months into the course, to its completion. Professionalism is developed through the integration of both the academic modules running through all levels and through facilitated group supervision sessions. The students learn a range of skills including critical reflection, critical incident reporting, accountability, time management and personal responsibilities of case load management, health and safety, and all matters of clinical governance. These include risk assessment, quality control and audit.

Orthotic prescription writing, design and manufacture are integral to the clinical education provided at the Leaf Hospital. Enhancement of this aspect of podiatric care is provided by way of an observational placement at a local NHS Trust.
Musculoskeletal (MSK) podiatry has become a key component of the caseload of many podiatrists, attracting a high referral rate in primary, secondary and third sector, from a range of referral sources. With this in mind, the delivery of clinical education in this growing area of practice has been developed to enhance both the student and the patient experience. To this end an MSK pathway has been designed whereby students are rotated through this specialist clinic and are exposed a range of complex pathologies. The success of this strategy has prompted the development of new pathways in podo-paediatrics, nail surgery assessment, the high risk foot and wound management. These focussed activities help the student to apply theory to practice, gain confidence with areas of practice regularly seen in professional life, apply reflective practice skills and consolidate their learning.

8.3 Inter-professional learning in clinical practice

A variety of enhancing practices are conducted in the in-house clinical setting. A joint Podiatry/Pharmacy venture in which students of these two professions have collaborated in assessment and management of patients in the Leaf clinic has evaluated extremely well and has been the subject of dissemination of good practice internationally. This innovation has now been expanded and collaboration is occurring with occupational therapy where they attend Leaf Hospital and work with service users and podiatrists as part of their own diverse placement and additionally as joint sessions with podiatry students.

As discussed in section 7.4 intra-professional learning takes place for all levels. At level 6 final year students take part in clinical supervised learning, working with the clinical educators to support clinical supervision of level 4 students.

8.4 External clinical practice placements (NHS)

These take place within the Clinical Practice 5 module running in year three of the course. Students are required to join an NHS podiatry team for a three week clinical practice placement block prior to the start of their third year (September) and return again to the same NHS department for three weeks prior to the start of their final semester (February). Students are prepared for their experience away from the University setting by the Academic Programme: Podiatry placement coordinator during scheduled sessions at the end of their second year. These cover not only the academic elements of the module but also specifically detailed revision of health and safety procedures as well as exploring their expectations of learning away from the University campus. An induction day or half day is negotiated with between the student and the host organisation. This takes place over the summer
months prior to the first block and is designed to facilitate a smooth transition and to familiarise themselves with new staff, new locations and all the trust policies and procedures.

The Academic Programme: Podiatry placement coordinator collaborates with the placement educator to enable the effective organisation of placements. Placement educators are sent information about the placements required at least 6 months in advance: the clinical practice placement offer form and placement handbook, which includes the learning outcomes and assessment guidelines, and the previous years’ module and clinical practice placement evaluations. The NHS clinical practice placement educators are given full access to student central where there is a dedicated area for them providing a range of learning materials and useful links plus all the policies and governance regarding clinical provision and external clinical practice placements. This ensures that all educators remain up to date and current regarding the course and more specifically the clinical programme.

All placement educators and students have a copy of the Clinical practice placement handbooks. This clearly defines the roles of the Academic Programme: Podiatry placement coordinator, the placement educator, and the student. It includes information about, and understanding of the following:

- timings and the duration of any placement experience and associated records to be maintained
- the assessment procedures, including the implications of and any action to be taken in the case of referral of students on placement
- communication and lines of responsibility
- health & safety issues

The placements are approved and monitored in several ways. Educators are invited to an annual one day facilitated CPD workshop either at the University or in their own accommodation, to ensure that placement teaching and supervision is designed to encourage safe and effective practice, independent learning and professional conduct. They are also required to be registered podiatrists by the Health & Care Professions Council, and will normally have at least two years’ experience of practice. Students are required to give feedback on the quality of their educational experience, both to their placement educators and also to the University. The Academic Programme: Podiatry placement coordinator reports on issues relating to placements at Course Board.

Students prepare a ‘Placement Passport’ before completing their year 2 studies for the summer. The Placement Passport enables students to give a brief personal background and offers an opportunity for some self-evaluation in terms of their clinical progress to date and any aspirations and desires that they may hold about their future development. It is at this point that the students have an opportunity to share with their educator what their personal expectations might include. For example, while the
Podiatry programme has a core set of clinical activity that forms the minimum content for the placement, there may be opportunities for students to experience over and above this. Through the completion of the placement passport students can share if there are particular clinical specialties that they would like to gain experience in should this be available to them. Students can also disclose any disability. The Placement Passport, along with the overall learning outcomes for the module, forms the basis of their external clinical practice placement clinical timetable.

The clinical practice modules are summatively assessed by practice educators both in-house and externally, who are supported and accredited by the University of Brighton. A working party made up of the Academic Programme: Podiatry placement coordinator and volunteers from the NHS host trusts devised the learning outcomes and assessment for the external clinical practice placement for the course (initially in 2007, then in 2010, and now revised again by the NHS Clinical education expert reference group in 2015). Students are given formative feedback from the NHS clinical practice placement educator following the first block of placement and then summative feedback at the end of their final block; formalised as a pass or fail element of assessment. Following the first year 3 clinical module, Clinical Practice 5, students are required to present a case based viva voce. At the conclusion of Clinical Practice 6, a clinical log of evidence demonstrating that competencies have been achieved commensurate with a graduating podiatrist is submitted. In addition a final clinical patient based exam and Objective Structured Clinical Examination (OSCE) are undertaken. Together the written assessments, practical examinations and the pass/fail element from the host trust external placement provide the evidence that the student has achieved the learning outcomes for professional practice at level 6.

The clinical practice placement settings provide a safe environment in which to develop the necessary clinical skills in a busy NHS setting. The placement providers have equal opportunities and anti-discriminatory policies in relation to candidates and are able to indicate how this will be implemented and monitored. Members of the course team have worked with the Society of Chiropodists and Podiatrists to develop the RACE (register for accredited clinical educators) for podiatrists involved with clinical education within the practice setting. This has recently culminated in a national accreditation scheme for practice based clinical educators in line with other allied health professions: Podiatry Accreditation of Clinical Educators (PACE).

8.5 Health & Safety and Security
8.6 Clinical Dress Code

In line with department of health and local guidelines, Leaf Hospital has a clinical dress code policy which is strictly adhered to. This policy can be found on student central under ‘My Course BSc Hons’ and ‘Clinical Information’.

The purpose of this Clinical Dress Code Policy is to ensure that all clinical professionals working within Leaf Hospital (pre or post registration) are aware of their responsibility in relation to infection prevention and control. It supports the expectation that all personnel conducting their clinical duties do so in a way that maximises the opportunities to reduce the risk of cross infection and maintain high standards as are expected from our professional body, patients and other stakeholders.

The policy addresses all aspects of personal presentation including; uniform, footwear, the wearing of jewellery, fingernail length, nail varnish, personal hygiene and make up. It also details minimum standards for the laundry of clinical attire.

Sufficient uniforms are provided in the first semester and if students wish to purchase additional uniforms this is possible (see notices in the student common room at Leaf Hospital).

It is vitally important that this policy is read and understood as if for any reason a student does not meet the standards detailed in the dress code policy they will be unable to proceed with any clinical duties and this will be recorded as an absence.

If after reading the policy you have any further queries of concerns, please contact Simon Cahill (s.cahill@brighton.ac.uk) to discuss.

8.7 The Leaf Hospital

The Leaf Hospital is open between the hours of 08:30 and 17:30 Monday to Friday. Students are required to enter and exit this building using the back door. The digital keypad number is provided to students and this must be kept confidential.

8.8 Lockers

Lockers are only available for use during clinical sessions. A padlock is required in order to secure the locker when you use it. These are not provided.
8.9 Identification
Students must provide a small passport-sized photograph of yourself, you will be issued with a security badge and this must be worn at all times whilst you are in the University.

8.10 Disclosure and Barring Service (DBS)
All students on this course must have DBS clearance. It is essential this process is commenced as soon as a place is accepted as students without this clearance are not able to engage in clinical activities.

All students are required to sign an annual declaration stating that they have not had any convictions/cautions in the previous academic year.

8.11 Health Status
All students must have occupational health clearance and must submit their Occupational Health Questionnaire as soon as they have accepted a place on this course. Students who have not received occupational health clearance are not able to engage in clinical activities.

Students MUST declare any changes in health status to their personal tutor or year tutor immediately and may be required to see occupational health to ensure you are fit to practice and are supported appropriately.

8.12 Hepatitis B Immunisation
It is a requirement of being a Health Professional that students have the course for and are up-to-date with Hepatitis B immunisation. The university will arrange for students to have the course of injections which will usually commence during welcome week.

The course of injections is as follows:
- 1st injection
- 2nd injection 1 month after 1st
- 3rd injection 6 months after 1st
- Blood test to test antibody level 2 – 4 months after 3rd injection.

If at this point immunity is not achieved then a further injection may be required. If immunity has been achieved then boosters are required every 5 years. As soon as you have these results you must keep them in a safe place and give a photocopy to the Course Administrative Assistant.
8.13 Latex Gloves
Latex gloves are provided for use in surgery. Students MUST inform the Senior Technician if you have a latex allergy or would like further information about this. Latex may cause an adverse reaction, of which we are required to keep a record. If students experience any adverse reaction they must inform a member of staff and the clinical manager who will provide advice accordingly.

8.14 Consent
Students are requested to participate in practical and clinical teaching. As such consent must be obtained. Students are requested to read and complete the "Statement of Consent form for students participating in the practice of clinical skills" to formally register their consent to engage in these activities.

8.15 Fire
During your first year at the University you will be given Fire Safety Training. Ensure you regularly review the procedures in the event of the fire alarm being sounded. This is particularly important in the clinical setting. There is likely to be a full fire drill at some point during each year of the course, and you may be in clinic. Remember:

Intermittent Alarm - there is a fire in the building, but not in your zone - be prepared to move into the next zone or evacuate the building on instruction of the fire officer.

Continuous alarm - there is a fire in your zone - be prepared to move into the next zone or evacuate the building immediately, the fire office will indicate which zone is appropriate to move into.

First Aid
In the event of an accident or incident a First Aider from one of the departments must be notified and an accident report form must be completed. First Aiders are:

- Taryn Hodgskin (Leaf Hospital and Robert Dodd)
- Simon Cahill (Leaf Hospital)
- Rachel Forss (Leaf Hospital and Robert Dodd)

8.16 Mandatory Training and Clinical Policies
You will be provided with opportunities to attend all the essential mandatory education and training sessions appropriate to clinical practice. It is essential that you attend these sessions as non-attendance may result in referring a clinical module or being unable to participate in clinical activities. Please refer to your Clinical Practice Module Handbooks for further information.
Policies are available for all areas of clinical activities and include mandatory training. These can be found on under Leaf Hospital area of Student Central and in hard copy in the student office at Leaf Hospital.

