Undergraduate Programme Specification
BSc (Hons) Podiatry

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's Quality Assurance processes.

1. GENERAL INFORMATION	
Programme Title	BSc (Hons) Podiatry
Final Award	Bsc (Hons) Podiatry
Awarding Body	Glasgow Caledonian University
School	School of Health & Life Sciences
Department	Podiatry & Radiography
Mode of Study	Full-time
Location of Delivery	Glasgow Campus
UCAS Code	B985
Accreditations (PSRB)	Health and Care Professions, Royal College of Podiatry
Period of Approval	From: September 2020 To: August 2025

2. EDUCATIONAL AIMS OF PROGRAMME

The overall objective of the BSc (Hons) Podiatry programme is:

"to develop competent, professional, highly skilled podiatrists committed to the delivery of high quality, evidence-based practice"

More specifically, the aims of the BSc (Hons) Podiatry are to produce: -

Competent, ethical and caring practitioners with an awareness of cultures beyond and different to their own

Podiatrists with a sound basis in research, scholarship, critique and enquiry

Practitioners with sound reasoning skills informed by existing evidence and committed to implementing changes to clinical practice in light of research findings

Podiatrists with personal and intellectual autonomy and an innovative and flexible approach to professional activities/career development with the capacity to thrive in a globalised society

Podiatrists capable of implementing Government/National Health Service initiatives and policies into their scope of practice

Podiatrists who are career long learners committed to continuing personal and professional development

Podiatrists who can work as effective members of the health and social care team in a variety of healthcare settings both nationally and internationally

On completion of Level 1, students should be able to:

Demonstrate an understanding of pertinent aspects of human structure and function relevant to podiatry

Demonstrate a clear understanding of human physiology as it underpins podiatric practice

Demonstrate basic podiatric skills and environmental management within clinical practice

Demonstrate an understanding of the theoretical principles and evidence that underpins podiatric study

Demonstrate awareness and application of relevant aspects of clinical practice

Understand the concept of reflective practice and the principles of health promotion

Demonstrate clear, accurate and reliable communication and other transferable skills within professional and ethical boundaries

Recognise the value, core qualities and attributes of effective inter-professional working

Demonstrate appropriate diagnostic and clinical assessment techniques

On completion of Level 2 students should be able to:

Apply and integrate knowledge and understanding of human structure and function relevant to podiatry

Recognise the need to plan, negotiate and deliver podiatric care incorporating reflective practice

Demonstrate knowledge and understanding of a range of general medical pathologies and the implications for podiatric practice

Develop existing professional, inter-professional and interpersonal skills to enable them to take an increased responsibility for patient care

Demonstrate knowledge and understanding of a range of surgical procedures and imaging appropriate for podiatric practice

Demonstrate an understanding of pyscho-social determinants of health within the context of the community using relevant psychological and sociological theory

Demonstrate a basic understanding of pathophysiological processes and principles of drug use.

Demonstrate a critical appreciation of the importance of research and various methodologies in the context of health and social care practice, policy and continued professional development.

Demonstrate knowledge and understanding of theoretical components of POM-A

On completion of Level 3 students should be able to:

Effectively plan, negotiate, deliver, monitor and evaluate podiatric care based on evidence

Demonstrate effective clinical reasoning and podiatric management in high risk patient populations

Enhance existing professional, inter-professional and interpersonal skills to enable students to take an increased responsibility for patient care appreciating factors that may impact upon health

Demonstrate knowledge and understanding of pharmacology to access and supply a range of prescription only medicines relating to POM-S

Use reflective practice and evaluate research and other evidence to inform their own practice

Demonstrate and apply knowledge of human factors in the delivery of safe and effective inter-professional teamwork for patient care

On completion of Level 4 students should be able to:

Demonstrate competency in podiatric management utilising contemporary therapeutic interventions for a diverse range of patients with complex medical, surgical and podiatric pathologies, incorporating the principles of evidence-based practice in a variety of contexts