Once you have attended any training sessions, you must comply with the policy requirements or seek clarification from the Clinic Manager if you have any concerns or issues.
9 The Career Planning Agreement

The Academic Programme: Podiatry was the first to pilot the Career Planning Agreement (CPA), and it is now an established developmental strategy throughout the University. At various stages of the course there are activities to encourage and support students in their self-analysis, career decision making and planning, and also in marketing themselves for jobs. Some of these activities are embedded within the course structure, whilst others are additions to it. Examples of these include the Professional Opportunities programme, the introduction of Student Profile, and the achievement of a Personal Development Plan for clinical practice at level six.

The purpose of the CPA is to help students work towards developing their career, whether it be within Podiatry or something completely unrelated. This is done by supporting the development of ‘transferable skills’, as well as those skills specific to Podiatry.

At various stages of the course there are activities to encourage and support students in self-analysis, career decision-making, planning and marketing themselves for jobs. Many of these activities are so well integrated to the course structure that students are not always aware of them at the time; whilst others, for example the professional opportunities day, are more obvious.

The course team need to evaluate how useful these activities are in order to develop this area further so students should receive an evaluation form at the end of each academic year. These responses may be used for ongoing research within the University. There are also opportunities to make comments in confidence, about your experiences of the CPA at any stage of your course, to your year tutor, personal tutor or CPA staff representative.

To help students identify the work undertaken during the course in relation to career development, the career planning learning outcomes are given below. Students are encouraged to be familiar with them and to discuss them with their personal tutor for evaluation of achievement. This is encouraged as it supports development of a personal portfolio which is then ready for future job interviews.
This document aims to map and support the development of employability in students, including experience of work, personal development (skill development, reflection and career planning) and engagement with employers and/or industry. Taking into account the integrated role of all stakeholders, from a tripartite perspective; student, university, employers (employers in this context meaning support for self-employment, voluntary sector and not for profit)

For areas where additional employability related input is identified, the Careers Service with support from other stakeholders aim to offer assistance via a suite of interventions including:

<table>
<thead>
<tr>
<th>Career Development Adviser Provision</th>
<th>Beepurple Provision</th>
<th>Active Student Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Planning</td>
<td>Starting your own business</td>
<td>Identifying targeted volunteering opportunities</td>
</tr>
<tr>
<td>Composing a professional CV</td>
<td>One to one business support</td>
<td>Making your experience count</td>
</tr>
<tr>
<td>Application form assistance</td>
<td>Developing enterprise skills</td>
<td>Put theory in to practice (Portfolio building)</td>
</tr>
<tr>
<td>Interview techniques and advice</td>
<td>Entrepreneurial thinking</td>
<td>Community based placement modules</td>
</tr>
<tr>
<td>Identification of employment opportunities</td>
<td></td>
<td>Mentoring for targeted groups</td>
</tr>
<tr>
<td>Integrated usage of Studentfolio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Current DLHE Performance Indicator (UoB benchmark 93.5%) – 89.5%

Current DLHE response rate for UK FT (target 80%) – 90.5%
The following tables will allow identification of current employability elements and clarify where in the curriculum they appear (L4, L5 or L6); from this, additional interventions can be scheduled in collaboration with the Careers Service if deemed beneficial to student employability.

** For courses who have a DHLE performance indicator below the UoB benchmark specific support can be provided by the Careers Service such as; Progression days for final year students, review of course employability aspects, workshops/presentations on specific career paths, mock assessment centres, psychometric test practice etc. **
## 9.1 Employability Activity within the course

<table>
<thead>
<tr>
<th>Employability opportunities within module (significant)</th>
<th>Style of activity</th>
<th>Assessed activity (yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L4 – All Clinical Modules</td>
<td>Academic skills, clinical skills relevant to all healthcare provision, professional codes of conduct and standards, written reflection, practical workshops and public facing service delivery.</td>
<td>YES</td>
</tr>
<tr>
<td>Careers Services</td>
<td>Introduction to Student profile, and the Careers Service</td>
<td>NO</td>
</tr>
<tr>
<td>Attendance at College of Podiatry Conference</td>
<td>Various activities and networking opportunities available with student strand clearly identified. This is optional.</td>
<td>NO</td>
</tr>
<tr>
<td>L5 - All Clinical modules</td>
<td>Academic skills, clinical skills relevant to all healthcare provision, professional codes of conduct and standards, written reflection, practical workshops and public facing service delivery</td>
<td>YES</td>
</tr>
<tr>
<td>External Placement Opportunities</td>
<td>Engaging with the professions externally with a diverse range of one day placements ranging from working with the homeless to Musculoskeletal placements and surgical placements</td>
<td>Attendance Mandatory</td>
</tr>
<tr>
<td>Health Psychology and Professional Issues</td>
<td>Social engagement, to include volunteering.</td>
<td>YES</td>
</tr>
<tr>
<td>Inter-Professional Education</td>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>Attendance at College of Podiatry Conference</td>
<td>Shared learning and mixing with other members of the healthcare teams allowing development of professional identity and opportunities to build relationships with the wider team. This takes place with Occupational Therapy students, Physiotherapy students and Pharmacy students. Various activities and networking opportunities available with student strand clearly identified. This is optional.</td>
<td>NO</td>
</tr>
<tr>
<td>L6 – Clinical Practice Module</td>
<td>Application of clinical, communication and professional skills relevant to all healthcare provision in a public facing service delivery environment.</td>
<td>YES</td>
</tr>
<tr>
<td>Governance, Health and Social Contexts for professional Practice</td>
<td>A variety of activities including development of a business plan and CV.</td>
<td>YES</td>
</tr>
<tr>
<td>External Placements</td>
<td>Block placements working externally with NHS Podiatry Providers and day placements with members of the multidisciplinary team.</td>
<td>YES</td>
</tr>
<tr>
<td>Inter Professional Education Event</td>
<td>Large cross profession IPE event organised by the University IPE committee.</td>
<td>Mandatory attendance</td>
</tr>
<tr>
<td>Professional Branch Meetings</td>
<td>Final year students are invited to attend Branch Meetings held alternate months. The activities vary from guest lectures, to mandatory training events to workshops delivered by industry.</td>
<td>NO</td>
</tr>
<tr>
<td>Professional Opportunities Event</td>
<td>This event is internally organised and offers students opportunities to meet local NHS employers, Private employers and attend a trade fair.</td>
<td>NO</td>
</tr>
</tbody>
</table>
Conducting Research Module

Module by Learning Objectives

Students are required to conduct a piece of research and write it up for publication.

Students can decide to focus their studies on a particular area of interest or speciality. Activities may include external courses, workshops, private study, volunteering, research and clinical activities.

YES

9.2 Employability Development (Offered by Careers Service)

<table>
<thead>
<tr>
<th>Level (4,5 or 6)</th>
<th>Personal Development identification, delivered by Careers Service representative (CDA)</th>
<th>Expected outputs</th>
<th>Review/linked to module</th>
<th>Within Curriculum? Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>L4</td>
<td>Introduction to Studentportfolio, Introduction to Careers Service</td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>L5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L6</td>
<td>Bee Purple Provision</td>
<td>Business plans, Curriculum Vitae development</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

** The suggested format outlined above can be amended/adapted on a course by course basis if required via direct liaison with the link Career Development Adviser (CDA)**
9.3 Curricular Employability Development

<table>
<thead>
<tr>
<th>Opportunities for student exposure to employers</th>
<th>Detail of activity</th>
<th>Impact on student employability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intracurricular –</td>
<td>L4 – All clinical activities &amp; placements</td>
<td>These activities are essential and core aspects of the Podiatry Curriculum which all aim to develop students as independent and autonomous practitioners with excellent critical thinking skills who can work effectively as part of the health care team. The exposure to a variety of settings, particularly as part of external placements allows the students to build their own professional network outside of the University environment and form the basis for future professional relationships. The L6 activities allow students to bring a unique selling point to their interviews allowing potential employers to clearly see the skills, specialism and interests students from UoB can offer.</td>
</tr>
<tr>
<td></td>
<td>L5 - All clinical activities &amp; placements, volunteering activities and research project design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>L6 - All clinical activities &amp; placements, conducting research project and writing for publication and Module by Learning Objectives</td>
<td></td>
</tr>
<tr>
<td>Extracurricular -</td>
<td>L4 – Twitter, Facebook, Social Media, Alumni interaction, College of Podiatry Conference</td>
<td>The use of social media has increased significantly in recent years. This has connected students with the Alumni and has allowed an iterative dialogue to form between private practice, NHS practice, Industry and our students. This supports students in understanding the needs of the workplace and how to best align their learning with the needs of their specific goals.</td>
</tr>
<tr>
<td></td>
<td>L5 – Twitter, Facebook, Social Media, Alumni interaction, College of Podiatry Conference. Evening lectures, MSK Hub &amp; Professional opportunities trade fair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>L6 – Twitter, Facebook, Social Media, Alumni interaction, College of Podiatry</td>
<td></td>
</tr>
</tbody>
</table>
Conference, evening lectures, MSK Hub, Branch Meetings, Professional opportunities event and trade fair and IPE event

Attendance at professional events further increases exposure to the profession and allows further networking opportunities for students.

### 9.4 Placement Activity

<table>
<thead>
<tr>
<th>Does placement activity exist</th>
<th>Compulsory or voluntary</th>
<th>Assessed (yes or No)</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>L4 - YES</td>
<td>Compulsory</td>
<td>No</td>
<td>Clinical Practice 1 &amp; 2 Module Leader</td>
</tr>
<tr>
<td>L5 - YES</td>
<td>Compulsory</td>
<td>No</td>
<td>Clinical Practice 3 &amp; 4 Module Leader</td>
</tr>
<tr>
<td>L6 - YES</td>
<td>Compulsory</td>
<td>Yes</td>
<td>Clinical Practice 5 Module Leader and Clinical practice placement Lead.</td>
</tr>
</tbody>
</table>

### 9.5 Employer Engagement

<table>
<thead>
<tr>
<th>Provide three examples of employers visiting students e.g. presentations within the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>L4 – Clinical Lecturers from NHS and Private Practice deliver clinical education</td>
</tr>
<tr>
<td>L5 – Academic boards and lectures within Health Psychology and Professional Practice Module</td>
</tr>
<tr>
<td>L6 – Professional Opportunities Event, IPE events and guest lecturers.</td>
</tr>
</tbody>
</table>
Resources:

Careers Service home page; www.brighton.ac.uk/careers

Bee purple; www.brighton.ac.uk/careers/enterprise

Active student (volunteering); www.brighton.ac.uk/careers/volunteer

StudentFolio home page; https://folio.brighton.ac.uk/

Planning your career; http://about.brighton.ac.uk/careers/plan-your-career/

Assessment centres/psychometric tests; http://about.brighton.ac.uk/careers/cvs-and-interviews/assessment-centres/

Employability Skills Framework; http://about.brighton.ac.uk/careers/develop-your-skills/graduate-toolkit/what-do-employers-want/

Careers Service
University of Brighton
Manor House
Moulsecoomb Place
Lewes Road
Brighton
BN2 4GATel: 01273 64 2855
careers@brighton.ac.uk
9.6 Continuing Professional Development

The recent Government NHS paper 'Meeting the Challenge' introduces continuing professional development (CPD) as “a process of lifelong learning…to enable practitioners to expand and fulfil their potential” and asks individual practitioners to “embrace CPD and accept and develop new ways of working”. The University of Brighton, School of Health Sciences, supports and facilitates the development of lifelong learning, which is both specific to podiatry and also a transferable skill.

NHS trusts encourage personal development reviews which may be in the form of a portfolio. The Society of Chiropodists and Podiatrists, the professional body of HCPC Registered Chiropodists/Podiatrists, requires that all practising members keep a portfolio detailing all CPD activities undertaken. It is becoming common practice to present portfolios at interviews.

9.7 Gifts & Gratuities

In line with local Trust policies it is not acceptable for students to accept gifts or gratuities from patients. If patients offer a gift this must be politely declined. If patients wish to make a contribution, there is a donation box on the wall between reception and clinic one.
10 Assessment

Assessment is regarded in the podiatry academic programme as a key element of the learning process, capturing student effort and providing the opportunity for students to demonstrate their achievement of learning outcomes. The course conforms to the University Assessment Policy (developed with reference to the relevant QAA code of practice) and additional, more detailed School guidelines are available to implement aspects of University policy at School level. These guidelines include sections on the setting, marking and moderation of work which enables staff to standardise procedures related to assessment.

Assessment is largely summative, but there are some formative methods employed in some modules, particularly for clinical activity. Feedback to students is an important formative mechanism. Students receive both written and verbal feedback regarding formative and summative assessment. Part of the assessment process includes a bi-annual meeting between the student and their personal tutor which is intended to provide a platform for discussions regarding student progress. Formative clinical assessment with staff enables a continuous monitoring and feedback of student progress. The clinical practice modules are summatively assessed by practice educators both in-house and externally.

All module assessments are marked using objective marking criteria/guidelines detailed in the individual module handbooks and are linked to the learning outcomes for that module. For clinical modules specifically, the assessment design and procedures ensure that the student can demonstrate fitness to practice, and are a measure of the skills that are required to practice safely and effectively. All of the assessments provide a rigorous and effective process by which compliance with external reference frameworks can be measured (the HCPC Standards of Proficiency for Podiatrists (2014), the QAA Subject Benchmark Statements (2001), and the Society of Chiropodists and Podiatrists QA Handbook (2010)).

Grademark is the online tool which can be found in Studentcentral that will be used to provide you with feedback.

A range of assessment strategies are employed providing students with a wide experience of assessment and helping them to prepare for the assessment throughout their professional and academic careers. Assessment strategies include clinical assessments: viva voce examinations, clinical portfolios, clinical examinations; theory assessments: essays, reports, literature reviews, case studies, written examinations; and practical assessments: presentations and video productions.
### 10.1 Assessment Schedule

The table below shows an overview of the assessments for each level and each module as a guide to the assessments and indicates which modules have an option of assessment available.

#### Table 8 - Assessment overview

<table>
<thead>
<tr>
<th>Level</th>
<th>Module</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Level Four - Year one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PP411</td>
<td>Clinical Practice 1</td>
<td>1 hour Clinical exam</td>
<td>Group presentation - Pass fail and banded Portfolio - Pass / fail</td>
</tr>
<tr>
<td>PP412</td>
<td>Clinical Practice 2</td>
<td>2 hour Clinical exam - 100%</td>
<td></td>
</tr>
<tr>
<td>PP421</td>
<td>Introduction to Dermatology through Academic Skills</td>
<td>2000 word annotated bibliographies and written reflective summary - 100%</td>
<td></td>
</tr>
<tr>
<td>PP422</td>
<td>Musculoskeletal Podiatry</td>
<td>Patchwork text - 100%</td>
<td></td>
</tr>
<tr>
<td>PP423</td>
<td>Applied Human Movement (assessment choice available)</td>
<td>1800 word cased based essay or 20 minute case based Viva - 100%</td>
<td></td>
</tr>
<tr>
<td>PP424</td>
<td>Essential Physiology for Podiatrists (assessment choice available)</td>
<td>2 hour unseen written exam - 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Level Five - Year two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PP513</td>
<td>Clinical Practice 3 and Principles of Surgery</td>
<td>2 hour clinical exam - 50%</td>
<td>90 minute written exam - 50% Case based reflective essay – 50%</td>
</tr>
<tr>
<td>PP514</td>
<td>Clinical Practice 4</td>
<td>2 hour clinical exam - 50%</td>
<td></td>
</tr>
<tr>
<td>PP521</td>
<td>Musculoskeletal Disorders of the Foot and Lower Limb</td>
<td>30 minute presentation - 100%</td>
<td></td>
</tr>
<tr>
<td>PP522</td>
<td>Clinical Sciences</td>
<td>MCQ exam - 50%</td>
<td>Case based viva - 50% Evidence of social engagement - Pass/Fail</td>
</tr>
<tr>
<td>PP523</td>
<td>Health Psychology and Professional Practice (assessment choice available)</td>
<td>20 minute viva Or unseen written exam 100%</td>
<td></td>
</tr>
<tr>
<td>PP524</td>
<td>Research Design &amp; Ethics</td>
<td>2500 word literature review</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Level Six - Year three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PP615</td>
<td>Clinical Practice 5</td>
<td>3 hour Clinical exam</td>
<td>Professional Portfolio - Pass/Fail</td>
</tr>
<tr>
<td>PP625</td>
<td>Conducting Research</td>
<td>Paper for publication</td>
<td></td>
</tr>
<tr>
<td>PP626</td>
<td>Medicine &amp; Pharmacology Applied to At Risk Foot</td>
<td>Written Exam - 3 hour</td>
<td></td>
</tr>
<tr>
<td>PP627</td>
<td>Governance, Health and Social Contexts for Professional Practice</td>
<td>1500 word business plan - 50%</td>
<td>Poster presentation - 50%</td>
</tr>
<tr>
<td>PP628</td>
<td>BSc Module by Learning Objectives (assessment choice available)</td>
<td>Various (student choice) - 100%</td>
<td></td>
</tr>
</tbody>
</table>
Timetables for assessment dates are published on Studentcentral, BSc Podiatry Course area, Assessments.

10.2 Setting, Marking and Moderation of work

10.2.1 Setting Questions and Assessment tasks for the Written Examination Process
A meeting of relevant staff will be convened by the module leader. At this meeting the group will be concerned with ensuring that:

- all questions are clear, unambiguous and written in appropriate language
- the questions relate to all or some of the specified learning outcomes
- the wording of the questions reflect the level of the module
- there is a balance between the questions on the paper
- there is a balance between the examination paper being considered and previous or subsequent examination papers
- the allocation of marks is appropriate
- there is a set of marking criteria for each question
- the staff responsible for marking have been identified
- the draft papers and marking guidelines are sent to the external examiner for comment

Final proof reading of the definitive examination paper will be undertaken by the module leader.

The definitive examination paper is to be given to the School Administrator to set out in the School format, photocopy and put into the safe.

The paper should only be removed from the safe on the day of the examination.

The Academic Programme Examination Officer will deal with all the organisational issues to do with written examinations.

10.2.2 Marking and Moderating the Examination Scripts
The examination scripts should only be removed from the safe when they are going to be marked. The marking of the scripts is the responsibility of the module leader and module team. Second marking should be carried out on at least 10% of scripts, and all scripts for students deemed to have referred.

On completion of marking, the scripts must be placed back into the safe.
A selection of the marked examination scripts should be sent to the External Examiner for that module. This is the responsibility of the Module Leader.

The School of Health Sciences is committed to ensuring your feedback contains

- Three positive aspects of your assessment
- Three areas of your work which can be improved on for future assessments.

10.2.3 Marking and Moderating Coursework

For each module students are provided with guidelines relevant to the assessment task in line with the learning outcomes for the module, the course philosophy and quality requirements set out by the Quality Assurance Agency. Each piece of assessment handed in is marked, a selection second marked, and all moderated. A representative sample is always given to the External Examiner to ensure parity between students and markers. Following the AEB, feedback is provided by the module co-ordinator. This feedback may take the form of annotations on the piece of work, a mark sheet, or verbal feedback. Sometimes a mixture of these methods may be used depending on the type of assessment task.

10.3 Plagiarism and Collusion

10.3.1 Guidance and help

The Plagiarism Awareness Pack can be found in the University Student Handbook, and in the BSc Hons Podiatry area on Studentcentral. The course pack is intended just to give basic general information about the nature of plagiarism and why it is taken seriously. Further advice is also available in the library and on the internet.

Students are encouraged to take some time to read through the guidance in this handbook and in the online ASK Academic Study Kit which can be found on the homepage of Studentcentral (the University’s Virtual Learning Environment). This contains advice on all aspects of studying, including reading, note-making, an interactive resource on plagiarism and the general principles of proper referencing and details of regular study workshops held on each site throughout the year.

However, the most important guidance comes from your course lecturers, who will advise on what is expected and the referencing conventions used each specific discipline. Students are required to be active in ensuring they are fully cognisant of these guidelines.

10.3.2 The JISC plagiarism detection service

The University of Brighton is registered with the JISC TurnitinUK Plagiarism Detection Service (PDS). The University reserves the right to use the JISC Plagiarism Detection Service and students’ work
submitted for assessment purposes may be submitted for checking to the service. This use will be within the University's Academic Misconduct procedures (General Examination and Assessment Regulations for Taught Courses, section F). The service complies with UK Data Protection Law.
11 Assessment Regulations

11.1 Generic Regulations

The assessment and progression regulations will be within the framework provided by the University's General Examination and Assessment Regulations (GEAR) and Section 3 of the Undergraduate Modular Programme.

11.2 Withdrawal from the Course

Students must inform the course leader in writing as soon as possible if they decide to withdraw from a module or course. If you attend more than 40% and then withdraw you will be recorded as failing the module. Depending on the date of withdrawal there may also be financial implications and students are advised to be aware of this.