Critically appraise the evidence which supports clinical practice and clinical decision making

Appraise the value of reflective practice and take responsibility for continued independent and autonomous clinical practice

Evaluate research, audit and other evidence to inform their own practice

Demonstrate competence and fitness to practice while working within the annotation framework of the HCPC recognising the limits of their own scope of practice and/or referring onto other agencies where appropriate

Apply a critical understanding of UK, national and international ethical, legal issues and socioeconomic factors that impact on the delivery of quality healthcare

Appreciate policy, quality assurance, organisational management, risk, financial and legal accountability and professional governance within organisations

Demonstrate the ability to identify an area of practice with limited supporting evidence and using an appropriate methodology seek to increase the body of knowledge in this field and disseminate

3. LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A: Knowledge and understanding;
A1 Demonstrate knowledge of health sciences to enhance and enable clinical reasoning.

A2 Demonstrate knowledge, understanding and skills in subjects relevant to podiatric practice

A3 Design, implement and monitor appropriate management plans based on evidence

A4 Understand the theoretical basis of scientific research enquiry and how this contributes to the professional knowledge base

A5 Demonstrate scientific principles in relation to health, illness and disability

A6 Evaluate podiatric intervention in relation to different cultural, carer and client groups

B: Practice: Applied knowledge, skills and understanding;
B1 Understand the professional, ethical and legal context of current practice and adhere to codes of professional conduct and performance

B2 Demonstrate efficient practical podiatric care in a variety of contexts

B3 Demonstrate a critical enquiry approach related to patient examination and assessment

B4 Demonstrate skills in relation to analysis of human gait

B5 Demonstrate appropriate skills for the selection, application, modification and evaluation of a selection of diagnostic, rehabilitation and physical therapy techniques used in podiatric practice

B6 Demonstrate appropriate skills for the selection, supply, administration and monitoring of pharmacological agents used in podiatric practice

B7 Plan, design, implement and modify appropriate treatment strategies in practice

B8 Demonstrate appropriate skills for the understanding of risk and the effective management of complex pathologies within the remit of podiatric practice

C: Generic cognitive skills;
C1 Adopt systematic approaches to gathering, interpreting, analysing and evaluating information from a variety of sources

C2 Synthesise information from a range of sources in order to gain a comprehensive understanding of the relationship and scope of theory to practice

C3 Critically appraise evidence in relation to podiatry practice

C4 Engage in clinical reasoning in relation to synthesis of evidence in order to justify and implement effective management plans

C5 Contribute to the care planning processes in respect of individual patients and patient groups and critically evaluate the reasoning underpinning clinical decisions

C6 Apply appropriate outcome measures in order to evaluate podiatry interventions in relation to patients' and carers' needs within the context of different models of health care provision

C7 Apply skills in research and critical evaluation to optimise clinical effectiveness

C8 Appraise the social and political context of health care and critically evaluate the resource issues, which influence health care delivery

C9 Reflect on his/her own professional practice and engage in continuous professional development

C10 Critical thinking, problem solving, decision making and clinical reasoning skills

D: Communication, numeracy and ICT skills
D1 Demonstrate adaptive and effective inter-professional and inter-personal verbal and non-verbal communication skills within a healthcare setting

D2 Recognise the importance of professional ethics, confidentiality, consent, compliance and recording of information

D3 Demonstrate effective calculation of drug dosages to meet the requirements of POM-A and POM-S

D4 Critically evaluate the usage and advances in technology within clinical practice
D5 Demonstrate effective skills in digital literacy

E: Autonomy, accountability and working with others.