11.3 Course Regulations

11.3.1 Attendance Regulations

Students are required to inform the Podiatry Academic Programme between 8-30 and 9am on the day if they are unable to attend clinical sessions due to sickness as would be required by all NHS employers. If they fail to do so, this will be recorded in the register and the clinical manager will have a conversation with the student. If it happened a second time it would trigger a written warning from the Professional Lead for Podiatry with a copy in their file. Over their entire enrolment on the BSc (Hons) Podiatry programme, if a student did this a third time it will trigger a ‘Fitness to Practice’ process to be commenced. This will be clearly publicised to the student in each module to which it relates through the module outline and the module handbook.

Students are required to follow the HCPC Code of Conduct, Performance and Ethics and to comply with the Statement of Clinical Standards laid down by the Society of Chiropodists and Podiatrists. The programme has two external examiners appointed who are appropriately experienced and qualified and are from the relevant part of the Register.

The assessment strategy supports the fundamental principle that assessment should be a coherent progression towards assuring that the student is fit for purpose, fit for practice and fit for award. A wide variety of assessment strategies have been employed which have the effect of monitoring and maintaining academic standards and quality whilst not causing overload on students or staff.
11.4 The following are course specific regulations:

11.4.1 Assessment:

- Students are normally required to attend a minimum of 80% of all modules.
- Students who attend less than 80% of the scheduled module sessions leading up to an assessment/component of assessment, will not be permitted to attempt the assessment/component of assessment for that module and will be recorded in CAMs as a non-submission. Assessment for that module will normally only be permitted the following year except where there are accepted mitigating circumstances. In these circumstances a learning agreement will be set up for submission in the summer of the same year.
- Students must complete 1000 hours’ of clinical practice over the 3 year course. Clinical hours are monitored in the Clinical Attendance modules registered on CAMS. These are non-credit bearing modules.
- If a student is repeating a clinical module and attendance is below 80% for that module, they will not be permitted to attempt the re-assessment for the module and will be recorded in CAMs as a non-submission.
- If a student is repeating a year and is required to ‘attend without assessment’ a clinical module, attendance will be monitored through the non-credit bearing Clinical Attendance modules registered on CAMS. Students must pass this at minimum 80%.

11.4.2 Progression:

Candidates cannot progress having failed clinical modules.
- No compensation is permitted for clinical modules.
- All clinical modules are mandatory.
- All the Clinical Attendance modules must be passed.
- No compensation is permitted for mandatory theory modules carrying annotations to Professional Body registration certification.
- Failure to achieve the additional 20 credits in PP613 BSc Learning by Objectives will not affect progression to award.

11.4.3 Award

- Students successfully completing the course with 360 credits will be awarded BSc (Honours) Podiatry and will be eligible for registration with the Health & Care Professions Council, use the protected title of podiatrist, and for professional body membership.
• Students successfully completing the course with 360 credits will be eligible for the annotations: Prescription only Medicines: Sale/Supply & Administration.

• Students successfully completing the course with 380 credits will be awarded BSc (Honours) Podiatry as above, and will be eligible for 20 level 6 advanced standing credits on the University of Brighton, School of Health Sciences master’s programme.

The honours degree will be calculated as follows:
  o 0% Level 4
  o 25% Level 5 modules (aggregated mark)
  o 75% Level 6 modules (aggregated mark), not to include any advanced standing credits obtained from PP613 module

• All students have the right to appeal under the University of Brighton General Examination and Assessment Regulations (GEAR) and the rules and regulations.
12 Examination Boards

The Examination Board Structure, Terms of Reference and Constitution are detailed in Section 4 of the Undergraduate Modular Scheme and in Section D of the University's General Examination and Assessment Regulations for Taught Courses (GEAR).

12.1 Area Examination Boards

The Area Examination Boards are conducted at the end of each semester to consider the results from the module examinations and assessments. The membership of the Boards is:

- chair of examination board
- Podiatry Programme leader
- course leader
- external examiners
- clinical education tutors from external placements
- module leaders (of modules under consideration)
- University Examination Officer

12.2 Course Examination Board

The Course Examination Board is held at the end of semester 2. The Board reviews the achievements and profile of each student and considers their progression to the next stage, or award classification if appropriate. The membership of the Board is:

- chair of examination board (usually the head of School)
- Podiatry Programme leader
- course leader
- year tutors
- external examiners
- University Examination Officer

12.3 Referral Examination Boards

A referral Area and Course Examination Board will be convened in September to consider the results of students who have been referred, deferred or failed and have re-sat examinations and/or resubmitted work.

12.4 External Examiner

Two external examiners are associated with the BSc (Hons) Podiatry award and sit on the AEB and CEB for the course. Their role is governed by the regulations set out in GEAR (October 2016). One of these examiners acts as the Chief External Examiner and has overall responsibility for the course
13 Award Requirements

This programme offers the following EXIT awards and intermediate awards:

Certificate of Higher Education (Health Studies) on completion of 120 Credits at Level 4 or above. Also the award of Foot Care Assistant as approved by the Society of Chiropodists and Podiatrists*.

Diploma of Higher Education (Health Studies) on completion of 240 Credits (including at least 120 Credits at level 5).

Bachelor's Degree in Health Sciences on completion of 300 credits (of which 60 are at level 6).

BSc (Hons) Podiatry on completion of 360 Credits (including at least 120 Credits at level 6).

*Foot care assistants act as clinical assistants to podiatrists working within the NHS, private practice and the retail sector. The student wishing to be awarded a title of Foot Care Assistant would need to be examined by a designated member of the Society of Chiropodists and Podiatrists. The Academic Programme: Podiatry does not provide this examination.
14 Course Management Structure

The Course Management Team comprises the Course Leader, the Professional Lead for Podiatry, the Podiatry course team, practitioner representatives, student representatives, the technical team, reception staff and a representative from Information Services.

14.1 Course leader
The Course leader is responsible for:

- Course planning and development
- Monitoring, evaluation and review
- Implementation of the programme
- Adherence to course regulations
- Organisation of the various course committees, and working groups
- Representation of the course on relevant committees in the University, NHS and professional bodies.

The course leader has the support of the Academic Lead for Podiatry for mentoring and development.

16.2 The Course Team
The course team consists of the Course Leader, the Admissions Tutor, and Module Leaders / Lecturers, the clinical practice placement co-ordinator, the in-house clinical teams, and the external placement clinical educators.

- The admissions tutor is responsible for the recruitment and selection of students. As part of this role he/she organises selection events and ensures that the course is represented at careers conferences and seminars
- Module Leaders organise all aspects of their modules, including communication with visiting lecturers, timetabling, room booking, and are responsible for the module assessment, and collation of results. They are also responsible for evaluating the quality of the module through student surveys, staff student consultative committees, and staff meetings.
- The clinical practice placement coordinator collaborates with the placement providers to enable the effective organisation of placements.
- The clinical teams are responsible for the delivery of the clinical practice placement experience in-house. The teams consist of the academic staff, NHS seconded clinicians and visiting clinicians. They may be responsible for conducting the module assessment.
- The external placement clinical educators are responsible for the delivery of the clinical practice placement experience in participating NHS Trusts. They communicate with University
academic staff, and are responsible for timetabling and mentoring the student in the Trust environment. They are also responsible for the component of the module assessment to be conducted in the Trust.

- All members of the course academic team also act as personal tutors to the students.

14.2 Constitution and terms of reference of the Programme Board
The Programme Board is responsible to the Board of Study for the School of Health Sciences. It has the following responsibilities:

i. To meet at least once every semester in order to monitor and review the course provisions within its remit. This will include: academic standards, curriculum development, module content, progression through the course and admissions policy;

ii. To evaluate every aspect of the current course provision, to initiate and develop revisions and modifications for consideration by the Board of Study for the School of Health Sciences, and Academic Board;

iii. To liaise with the School of Health Sciences Board of Study in relation to staff development, research activities and resource requirements;

iv. To receive and consider suggestions, recommendations or proposals from academic staff associated with the course.

v. To receive and consider suggestions, recommendations or proposals from student representatives for each cohort of the course.

The Programme Board is chaired by the Course Leader, and includes amongst its membership, the Professional Lead for Podiatry, the course team, a student representative for each cohort of the course, podiatry representatives from the local Primary Care Trusts, the Course Resource Officer, the School technician and the Course’s Assistant.

14.3 Committee Memberships
The Head of School has provided the following brief to inform students of their position and responsibility when sitting on any Board within the University. It is included here so all students know what to expect of their Board representatives.

The Boards requiring representation from each student cohort (and number of reps) are:

- Academic Board for BSc (Hons) Podiatry (up to 2 from each year)
- School of Health Sciences Board of Study (1 overall)
- Staff-student Liaison Committee (2 from each year)
14.3.1 Introduction to Committee Membership

In the School and the University there are a number of formally constituted committees that have students as members. If you have been chosen to represent the student body on a committee then the NUS provide training, in addition to this short paper designed to support your role.

14.3.2 Committee Functions

The main function of a committee is to enable business relating to the School or the University to be dealt with by a democratic representation of the staff and students. The business may involve the:

- formulation or consideration of policies and strategies
- receipt and consideration of reports
- consideration of motions
- implementation of recommendations from other committees or working groups
- transmission of information

14.3.3 Your Role

1. To represent the opinions of the student body, which may be your year group, your course or your School. As you are a full member of the committee you have voting rights and can participate in all aspects of the work of the committee.

2. To ensure that information from the committee goes back to the students you represent. This is particularly important as it is one of the main ways that students can be kept informed of activity in the School and the University.

3. Your role is not to provide committees with your own private opinion of issues, you are the representative of a specific group and must only act in that context. If you don’t know the opinion of your group, then you must make it clear that you are speaking about your own opinions.

14.3.4 Procedure

Minutes of the previous meeting

Following each meeting you should receive the minutes which will be a brief report of what happened at the meeting; a list of decisions made; and details of who has to take action as a result of the meeting. Check these for inaccuracies, any you find should be reported to the Chair before or at the next meeting, under the agenda item 'Minutes of Previous Meeting'. Make sure that a copy of the minutes is displayed on the appropriate student notice boards so
that everyone can read them. Keep a personal file of the minutes as a source of reference and pass the file on to your successor when your term of office expires.

**Agenda**

You will receive an agenda in advance of the meeting setting out the items to be considered. Accompanying the agenda will be reports and papers relating to the business of the committee. If you are aware of any issues that the student group would like addressed at the meeting, you should inform the Chair sufficiently in advance to enable your item to be included on the agenda. On receipt of the agenda, carefully read it and all attached papers, if you find any part, confusing ask for clarification from the Chair or another member of the committee prior to the meeting. When you are confident about the content of the papers you have received, call a meeting of the student group that you represent and find out the consensus of opinion on the agenda items and the attached papers. Take careful note of opinions so that you can faithfully represent the student body at the meeting. If you can’t call a meeting then use the Meeting section of Studentcentral to set up an electronic discussion.

**The meeting**

Committee meetings normally follow a pattern.

Minutes of the previous meeting: this is where you should inform the Chair of any inaccuracies or typographical errors.

Matters arising from the minutes: any issues recorded in the minutes which remain unresolved or which require more information/discussion should be itemised on the agenda under ‘Matters Arising from the Minutes’ (unless they have a specific agenda item dedicated to them). If you notice any matters arising from the minutes which are not covered in this way but in your opinion need consideration, you should inform the Chair at this time.

Agenda items: this section lists the business of the meeting and indicates if there are any accompanying papers. Sometimes agenda items relate to reports which are unlikely to need discussion but which need to be formally adopted, in this case the accompanying papers are fully explanatory and the Chair will, unless instructed otherwise by committee members, move past that agenda item without inviting discussion. During the consideration of those items of the agenda, which are open for discussion, you should report the views of the student body. If the students have not informed you of their opinion then you may choose to join in the discussion, speaking in a way which you feel is likely to represent student views, or you may choose to remain silent. If you wish to express your personal opinion, then you must inform the meeting that these are your thoughts and not those of the student group. If formal decisions need to be taken the Chair may ask the committee members to vote. As a committee member you have full voting rights.
Any Other Business: it is courteous to inform the chair in advance of the meeting of items that you wish to raise under this heading. Normally this part of the meeting is reserved for issues that have arisen too late to be itemised on the agenda.

A cautionary note: committees can be tedious and repetitious. This is usually the fault of committee members. Try to keep your contributions brief and to the point, make your arguments clear and concise and think carefully before simply repeating what someone before you has said.

Following the Meeting

Call a meeting of the students to inform them of what was discussed. You may wish to do this immediately or you may wish to wait until you have received a copy of the minutes. This part of your role is particularly important as it is by this mechanism that we can ensure that all students are well informed of the business of the School and the University and have a voice in decision making. If you can’t call a meeting then use the meeting section of Studentcentral to inform your group of what was discussed and what was decided.

Conclusion

You are the democratically elected representative of a group of students. You are invited to sit on the committee in order to represent the views of the students and to feed information back to them. You are the main method by which the student body can influence decisions within the course, School and University. If you don’t read and understand the papers in advance, if you don’t attend, or if you attend but don’t speak, the student group will be uninformed and disenfranchised. For this reason it is important that you should arrange for someone else to go in your stead if you can’t go yourself.
15 Student Support

15.1 In-house Student Support
An induction programme is held at the beginning of each academic year which all students are expected to attend. The induction covers orientation to the Eastbourne sites, talks by Central Services and advice about personal security. It also introduces students to the undergraduate programme and the University processes, and to their Personal Tutor. All students will have access to the library and computing resources on the Falmer and Eastbourne sites.

15.2 Course Leader
The course leader can provide detailed information relating to the course and any academic matters relating to the course.

15.3 Module Leaders
These are members of staff who are responsible for developing and delivering the specific modules. Students should contact them for specific information relating to any module and the assignment for that module.

15.4 Placement Coordinator
During placements, staff maintain contact by site visits and can be accessed during office hours if problems arise.

15.5 Personal Tutor
The course team adhere to the University Personal Tutoring Policy. Personal Tutors are course team members who are responsible for monitoring academic progress and providing pastoral support. Every student is invited for a tutorial at least once per semester. Issues are discussed and a plan of actions is agreed. This is formalised by way of a duplicate form, one copy being retained by the student and the other filed in the student's file. The University provides comprehensive guidance for staff and students about the role of personal tutors. Most staff operate an open door policy and most urgent needs are rapidly picked up by someone appropriate. Staff have a weekly timetable outside their offices indicating appointment times for students; they can also be accessed via email and telephone.
15.6 Pathway through the Tutorial System

What type of interview or issue?

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Academic

- Peers in cohort
  - Satisfactory outcome
  - Module Team
    - Satisfactory outcome

Personal

- Personal Tutor
  - Satisfactory outcome
  - Course Leader/Professional Lead
    - Student Services
      - Satisfactory outcome

Should the outcome remain unsatisfactory the student should consult the Head of School and student representatives to take the matter through the university committee structures.

15.7 Student support and guidance tutors (SSGTs)

SSGTs are an invaluable source of information and advice, and work to provide relevant and timely assistance on a range of issues. SSGTs are available for all students, including those who are undertaking postgraduate study and can help with a range of issues that might be impacting on studies (accommodation, stress, returning to study and so on). In our experience this service for our
undergraduate students has proved very valuable to students to have an external, objective, skilled ‘other’ to discuss personal difficulties with or issues that are impacting on their studies. This has led the podiatry department to facilitate a ‘drop-in’ session at Leaf hospital as well as availability at the main Robert Dodd site.

15.8 Student services
The Welfare Team can provide students with information, advice and support covering a range of issues on a financial, personal and practical level. All services are confidential and non-judgemental. Student Services is a central department that provide a range of services to support you through university and to help you get the most from the student experience. They are situated on all main sites, and their contact details can be located on the University website or Student Central. Service delivery is offered on a drop-in and appointment basis and although students are encouraged to see the advisor at the site of study, it may be more convenient to access a different site.

Staff within the team can offer specialist advice on a range of subjects:

- Student support package: liaison with local councils, Student Loans Company and other financial issues
- Additional sources of funding – Access To Learning Fund, Career Development Loans, Emergency Bridging Loans
- Welfare Benefits – Housing Benefit, Tax Credits, eligibility to Disability Benefits
- Academic issues – financial consequences of leaving/changing courses
- Money management and Debt counselling – how to budget effectively

The International Student Advisor has expertise in immigration issues, visas, fee waivers and work permits. There are also a number of International Students social events hosted throughout the year. For overseas student support with English language, students would be directed towards the English Language Support Unit.

Below is an outline of some of the ways in which we can help you during your time here.

Career development
Build your employability skills and boost your graduate potential, with careers guidance, enterprise skills, and employment and volunteering opportunities.

Chaplaincy
There’s more to the Chaplaincy than you think with social events, retreats, worship, discussion, support and listening.
Childcare
With two Ofsted rated nurseries open to children of staff, students and the local community, the University of Brighton is an excellent choice for high quality, affordable and flexible childcare.

Counselling
Whatever the reason, if you are finding academic life is causing you concern, or for personal reasons you need someone to talk things over with, you don't need to feel that you are all alone with your worries. Talk to one of our trained counsellors in a safe and confidential space.

Disability and dyslexia support
If you’ve got a disability, specific learning difficulty or long term-health condition and choose to disclose it in confidence to the Disability and Dyslexia team, you’ll discover the wide range of academic and personal support available.

Health and wellbeing
Looking after yourself whist at university helps you to get the most of your experience. Our links to local surgeries give you access to a doctor, while our health and wellbeing workshops and information help you to keep everything in balance – so look after your mind and body whilst you are here.

Student Advice Service
When it comes to your finances at university it pays to be money wise; so for expert advice on financial issues, including fees, grants, bursaries, loans, and money management, contact the Student Advice Service. They can also help if you are an international student needing immigration advice, or support if you’re experiencing culture shock and home sickness.

Get in touch
You can find further information about our services and answers to your student life queries at http://www.brighton.ac.uk/current-students/index.aspx, see also the ‘help and advice’ tab on student central for access to FAQs, ask a question or book appointments.

We can help answer your questions in confidence via email, at studentservices@brighton.ac.uk or you can access our services at each campus by visiting our student centres, or call us to find out more or book an appointment.

Eastbourne - Trevin Towers, Gaudick Road       T: 01273 643845
Falmer – E354, Checkland Building            T: 01273 643584
Grand Parade – Student Centre, Ground Floor, main building  T: 01273 643187
Hastings – The Student Centre, Level 1, Priory Square  T: 01273 644643
Moulsecoomb - Manor House, Moulsecoomb Place  T: 01273 642895
16 Learning Support Plans (LSPs)

The University is committed to ensuring that all enrolled students have an equal opportunity to succeed on their course. This includes ensuring that the university’s teaching and assessment processes are as inclusive as possible for disabled students and students who are experiencing temporary conditions (such as pregnancy), to minimize any adverse impact on their access to learning. Recommendations for adjustments to teaching, assessment and examinations are made by the university’s Disability and Dyslexia Team.

You can find further information about groups that may be eligible for Learning Support Plans in Section G of the General Examination and Assessment Regulations (GEAR), on Studentcentral.

What sort of adjustments are included in a Learning Support Plan?
Each Learning Support Plan is tailored to the individual needs of a student that arise because of their disability or other condition. For example, it may include recommendations to teaching practices, assessments and examinations.
In some cases, more significant Variations to Assessment can be recommended. In these cases, the academic Learning Objectives of your course are fundamental to the decision as to what individual adjustments can be made.

How can students get a Learning Support Plan?
If students have a condition that they think might entitle them to a Learning Support Plan, they should contact the Disability and Dyslexia Team in Student Services either in person, by visiting your local Student Services office, or by telephoning 01273 643799 or emailing disability@brighton.ac.uk
The Disability and Dyslexia Team will require evidence of students circumstances, such as a note from your doctor or an Educational Psychologist (EP) Report. They are able to support this process to gain evidence if it is not already available.
Once evidence is in place, students need to then book an appointment with a Learning Support Coordinator in the team, who will discuss what individual recommendations can be included in a Learning Support Plan and share this information with your school.

The process of implementing a Learning Support Plan can sometimes take time and so it is recommended that students make contact with the Disability and Dyslexia Team as soon as possible to discuss their requirements.
Adjustments for examinations cannot be guaranteed if information is received within 6 weeks of the assessment date.

When students meet with the Disability and Dyslexia Team, they provide information about other elements of disability support – such as funding that is available through the Disabled Students Allowance (DSA) and 1-2-1 support services.

Students who advised the University about a disability during the application process.

Even if students disclosed a disability as part of your application, they must contact the Disability and Dyslexia Team to provide evidence and so that a personal Learning Support Plan can be drawn up.

Temporary Conditions

These are usually quite sudden and normally result from physical injury. If time permits, students should make an appointment through Student Services Administrator to see the Disability and Dyslexia Team with written evidence (e.g. medical certificate). If there is insufficient time to do this, take the documentary evidence to the School Office, where the administrative staff will be able to check with the Disability and Dyslexia Team. While every effort will be made to help, obviously the closer to the assessment period the more difficult it will be to make alternative arrangements.

What other support is available from the Disability and Dyslexia Team?

As well as helping with Learning Support Plans, the Disability and Dyslexia Team can also help with applications for Disabled Students Allowances and other disability funding. This can help to finance 121 support such as (but not limited to) note takers, scribes, mentoring and/or learning support tuition. The type of support provided will depend on the impact that any disability has on studies. More information about the support that the team provides can be found at www.brighton.ac.uk/disability

16.1 Study Support Sessions

If students are having difficulties with any of the skills listed above, these sessions are designed to help.