E1 Develop academic ability and clinical competence enabling students to meet the requirements to apply for registration with the Health and Care Professions Council and membership of the College of Podiatry as an autonomous practitioner

E2 Develop skills, which will enable students to interpret policy and respond to change in legislation affecting health care delivery

E3 Develop awareness of, and sensitivity to, the benefits and challenges inherent within multi-disciplinary and inter-agency practice

E4 Identify the learning needs of self and others, and, as an autonomous learner engage in the process of personal and professional development

E5 Understand the professional ethical and legal context of current practice and adhere to codes of professional conduct and practice

E6 Be able to work, where appropriate, in partnership with service users, other professionals, support staff and others

Strategy for Learning and Common Good Curriculum

In line with the University and the School of Health and Life Sciences (SHLS) the programme team is committed to develop graduates who will have the following Common Good Attributes:

1. Active global citizenship 2. Entrepreneurial mindset 3. Systems thinking 4. Responsible leadership 5. Resilience, compassion and empathy 6. Confidence (GCU Strategy for Learning 2030, p7)

A variety of methods contribute to the learning approaches within the degree programme. The importance of a good balance between learning, teaching and assessment techniques and the development of innovative methods in course delivery has been achieved. There is also a clear need to ensure that learning, teaching and assessment methods are adapted to suit the themes within a module, the module level and its position within the programme. To this end the team has ensured that the learning, teaching and assessment strategies utilised in this programme demonstrate progression of learning.

The programme team recognises the need for the utilisation of a wide range of skills in order to provide inclusive and accessible learning and teaching. This has been acknowledged as the students entering the programme come with diverse entry qualifications, ethnic backgrounds, nationalities, age ranges and learning needs. Whilst this can present challenges, these individual differences are also viewed as a source of diversity that enriches the learning experience for all. This richness of experience is also added to by the opportunities for students to engage with outward mobility educational exchange as well as learning with and from incoming exchange students. The podiatry staff has a wealth of experience in both theoretical and clinical teaching which has allowed the development of strategies to encourage and enable students to take responsibility for their own learning.

There is an incremental change in approach through the programme. A more didactic knowledge imparting approach sees its greatest use in the delivery of the early core areas of academic education in modules which underpin professional theory and practice such as Fundamentals of Human Physiology, Anatomy and Function and Introduction to Podiatric Pathology and Assessment. This is supported with directed learning, engagement with e-learning materials and tasks, group activities and an introduction to reflective practice. As the student continues on their academic journey a more student-led research-oriented approach is facilitated. This focuses on skills of reflection and critical and analytical thinking as seen for example in Methodology and Research for Effective Practice, Evidence Based MSK Injury and Rehabilitation and Honours Project modules. Throughout the programme the students will gain a depth of knowledge in Podiatry as their subject specific area, but with this breadth of understanding of other professions and team-working through both clinical exposure to other professions and their involvement with the IPE framework (see IPE Re-approval Document).

Clinical learning and teaching strategies within all of the Podiatric Practice modules (which are Practice Placement modules) are student orientated and vary according to the year of study. In addition to the clinical experience achieved through 'real-world' exposure in clinical working environments the development of the Inter-professional Simulation Centre (ISC) enables skills development to be undertaken in a safe environment. Whilst this is still challenging for the student it is a safe environment which enables them to undertake a mastery approach and receive positive reinforcement. Peer assessment is also undertaken in this environment and used as a catalyst for reflection. Not only does this enable the development of clinical techniques, but that of communication skills and the exploration of issues regarding human factors as well as the importance of awareness of personal strengths and weaknesses.

The placement based clinical teaching ranges from 1:1 to 1:6 supervision of students with or without the presence of the patient, depending on the nature of the clinical learning environment. In level 1, students will have low student numbers per practice educator, where this will be a higher ratio in Levels 3 and 4 as student ability increases. Clinics where local anaesthetics and nail surgery are taught, will normally have 1:1 or 1:2 supervision. Within Podiatric Practice modules across all years and clinical experiences, students are generally guided by a short tutorial prior to the clinical session to set the objectives for that specific clinic which has been shown to create a more structured and meaningful clinical learning experience. As students develop their knowledge and expertise these tutorials move from being staff led to being student led which in turn reinforces the attributes of engaged learning, responsible leadership and professionalism. These attributes are further reinforced and developed in readiness for post graduate employment via the clinical block placement in Podiatric Practice 4.