Each session lasts for 60 minutes, is free, and is led by a qualified learning support tutor. The tutor will provide students with advice and guidance, so that students can develop ways of dealing with the things students find difficult.

Time is also set aside to discuss individual or specific difficulties with fellow students; frequently, they share the strategies that they have successfully employed to help overcome them. An additional 15
minutes is also available after each session for those individuals who wish to discuss their own
difficulties with the tutor.

It is not necessary for you to attend every session, but students are encouraged to attend those that
they feel may be most relevant to their specific needs.

Copies of this programme can be downloaded from the University website.

➢ Click on Current Students
➢ then Study Support
➢ then Study Skills Support

Visit:  https://student.brighton.ac.uk/ask/
Email:  askstudyadvice@brighton.ac.uk

Contact the Disability Team
email:  disability@brighton.ac.uk
by phone:  (01273) 64 37 99
17 Resources

17.1 Physical resources

Podiatry at the University of Brighton continues to enjoy excellent resources. Classroom-based teaching and staff office accommodation is at the Robert Dodd site. The School of Health Sciences holds a Human Tissue Authority licence for the anatomy sector. Human Dissection takes place in the anatomy room at the Leaf Hospital, cadavers being accessed through the Brighton and Sussex Medical School and the London Anatomy Office. The experience of dissection has a hugely positive impact on the level 4 students’ learning of lower limb anatomy, evidenced repeatedly through module evaluation, final course evaluation and graduate testimonials.

Clinical learning takes place in the specialist clinical facility at the Leaf Hospital, 1.5 miles distant. The Leaf Hospital provides twenty one clinical treatment areas, two of which are in private rooms. In addition there are two laboratories dedicated to the teaching and provision of orthoses, and a suite of rooms which incorporates an operating theatre. There is an ultrasound imaging machine with specialist clinics running bi-weekly. The clinical furniture is modern and up-to-date, and students have access to a wide range of equipment including physical therapy equipment, orthotic manufacturing equipment and materials, and pharmaceutical drugs and dressings. The facility is supported by up to 4 administration staff who work in the patients’ reception. The Leaf Hospital remains the major clinical education setting for podiatry, and the range, quality and number of external placements remains highly commended. They are under constant review by two dedicated members of academic staff who also manage the clinical provision at the Leaf Hospital and the Service Level Agreement for patient treatments held with the local Trust.

In addition, podiatry students attend external clinical practice placements which are arranged with NHS Trusts within the Region. The external placements offer a valuable experience in NHS settings. Placement experiences within local Trusts include observations at a specialist diabetes centre, an orthopaedic out-patients department, a rheumatology department, and a full day participation in NHS clinical sessions in an affiliated Trust podiatry clinic.

17.2 Laboratory resources

A well-equipped Human Movement Laboratory provides learning and research opportunities for students and staff.
17.3 Information Services (Library and Computing)

Information Services is a central service department of the University, providing support for the teaching, learning and research activities of staff and students. There are five site libraries within the University which can be used by all Brighton university staff and students.

Queenwood Library serves the Eastbourne campus and provides relevant study resources and support for the School of Health Sciences and the School of Sport & Service Management. There are networked computers, printers, photocopiers and study spaces (including bookable group study rooms with plasma screens for presentation practice) available for students in the library and in the adjacent Computer Poolroom. Wi-Fi access is available throughout the Queenwood site.

All students receive an induction to library and computing facilities in their first week and are also given more subject-specific training in Information Literacy skills and database searching later in the term. The library also offers a face-to-face/ telephone/e-mail Enquiry service which provides further assistance to students on a one-to-one basis. Librarians are available to help with queries at any time and one-to-one sessions can be booked for more in depth help. A Learning Technologies Adviser is based at the library to assist with the development and support of learning technologies. Assistance with IT problems is available from the IT technicians in the Computer Room. A programme of free Research Skills and Managing References workshops is offered throughout term time. There is also access to a variety of online training material in Business, Creative and Technology skills via Lynda.com.

The Occupational Therapy, Physiotherapy & Podiatry Subject Guide is the gateway to all print and electronic resources available through the University including a range of subject specific electronic indexes, databases, websites and resources on Evidence-Based Practice. All electronic resources can be accessed using your Studentcentral username and password. This guide can be accessed via the ‘Library’ link on Studentcentral. The guide includes help on ‘Finding and Using Information’ and ‘eSubmission’ as well as links to other Subject Guides (e.g. Newspapers, Dissertations, etc.) and information on IT, Media & Printing and Libraries (opening times, borrowing etc.)

Key information

Occupational Therapy, Physiotherapy & Podiatry Subject Guide
Queenwood Library: Tel: 01273 643822
Email: AskQueenwood@brighton.ac.uk
Twitter: @QWLlibrary
17.4 Stock

Queenwood Library holds approximately 60,000 texts of which around 18,000 titles have been purchased since 1990 specifically for health care related subjects. Most of the textbooks related to podiatry are held at Queenwood library but other health-related material is also available at the Brighton sites (Aldrich and Falmer). Queenwood Library also has a collection of around 3000 videos and DVDs of commercial and off-air footage, which may be borrowed, and Information Services provides online access to BoB (Box of Broadcasts), a television streaming service which can be accessed by all registered members of the university. There are also an increasing number of e-books available to use on and off-campus.

Students also benefit from substantial journal holdings relating to podiatry, occupational therapy, physiotherapy, nursing and sports and exercise science. Many full text journal titles are also available electronically from within and outside the University from the Online Library (http://library.brighton.ac.uk). Fuller guides to these resources are available in print in the libraries or online in the IS Library and Computing Documents area on the Online Library or in course areas on Studentcentral.

Health students can also make use of local postgraduate medical centre libraries or hospital libraries where they are based or they can join the SCONUL Access scheme which allows them to use other University libraries. The Online Library is the gateway to all print and electronic resources available through the University and this includes subscriptions to a range of electronic indexes and databases, and electronic newspapers.

17.5 Information Technology

Networked access to e-mail, the Internet and Studentcentral is available from terminals in the libraries, computer pools and departmental offices. The Online Library can be accessed directly (http://library.brighton.ac.uk) or from a link on Studentcentral (http://Studentcentral.brighton.ac.uk), and provides access to a range of electronic indexes and databases including the Allied Health Medical Databases (AMED), Applied Social Sciences Index and Abstracts (ASSIA), British Humanities Index (BHI), the Cochrane Databases, PubMed, CINAHL, Science Direct, Sports Discus, and Web of Science. A variety of newspapers and electronic journals can also be accessed via the Online Library and some articles can be read and downloaded as full text. The "Emerald" and "Science Direct" e-journals are of particular interest to health care students. All these databases are password controlled, and require the user to log in with their university username and password, both on and off-campus.
Access to the library catalogue and the databases and e-journals can also be made from outside the University via the Web. However, students are required to self-register online when they enrol, and this can now be completed in advance from home, or on campus.

17.6 Use of Other Libraries
Students may wish to use hospital libraries where they are based on placement. They can also utilise the facilities of the Aldrich Library on the Moulsecoomb site, which contains pharmacy and biomechanics stock. The Falmer Library holds substantial material on nursing, clinical education, health promotion and public health. Students also have reference access to the University of Sussex Library and the Audrey Emerton Library at Royal Sussex Hospital, Brighton. Reference access to the British Library can also be arranged.

Part time students can also register at the Libraries to join the UK Sconul Access scheme, which entitles them to make use of an unlimited number of local participating university libraries. There is also an Extended Library Service (ELS) for which part time students may be eligible, which includes the supply of photocopied articles from university journals or postal loans of university book stock (within the UK). Visit the ‘Services for Students’ area on http://www.brighton.ac.uk/is/cms/index.php for further information.

17.7 Borrowing and returning books
Undergraduates are entitled to borrow up to 12 items. Long loan items are issued for three weeks. Short loan items are issued for seven days. Desk Loan items can be issued for up to three hour intervals or overnight, but otherwise cannot be removed from the library during the day. Journals and other reference items may not be borrowed. All students are responsible for any material on loan to them, and can renew items by telephone, or electronically. Fines accrue on outstanding short loan and reserved items at 50p per day, and £1 an hour for overdue Desk Loan materials. Please note, these prices are only approximate.

Please note that students must return reserved or overdue items if requested to do so, either in person, or by registered post. Failure to do so may result in the suspension of borrower rights. Students should contact the library in advance if they have any concerns about their loans.
18 Employability

18.1 Employability
Work experience of any kind can enable you to broaden your experience, develop confidence, gain skills, maximise your potential, acquire business experience and learn to sell yourself. It is also an opportunity to find out what a job or occupation is really like before you commit to working in it.
It has always been crucial in helping you get ahead in competitive industries, but in the current climate work experience is crucial in giving you the advantage over other applicants – your qualification is only part of the package employers are looking for.
There are many opportunities to get involved in different paid and unpaid activities, both across the university and beyond.

18.2 Volunteering
Volunteering can equip you with invaluable work-related skills such as team work, communication and being able to demonstrate initiative and commitment.
Active Student provide a supported volunteering programme for students, which aims to match the placement to your current skills as well as looking at what you would like to gain from participation.
More information about the benefits of volunteering and the opportunities available on the [www.brighton.ac.uk/careers/volunteer/why-volunteer/](http://www.brighton.ac.uk/careers/volunteer/why-volunteer/)

Within the University you can also volunteer with Sport Brighton [www.brighton.ac.uk/sportbrighton/about-us/job-and-volunteer-opportunities](http://www.brighton.ac.uk/sportbrighton/about-us/job-and-volunteer-opportunities) and the Student union [www.brightonsu.com/volunteering/](http://www.brightonsu.com/volunteering/)
Some courses also have the opportunity to undertake volunteering as a part of your university course.

18.3 Doing internships and placements
Many of our courses are designed to include compulsory professional placements [www.brighton.ac.uk/careers/develop-your-skills/placements-and-internships/](http://www.brighton.ac.uk/careers/develop-your-skills/placements-and-internships/) as part of the curriculum, while others offer placements and volunteering opportunities as optional parts of specific module choices. Employer and graduate feedback consistently suggests that these choices offer a real chance to improve your employability, your confidence and to start linking up your academic skills within the professional environment. If you want to know more about what opportunities may be available within your course structure, talk to your Course Leader, Personal tutor or Student Support Tutor and they will be able to provide you with further details.
18.4 Working part-time
Many students now work part-time to fund their studies. Even the most basic jobs will help you to gain additional skills to put on your CV. The Careers Service runs a vacancy and events service which students can register for and get alerts when vacancies become available - [www.brighton.ac.uk/careers/find-a-job/finding-part-time-jobs/](http://www.brighton.ac.uk/careers/find-a-job/finding-part-time-jobs/).
In addition there are a number of ways to work part time for the University – Student Ambassadors, Library shelvers, Student Union STARRS – see [www.brighton.ac.uk/careers/find-a-job/finding-part-time-jobs/working-for-your-university/](http://www.brighton.ac.uk/careers/find-a-job/finding-part-time-jobs/working-for-your-university/).

18.5 Careers fairs, recruitment events and workshops
The Careers Service run different events that provide the opportunity to network with employers and find out about the skills they are looking for in employees. There are also a host of employability workshops to help you identify and learn new employability skills. Find out what’s events are coming up on our events page [www.brighton.ac.uk/careers/events/](http://www.brighton.ac.uk/careers/events/).

18.6 Beepurple
Beepurple is the university’s entrepreneurship network, made up of students, graduates and staff who are interested in developing their enterprise and creativity skills and/or their business ideas. They run a variety of activities, workshops and talks throughout the year as well as providing the opportunity to network with current and former students. For further details, please see [www.brighton.ac.uk/careers/enterprise/](http://www.brighton.ac.uk/careers/enterprise/).

18.7 Get involved in the Students’ Union
The student union offer a range of activities and opportunities that can help you to develop different skills such as team-working, confidence and self-management. This includes opportunities for part-time work and volunteering, the chance to stand for election as a student-representative or sabbatical officer, and through getting involved in the hundreds of student union societies, clubs and activities. For more information please see website [www.brightonsu.com/](http://www.brightonsu.com/).

18.8 Mentoring
Mentoring can provide an excellent forum for personal development, not just for the mentee but for the person mentoring too. This can include improved confidence, listening skills, cooperation and strategic thinking. The Careers Service runs 2 mentoring schemes – these pair students with business mentors [www.brighton.ac.uk/careers/develop-your-skills/momentum-mentoring-scheme/](http://www.brighton.ac.uk/careers/develop-your-skills/momentum-mentoring-scheme/) [www.brighton.ac.uk/careers/develop-your-skills/lgbt-uni-amex-mentoring-scheme/](http://www.brighton.ac.uk/careers/develop-your-skills/lgbt-uni-amex-mentoring-scheme/).
18.9 Leadership development
There are several student roles within the institution that may particularly suit students who are looking
to develop their leadership skills. These include opportunities to work as Student Ambassadors at open
days or within local schools, working as a sabbatical officer or a course rep for the students union,
being captain of a sports team or chair of a student society, or by working as a leader for the Peer
Assisted Student Support (PASS) programme www.brighton.ac.uk/ask/pass/

18.10 Graduate Toolkit
It can be particularly useful to make notes and reflect on what you learn from any type of work
experience or employability activity. This will make it easier to develop your CV and market yourself to
future employers. See the resources on the Graduate Toolkit www.brighton.ac.uk/careers/develop-
your-skills/graduate-toolkit/ for how to do this, see also 'Working Towards Your Future: Making the
19 University of Brighton Alumni Association: your professional home

The alumni association is here for all of our alumni (former students) whether they graduated last year or 50 years ago, but it is also here for current students.

19.1 Alumni Advice Network
University of Brighton students can access the expertise and experience of our worldwide alumni network from a full range of courses. The Alumni Advice Network is a flexible, diverse community of international alumni experts who make a huge impact on our current students. Over the past year, Alumni Advice Network members have:

- delivered industry-specific talks
- provided one-to-one advice
- offered networking opportunities
- participated in careers interview panels
- mentored students through the award-winning Momentum scheme
- lent their talents to student and university projects
- given work experience opportunities.

19.2 Experience counts: ask our alumni
We know that the expertise, skills and knowledge possessed by our alumni community (currently numbering over 115,000 worldwide) could be of significant benefit to you, our current students. You can access the expertise and experience of our global alumni network from a full range of courses through the Alumni Advice Network.

If you would like to be put in touch with a graduate to talk about their experiences at university or about a specific career sector, please get in touch and we can match you up.

Contact askalumni@brighton.ac.uk for more information.
www.brighton.ac.uk/advicenetwork
Appendix 1

(Nb – this is normally provided by a link to the most up to date version however included for the benefit of mapping for PSRBs)

20.1 College of Life, Health & Physical Sciences Fitness to Practise Procedure

1 Introduction

The College of Human and Life Sciences Fitness to Practise Procedure is designed to complement the University of Brighton’s Student disciplinary procedure, by allowing the consideration of alleged cases on the principle of Fitness to Practise. It is noted that in some cases, the approval of an award leading to accreditation by a particular Professional Body may be dependent on the establishment of an appropriate Fitness to Practise procedure.

Fitness to Practice may be understood in this context as the ability or competence to meet the standard of practice required by the relevant professional, statutory or regulatory body, and to maintain these standards. The Fitness to Practise Procedure may be applied in cases where a student is alleged to have fallen short of these standards with respect to professional conduct, or due to ill health. The main purpose is to maintain the standards of practice of students studying for awards leading to professional registration within the College of Life, Health & Physical Sciences, in order to protect the public from unsafe registrants.

The procedure applies to any student studying for an award leading to registration with a professional, statutory or regulatory body, the requirements for which are not covered by procedures elsewhere in the College. The standards applied in this procedure will be those pertaining to the codes of conduct set down by the professional, statutory or regulatory bodies not covered in this way, and currently these include the Nursing and Midwifery Council and the Health & Care Professions Council, amongst others.

1.2 Procedures

1.2.1 Authority to act

1.2.1.1 The Vice-Chancellor

The Articles of Government of the University make the Vice-Chancellor responsible for "implementing decisions to expel students for academic reasons". (See chapter 5, section F) While the power to exclude any student, or to suspend pending an investigation, is vested in the Vice-Chancellor (or the Deputy Vice-Chancellor, acting in the absence of the Vice-Chancellor or upon authority delegated by the Vice-Chancellor), the power to investigate and to recommend penalties is delegated as explained below.
1.2.1.2 Delegation of authority

As part of the University’s Student disciplinary procedure, authority to deal with alleged misconduct is delegated by the Vice-Chancellor to the Registrar and Secretary and Heads of School and to such staff as may from time to time be appointed to serve on disciplinary panels. Only a recommendation for permanent or temporary exclusion from the University requires a recommendation to the Vice-Chancellor (or the Deputy Vice-Chancellor acting on behalf of the Vice-Chancellor).

1.2.2 Allegations of breaches of professional standards

Any staff or student member of the University who becomes aware of behaviour likely to breach professional standards by a student is expected and required to report this without delay. The allegation should be brought to the attention of the student’s Head of School. The allegation should be made in writing, and with any available evidence enclosed, and a copy sent to the Dean of the College. The Head of School will then decide whether there is a prima facie case to answer. If the Head of School is the person to raise the initial concerns, he or she should compile a brief written statement summarising the facts. If, in the judgement of the Head of School, there is a case to answer, the Head of School will establish a formal Fitness to Practise panel to deal with the case.

The Head of School may, if appropriate, inform the professional body of cases where the student’s alleged action may have infringed the professional code of conduct. If the student is on a placement as part of their course, the Head of School will normally inform the person currently responsible for the student, if the alleged action calls into question the student’s suitability to continue on this placement.

In cases where the offence might lead to a serious criminal charge, or where in his/her judgement suspension while the investigation takes place is possible, the Head of School should also notify the Vice-Chancellor and the Head of Student Services immediately. If, in the opinion of the Vice-Chancellor, there is due cause to suspend a student with immediate effect pending a formal hearing, the Vice-Chancellor may do so. This move is entirely at the discretion of the Vice-Chancellor; suspension pending a formal hearing will not be added to the student’s formal record, and does not constitute an indication of guilt. A student who is suspended must be given the opportunity to defend themselves at a formal hearing convened for that purpose.
Allegations should normally be made within 10 working days of the supposed action or incident. When longer has elapsed, a further statement should be added to the allegation, explaining the reason for the delay. It will be for the Dean of the College to decide whether to accept allegations after 10 working days have elapsed.

In general, and for internal purposes, consultations with personal tutors, course leaders, project supervisors and University welfare staff will be regarded as confidential. Only in exceptional circumstances, where the student is deemed to be a danger to themselves, to others or if there is a legal duty, may this confidentiality be broken. Reports to, or discussions with, University officers are not normally on a confidential basis.

The Fitness to Practise panel should take into consideration the terms of any Code of Conduct applied by the professional, statutory or regulatory body accrediting the course on which the student is studying.

**1.2.2.1 Cases previously heard through other University’s procedures**

If a case is forwarded to the College’s Fitness to Practise procedure after the case has been heard through the University’s Student disciplinary procedure, as laid down in the University’s Student Handbook, then any evidence gathered for this purpose may be forwarded to the Fitness to Practise panel. The Fitness to Practise panel should take this evidence and the outcome and any penalties applied under the Student disciplinary procedure under consideration when assessing the case. The Chair may request the gathering of further information, and shall appoint an appropriate member of staff to undertake this, as outlined below.

It is also possible for the outcome of a panel investigating a case of academic misconduct to be referred to a Fitness for Practise Procedure where this is required by a Professional Body (GEAR Section F 10.2).

**1.2.3 General provisions for hearings**

A Fitness to Practise hearing will normally take place within 20 working days of an allegation being made. The date, time and venue of the hearing will be notified to the student in writing at least 10 working days before the day of the meeting.
The student is entitled to be accompanied by a friend or advisor. Any papers to be considered at the hearing should be made available to the student (and the student's friend or advisor, as appropriate) at least three working days before the hearing. The Panel will be free to interview any witnesses deemed appropriate, in addition to any called by the student.

The Panel will have available the student's formal record (held in the student's school).

The fact that a student fails to attend a Fitness to Practise hearing for which due formal notice has been given will invalidate neither the proceedings nor the outcome.

Normally, the Fitness to Practise panel should consist of the student's Head of School or Dean as Chair, a member of staff from another school within the College, and a representative of the profession related to the student’s course, not previously involved with the student. In the case of a student taking a University of Brighton award at a partner college, the panel will comprise the Head of School or Dean responsible for the college course (as chair), a member of staff from the School/Department of the partner college and a representative of the profession related to the student’s course, not previously involved with the student. A member of College staff will act as Secretary to the panel, to minute the discussion and advise the panel on procedural matters. The precise membership of the panel should be determined by the Dean of the College.

The proposed chair of the Fitness to Practise panel shall appoint an appropriate member of staff to collect information concerning the circumstances leading up to the commencement of the Fitness to Practise procedure. This person shall prepare a written report, which shall be made available to all members of the panel, and to the student and any friend or advisor.