Following the clinical intervention, immediate discussion with a group of students encourages student learning and offers additional feedback opportunities. Shared case presentations and discussion with students following a particular clinical challenge are conducted immediately following the clinical session encouraging and developing the students' problem solving skills. Patients are also invited to take part in the teaching and learning process. This occurs both within the main teaching clinical facility but in addition to this, patients are invited to attend tutorial groups within the academic setting to highlight and enhance patient focused learning. Reflection on experiential learning in all clinical modules takes place in the form of group discussions and clinical competencies are recorded within a competency record by individual students

All of the modules on the programme are supported by a variety of e-learning materials which allows students to both revisit material covered within the academic setting and be guided towards other supplementary information, as well as develop their own personal and shared resources. The virtual learning environment employed by GCU is GCU Learn and each module has its own GCU Learn site which contains a variety of information available to the students including: module handbooks, lecture notes, tutorial topics, discussion boards, links to external websites/journals, self-study revision exercises, narrated PowerPoint and video-based learning material. Electronic submission of coursework is also achieved via GCU Learn and students can log in to obtain feedback and results. This also allows module leaders to monitor engagement with online material by viewing access statistics.

Development of and engagement with The Common Good Attributes is also embedded within the course curriculum. Students are seen as global citizens, being involved with NHS service users from a varying cultural, social and ethnic backgrounds, having the opportunity to undertake an international exchange, and adhering to the HCPC standards of conduct performance and ethics. Being faced with the challenges of managing patient pathologies, critically appraising evidence from literature, undertaking an Honours project and being involved in real world learning encourages an entrepreneurial mind set. Modules are also undertaken which specifically address organisational cultures, behaviors and leadership, and through their own professional and personal development within their academic and clinical experience have the opportunities to build confidence.

4. LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:
- Lectures
- Seminars
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

5. ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:
- Written coursework (essays, reports, case studies, dissertation, literature review)
- Oral coursework (presentations, structured conversations)
- Practical Assessment (Placement, VIVA, Laboratory work)
- Group work
- Blogs and Wikis
- Portfolio Presentations
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

6. ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

The Course webpage specific to this Programme is:
https://www.gcu.ac.uk/study/courses/undergraduate-podiatry-glasgow

All students entering the programme are required to adhere to the GCU Code of Student Conduct.

7. PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS[1]

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
M1B126087	Anatomy and Function	C	7	20		100	
M1B102521	Fundamentals of Human Physiology	C	7	20		100	
M1B126085	Introduction to Podiatric Pathology and Assessment Skills	C	7	40		70	30
M1B126081	Introduction to Podiatric Practice	C	7	20	30	70	
M1B025798	Preparation for Professional Practice	C	7	20	100		
M2B025796	Individuals, Teams and Communities	C	8	20	100		
M2B226088	Medicine and Pathophysiology for Podiatrists	C	8	20		100	
M2B025800	Methodology and Research for Effective Practice	C	8	20	80	20	
M2B226091	MSK Structure and Pathology	C	8	20		100	
M2B226090	Podiatric Practice 2	C	8	20		70	30
M2B226089	Surgery and Medicines for Administration	C	8	20		50	50
M3B326100	High Risk Foot and Limb	C	9	20	60	40	
M3B326103	Evidence Based MSK Injury and Rehab	C	9	20	40	60	
M3B326098	Podiatric Pharmacology and POM-S	C	9	20		100	
M3B326099	Podiatric Practice 3	C	9	40	20	20	60
M3B025797	Understanding Professional Teams and Leadership	C	9	20	60		40
MHB426105	Contemporary Podiatric Practice	C	10	20	20	80	
MHB426108	Into Employment	C	10	20		100	
MHB925801	Honours Project	C	10	40	100		
MHB426110	Podiatric Practice 4	C	10	40		80	20

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above. This may be subject to variation for students commencing the programme at other times of year (e.g. January) and/or undertaking the programme on a part-time or distance learning mode of delivery.

The following final and early Exit Awards are available from this programme[2]:

Certificate of Higher Education in Health & Social Care- *achieved upon successful completion of 120 credits*

Diploma of Higher Education in Health & Social Care - *achieved upon successful completion of 240 credits*

Bachelor of Science in Health & Social Care- *achieved upon successful completion of 360 credits*

Bachelor of Science with Honours in Podiatry- *achieved upon successful completion of 480 credits*

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at: www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

- **Undergraduate Programme-Specific Assessment Regulations for the following HCPC regulated awards:**

- BSc (Hons) Diagnostic Imaging
- BSc (Hons) Radiotherapy and Oncology
- BSc (Hons) Podiatry
- BSc (Hons) Physiotherapy

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[2] Please refer to the GCU Qualifications Framework for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

- BSc (Hons) Occupational Therapy
- BSc Oral Health Sciences
- BSc Paramedic Science

1. University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Committee. These Health and Social Care Programme-Specific Regulations deviate from the University's standard regulations (Approved September 2019) in Sections 6, 9, 10, 13, 14, 15 and 23.

2. These Programme-Specific Assessment Regulations apply to the above-named programmes. They apply to all modules irrespective of the number of credit points allocated.

3. Due to the time commitments and Practice Based Learning elements of the professional programmes hosted by the SHLS, students may not be registered on a second full-time programme of study while enrolled on any Health or Social Care programme.

4. **Failure at the First Diet (Undergraduate Assessment Regulations, Section 15)**
   Students are normally required to re-enter Level 4 with attendance. The offer of re-entering Level 4 without attendance is normally permissible only in exceptional medical/personal circumstances, which are documented appropriately.

5. **Attendance Requirements**
   Students within the above-named programmes are expected to attend all classes, practice visits, laboratory sessions and Practice Based Learning placements. Where a student has unauthorised absence of, or in excess of, 20% in any module he/she may be required to retake the module with attendance prior to undertaking Practice Based Learning Modules, or proceeding to the next level of the programme. Unauthorised absence in more than one module may result in the student being required to withdraw from the Programme.

6. Students within the above-named programmes are normally required to successfully complete all modules identified in the Definitive Programme Document for their programme as these are protected titles leading to an academic and professional qualification and require successful completion of all core modules.

7. **Compensation (Undergraduate Assessment Regulations, Section 13.2)**
   Compensation for failure in a single module, where a student has passed modules at any one level, will not normally apply to modules leading to the award as identified in the definitive programme document for the above-named programmes. Compensation of a fail in Practice Based Learning modules is not permitted. This is consistent with the guidelines set by Regulatory/Professional Bodies.

8. For Honours degree programmes the submission of the Honours Project is compulsory. Failure to submit an Honours Project will result in the student being ineligible for the named award and, consequently, eligibility to apply for registration with the Regulatory Body.

9. Failure in any Level 4 module at second attempt will result in the award of an unclassified degree (e.g. BSc in Health and Social Care) and will result in the student being ineligible for the named award and, consequently, eligibility to apply for registration with the Regulatory Body.

10. A student may be required to withdraw from the programme if he/she is deemed by the Fitness to Practise Board, and ratified by the Assessment Board, to be professionally unsuitable or guilty of professional misconduct. Students will be required to declare at the commencement of each session his/her Fitness to Practice and Good Character through Self-Disclosure.

- A student who is considered to be professionally unsuitable or guilty of professional misconduct will be one who:
- has failed to abide by the SHLS Fitness to Practice Policy and GCU Code of Student Conduct,
- and/or has failed to meet the standards, policies or codes of conduct laid down by partner organisations that provide Practice Based Learning Placements
- and/or is unable to meet the programme requirements despite reasonable adjustments.

11. **Aegrotat Awards (Undergraduate Assessment Regulations, Section 23)**
Due to the requirements of the Regulatory/Professional Bodies there will be no aegrotat awards on the above-named programmes.