1.2.4 Notification of the outcome

1.2.4.1 To the student

At the end of the Fitness to Practise hearing, the student and the student's friend or advisor may be asked to leave the room while the Panel considers the verdict. The decision will be based on the evidence, while ensuring that the benefit of any reasonable doubt is given to the student. The verdict agreed by the Fitness to Practise Panel should be that:

- the student is not fit to practise in the profession for which they are seeking registration, or
- the student is fit to practise in the profession for which they are seeking registration.
The student will be informed orally of the decision. The Chair of the Panel will inform the student of their decision in writing, normally within five working days of the hearing. The penalties which might be imposed are listed below in Section 1.3. The appeals procedure follows at Section 1.4. A copy of the letter will be sent to the Dean of the College and to the Head of the student's School if he or she has not chaired the hearing.

1.2.4.2 To a professional body

In the event that the Head of School has informed a professional body or other outside agency of the University's action under the Fitness to Practise procedure, the Head of School will send a copy of this written notification of outcome to this body.

1.2.4.3 To an exchange student's home University

If the student concerned is an exchange student, the Dean of the College will normally send formal written notification of any penalty imposed on a student, together with an explanation of the reason for the imposition of the penalty, to the student's home University.

1.2.4.4 To the student's college

If the student concerned is taking a University of Brighton award at a partner college, the Dean of the College will normally send formal notification of any penalty imposed on a student, together with an explanation of the reason for the imposition of the penalty, to the student's college.

1.2.5 Professional bodies and accreditation

The University acknowledges the right of a professional body to refuse accreditation for a student whose conduct renders them unsuitable for such accreditation, or otherwise to take action against a student whose behaviour infringes a code of professional conduct. If accreditation is refused as a result of a case brought under the Fitness to Practise procedure, a student may be permitted to complete their course and to receive the appropriate academic award, but without the professional accreditation. In some cases, however, a student's behaviour may result in the professional or statutory body refusing to allow the student to continue with or otherwise complete some compulsory part of their course (such as a placement). In these cases, the student will be deemed to have disqualified themselves from
their course, and the University will accept no responsibility for the student's failure to complete the course.

1.3 Penalties for breaches of Fitness to Practise procedures

The following penalties are available to the Fitness to Practise Panel for breaches of its Fitness to Practise regulations:

If deemed unfit to practise:

- a recommendation to exclude the student on academic grounds
- a recommendation to exclude the student temporarily

If deemed fit to practise:

- introduction of a revised contract with the student;
- reprimand;
- no further penalty (if the University’s Student disciplinary or Academic misconduct procedures have previously applied)

In cases of temporary or permanent exclusion, the action is one formally taken by the Vice-Chancellor, who will sign a formal letter of exclusion on the request of the Board of Study. In cases where the student is taking a University of Brighton award at a partner college, the Vice-Chancellor of the University of Brighton and the Principal of the College will agree formal letters of exclusion from the University and from the College in accordance with their respective statutory authority. However, in all instances where the Vice-Chancellor is merely effecting a decision taken under the approved procedure without direct personal involvement, the chair of the panel – rather than the Vice-Chancellor – will be required to attend any appeal hearing.

1.4 The right of appeal

A student may appeal against the finding of the Fitness to Practise panel, or against the penalty imposed by the panel. An appeal may be made on one or more of the following grounds:

(i) that certain evidence was submitted which was not considered by the panel;
(ii) that evidence which was not previously submitted, either because it was not available or because the appellant was for valid reasons unwilling to submit it, has become available; (it is only in exceptional circumstances that evidence which was available previously but not submitted will be allowed at a subsequent appeal);
(iii) that a new witness has expressed a readiness to give evidence, where that witness had either not expressed such a willingness before, or where that witness was not known to be in possession of any material evidence;
(iv) that a procedural irregularity is deemed to have occurred before or during the hearing which may have affected the findings of the panel
(v) that the penalty imposed at the original hearing is out of proportion to the alleged offence.

A simple rehearsal of the arguments from the original investigation and hearing will not be deemed adequate grounds for appeal. In cases where new evidence is to be submitted, or where a new witness is to give evidence, the nature of this evidence must also be stated.

1.4.1 Appeals against permanent exclusion

Students who wish to appeal against permanent exclusion from the University may appeal to the Student Appeals Committee of the Board of Governors. Any appeal must be lodged, in writing, with the Registrar and Secretary within 15 working days of the date of the original hearing and oral notification of the decision, stating the grounds for the appeal and giving notice of any witnesses he or she proposes to call.

If the Registrar and Secretary determines that grounds for an appeal exist he or she will convene a meeting of the Student Appeals Committee, giving the student at least 10 working days' notice of the day and time appointed for the appeal hearing. The Student Appeals Committee will consider (a) a statement by the student setting out the grounds for the appeal, and (b) a statement from the Chair of the Fitness to Practise panel setting out the reasons for the exclusion of the student. The student is entitled to be accompanied by a friend or advisor. The Committee may question the parties concerned, and hear the evidence of any witnesses. The Student Appeals Committee may, after private deliberation, either confirm or rescind the decision to exclude the student. The student will receive oral notification of the decision as soon as practicable after it is made; the Registrar and Secretary will provide written confirmation of the outcome within five working days of the appeal hearing.

1.4.2 Appeals against other penalties imposed after a Fitness to Practise hearing
Students who wish to appeal against any other penalty imposed after a Fitness to Practise hearing should do so in writing to the Dean of the College stating the grounds for the appeal. If the Dean of the College determines that grounds for an appeal exist, he or she will convene an appeals panel consisting of the Dean or nominee as Chair, an appropriate member of staff (normally not a Dean or Head of School) and an appropriate professional external to the University. No member of the appeals panel may have been involved with the process at any earlier stage, and none may be from the same College as the appellant. The procedure to be used is otherwise the same as that for the Student Appeals Committee of the Board of Governors.
21 Appendix 2

21.1 Smoking policy

1 Aims and scope of the policy

Aims
This policy has been developed to meet the university’s obligations regarding health and safety in compliance with the Health Act 2006, by providing a smoke-free environment. It aims to:
• Protect the current and future health of staff, students and other visitors or users of the university's premises.
• Support smokers to help them to stop smoking or to cope with increased restrictions.

The policy
It is the policy of the University of Brighton that all premises, including university vehicles and the majority of the grounds are smoke-free (this includes the use of e-cigarettes). This policy applies to all staff, students, visitors, contractors and all other persons who enter university premises.

Scope of the law
The smoke-free law makes it a criminal offence to smoke in any of the following areas:
• Premises used as a place of work or education.
• All university vehicles.
• Private vehicles, if used to carry members of staff, students or the public whilst carrying out university duties.
• Premises where the public may have access.

The law clarifies that ‘smoking’ refers to smoking tobacco or anything which contains tobacco, or smoking any other substance. The law also includes being in possession of lit tobacco or anything lit which contains tobacco, or any other lit substance in a form in which it could be smoked (e.g. holding a lit cigarette).

Premises that are enclosed or substantially enclosed are covered by the law. A ‘substantially enclosed area’ is one which has a permanent or semi-permanent roof and has walls (including windows and doors whether they are open or not) enclosing more than 50% of its perimeter.

Restrictions on smoking at the university
Smoking is prohibited in the following university locations:
• Anywhere in university and Students Union buildings and vehicles.
• All areas of university halls of residence including private bedrooms.
• External areas of the university unless they have been specifically designated for smoking.
(see section on arrangements for smokers below).
Where university premises are adjacent or near to public land such as pavements or roads, smokers are requested to smoke away from entrances and windows in order to ensure the premises remain smoke-free. They should also be aware of their social responsibility not to litter or make excessive noise in public areas.
Students renting properties in the private sector should check with their landlord about the smoking rules for the building and ensure they are followed.

**Exceptions**
There is only one exception: Rooms used for research into smoking are exempt under the law provided they meet specified conditions. This includes having adequate ventilation with air extracted to outside the building far enough from windows and other openings to prevent smoke re-entering the building. Doors leading from exempted rooms into smoke-free premises must have a mechanical closer that ensures the door closes immediately after use. There must be a clear indication that this is a room in which smoking is permitted for experimental purposes only. Any room designated for this purpose must first be approved by the Vice-Chancellor.

2. Arrangements for smokers

**Designated external areas**
From 1st September 2007, smoking in university grounds will only be permitted in specifically designated smoking areas.
From 1st July 2007, smoking is permitted far enough away from buildings so that smoke cannot enter the building through windows, doors or other openings, and so that people entering the building or other areas of the site (e.g. by stairs or pathways) are not affected by smoke. Designated smoking areas will be clearly signed and information about their location across all university sites will be available, smokers who use designated external areas for smoking must put their discarded smoking materials in the waste receptacles provided.

**Smoking breaks (staff)**
The university does not offer paid breaks from work (e.g. for lunch or to consume beverages or to smoke). If any staff need to take time away from work to smoke, they must keep it to an absolute minimum and do so only in consultation with their manager, in accordance with the university’s arrangements for flexible working. Managers are responsible for ensuring smokers are aware of the rules and for monitoring this policy.

**Support for smokers**
The university is keen to support staff and students who wish to stop smoking. Information is available from the University’s Occupational Health Department.
3. Responsibilities for enforcement:

Roles and responsibilities

- It is a criminal offence not to comply with the smoke-free law and the law places responsibilities on all managers, staff and students to ensure it is upheld by others. Managers are responsible for implementing this smoking policy.
- Staff and students are responsible for complying with the policy and they have a role to play in dealing with any observed breach. In the event of a breach of the policy by a visitor, member of staff or student, they should be asked to extinguish all smoking materials and be politely informed of the availability of external smoking areas. If they continue to smoke, the matter should be referred to an appropriate manager or senior member of staff.

Providing information

The policy and related information is available on Staffcentral and Studentcentral and in Staff and Student Handbooks. Information on the policy is provided to staff and student applicants. Staff who arrange for visitors, workers or other organisations to use the university are to inform them of the policy.

Consequences of breaching the policy

Breaches of the policy will constitute an offence under the university's staff and student disciplinary procedures. Smoking anywhere within university buildings and other enclosed or substantially enclosed (for a definition see section 1 above) workplaces is a criminal offence and constitutes gross misconduct.

If visitors or members of other organisations continue to breach the policy after an informal warning, they will be asked to leave the premises and their organisation will be informed. Local Councils can impose fines on anyone failing to comply with the law. Individuals caught smoking in a smoke free area will be fined £50 and could also face a fine of up to £200 and criminal prosecution if this is unpaid. Employers failing to take reasonable steps to prevent smoking in a smoke free place can attract a fine of up to £2500, depending on the charge brought. Councils will inspect premises and individuals will have access to a council telephone line to report breaches of the law.

November 2016