12. Students who are awarded one of the above-named awards are eligible to apply for Registration with the Health and Care Professions Council (HCPC) / General Dental Council (GDC) and/or Membership of the named Professional Body.

13. In the case of HCPC regulated Programmes, all Programmes will have at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, will be from the relevant part of the Register.

- **ADDITIONAL ASSESSMENT REGULATIONS SPECIFIC TO PRACTICE BASED LEARNING**

1. All Practice Based Learning Modules must be passed, including Elective Placements where offered.

2. **Module Pass Criteria (Undergraduate Assessment Regulations, Section 13.1)**
For Practice Based Learning Module assessments that consist of multiple components, all components must be passed at a minimum of 40% in order to complete the module successfully.

3. **Maximum Number of Attempts at a Module (Undergraduate Assessment Regulations, Section 14)**
   Only two attempts are permitted for Practice Based Learning Modules at all levels of the programme.

4. **Failure at the First Diet (Undergraduate Assessment Regulations, Section 15)**
   A student who fails or is unable to successfully complete Practice Based Learning Module(s) will be required to re-enter the module(s) either during the student's summer recess, or re-enter with attendance the following academic year, as determined by the Programme Assessment Board. The specific dates will be determined by placement availability.

5. A student must complete satisfactorily all requirements laid down by Regulatory/Professional bodies in relation to Practice Based Learning, e.g. number of placement days/ hours (as specified in the Programme Handbook). Failure to do so will require additional placements to be undertaken.

ADDITIONAL ASSESSMENT REGULATIONS SPECIFIC TO BSc (Hons) PODIATRY:

1. All clinical elements and practical sessions must be completed as per the module descriptor and programme handbook for the Introduction to Podiatric Practice, Podiatric Practice 2, Podiatric Practice 3 and Podiatric Practice 4 modules before being presented for assessment on each of the above modules.
2. Each of the above modules must be successfully completed at the associated programme level before progression to the next level or completion (for level 4 students) of the programme.

ADDITIONAL ASSESSMENT REGULATIONS SPECIFIC TO INTERPROFESSIONAL EDUCATION

M1B025798 Preparation for Professional Practice is not included in the set of modules used in the calculation of merit and distinction for the awards of Certificate of HE and Diploma of HE. (Therefore, for the award of Certificate of HE, only 100 SCQF7 credits would be included in the calculation set.). This is due to this module being PASS/FAIL

Assessment Thresholds for IPE modules - M2B026832 – Individuals, Teams and Communities and M3B025797 – Understanding Professional Teams and Leadership

Nursing students who are undertaking the above modules should note that Exception Case 208 has been applied to these modules meaning that there is a change from the standard University Assessment Regulations in terms of module pass criteria. **Consequently, for modules within the IPE Framework a minimum threshold of 40% (undergraduate level) will apply to *all* assessment components. This is accordance with the Nursing and Midwifery Council;** *Part 1, Standard 5.16, "there is no compensation in assessments across theory and practice learning".*

For ALL other **Allied Health Professional, Psychology and Social Work students** who are not regulated by the **Nursing and Midwifery Council,** standard University Assessment regulations apply regarding module pass criteria.

Early Retrieval for Final Year Podiatry Students:

Eligibility: - Students are only eligible to undertake early retrieval of a single component of assessment in one module with a credit rating up to and including 40 credits. They must have successfully passed all other work. The dissertation/project is exempt from this.

Students are required to have evidence of engagement in the module, with normally 80% minimum attendance. There will be no opportunity for early retrieval for students who have failed due to academic misconduct nor if they applied for Fit to Sit for their assessment component. Compensation does not apply as per exception 206.

VERSION CONTROL (to be completed in line with AQPP processes)			
Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.			
Version Number	*Changes/Updates*	*Date Changes/Updates made*	*Date Effective From*
1.0	Updated to 2024-2025 Template	18/06/2024	25/06/2024
1.1	Updated with Curriculum Map	25/07/2024	25/07/2024