



**Arrangements for:
Professional Development Award
(PDA) in Podiatry Support
at SCQF level 7**

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
02	H29S 34 Principles of Professional Practice has been replaced by HF27 34 and will finish 31/07/2018	28/06/16

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1 Introduction

This is the Arrangements Document for the new Group Award: Professional Development Award (PDA) in Podiatry Support at SCQF level 7 which was validated in July 2012. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

This PDA has been designed to provide an accredited and certificated award which will equip individuals with the skills and knowledge to improve professional practice and provide continuous professional development for Podiatry Assistants in employment and in training.

The delivery of the award provides a combination of Higher National (HN) Units and learning gained through application and practice. The assessment strategies are varied and incorporate real work experience, reflective practice, case studies, short answer questions and observed practice in a live or simulated clinical practice setting. Candidates must keep a reflective log of learning experiences with competences assessed and documented in a competency record.

2 Rationale for the development of the Group Award

2.1 Rationale

Role development is pivotal to ensure modern, fit for purpose and cost effective services. In recent years there has been a strong focus on the role and development of the Health Care Support Worker (HCSW). (Delivering Care Enabling Health, 2006 and Better Health Better Care, 2007).

Publication of 'A Guide to Health Care Support Worker Education and Role Development' by NHS Education Scotland (NES) in 2010, outlined the vision of a national approach to education and training for HCSWs.

The changing profile of skills and roles within health services and the ongoing development of the HCSW role are highlighted in the 2011 report 'The development of the clinical HCSW role. A review of the evidence'. This demonstrated a commitment from NHS Scotland and the Scottish Government in increasing the role and educational opportunities for HCSWs.

The Skills for Health Career Framework (2008) recognises nine levels within the NHS Scotland workforce each with defined core competence and skill. The framework is designed to support both career development and workforce planning across the spectrum.

The Health Care Support Workers Toolkit subsequently developed by NES clearly defines the roles of the range of HCSWs in a clinical setting. From an original list of more than thirty titles used across Scotland by HCSWs, NES identified three clear levels of HCSW and provided a unambiguous definition for each of these roles; HCSW, Senior HCSW and Assistant Practitioner.

In line with these definitions, within the podiatry profession in Scotland, HCSWs are practicing most commonly at a Senior HCSW level and generally known as Podiatry Assistants (PAs). The attributes highlighted in the career framework for Senior HCSWs match across to level 3. This level of staff are recommended to have an SCQF level 7 award or equivalent qualification

The recently published National Delivery Plan for the Allied Health Professions (AHPs) in Scotland, 2012–2015 puts emphasis on the importance of developing an AHP workforce at all skill levels acknowledging the added value and effectiveness that HCSW bring to a wide range of services. It highlights the educational needs to develop the skills required to underpin a future NHS workforce which will meet the key quality ambitions highlighted in the NHS Quality Strategy.

A shift in skill mix in podiatric practice in recent years has resulted in increasing numbers of PAs working within podiatry services. The contribution that PAs provide within services is well recognised and acknowledged as key to providing the high quality care for patients. To maximise the benefit of the PA role, it is essential that PAs are able to work to full scope of practice. This dependency on PAs makes it timely and necessary to explore the educational needs of this group of HCSWs.

Across NHS Scotland there is no consistent approach in PA training and education. The training most commonly undertaken by PAs in Scotland is in line with the training manual provided and supported by the Society of Chiropodists and Podiatrists (SOCP) for Chiropody Assistants. This training manual is currently being updated and revised by SOCP and although endorsed by the professional body the training programme does not have any formal credit rating attached to it.

Anecdotally, there was a view expressed by PAs and podiatry managers that due to the depth and detail of the PA training that formal recognition and accreditation for the training would be welcomed. This would also support the direction of travel advocated by NES in terms of appropriate ensuring educational opportunities for Senior HCSWs.

With the aim of improving training opportunities for PAs in Scotland through creating fit for purpose credit rated training, funding was secured from NES through the AHP Career Fellowship Scheme for a period of 18 months commencing in January 2011. The bid was submitted in partnership with three NHS podiatry services; NHS Greater Glasgow and Clyde, NHS Fife and NHS Lothian.

The key objectives within the project were as follows:

- ◆ to evaluate existing PA training.
- ◆ to complete market research to establish the demand for accredited training for Pas.
- ◆ to create (based on findings from the market research) training which may be suitable for accreditation.

To oversee the project, a steering group with representation from the three health board areas was established. Representation on the steering group included podiatrists, podiatry managers, PAs, practice education and development leads, a trade union representative in addition to delegates from Scottish Qualifications Authority (SQA).

A range of training options currently available were identified for trainee PAs. These include the SOCP programme, New Durham College programme, SVQs, HNC modules and a pilot training programme organised between NHS Fife and Queen Margaret University (QMU).

Evaluation of existing PA training currently being accessed was carried out by means of an option appraisal. This highlighted that although there were advantages within each of the options, none of the training models were deemed fit for purpose overall in their current format.

To ascertain the views of NHS podiatry managers on the current and future training available for PAs, an electronic questionnaire was distributed to every podiatry service in NHS Scotland during July 2011. The results from this survey highlighted: that gaining academic recognition for PA training is desired by the profession with 100% of respondents agreeing that this is necessary.

With 70% of services intending to increase recruitment of PAs over the next five years, and only 17% feeling that current training is completely fit for purpose, the need to meet this educational gap is paramount.

Responses in this survey suggest the three most frequently reported factors considered important for podiatry assistant training are; fitness for purpose, academic recognition and location of training.

Following on from this survey, views on training were also sought from PAs working in NHS Scotland through circulation of a similar questionnaire. Key points from this survey highlighted that 96% of the respondents felt that gaining academic recognition for the PA training was either very important or important. 91% agreed with the statement 'Training for PAs should have academic recognition for the work completed'. 92% of responders agreed with the statement on consistency of training across all health board areas. Nearly 80% indicated that the training should be work based.

In order to meet the needs of employers and PAs as identified in the market research and to ensure training is fit for purpose and suitable for credit rating, the steering group concluded that new training was required. The SOCP were supportive of the project using their training programme as a basis for mapping accredited learning and working with SQA to establish the formal academic level of the training. It was agreed that this new training would incorporate key learning Outcomes from the revised SOCP training manual and that these would be scrutinised and reviewed to reflect SCQF level 7. The qualification would be a Professional Development Award (PDA).

The business case agreed by SQA was to develop the PDA at SCQF level 7 as this is deemed appropriate for Senior HCSWs. This relates to the practical role being carried out by PAs and is in line with the educational aspirations highlighted by NES as the level appropriate for Senior HCSWs.

2.2 Target groups

This award is aimed at candidates seeking employment within podiatry as a podiatry assistant or trainee podiatry assistant in the NHS or equivalent employment within the private sector.

It is anticipated that candidates will come from a broad range of job roles that for example could include*:

- ◆ Care assistants
- ◆ Health Care Support Workers from other AHP professions
- ◆ Healthcare technicians
- ◆ Nursing assistants
- ◆ Resource workers
- ◆ Rehabilitation assistants
- ◆ Rehabilitation support workers
- ◆ Social care assistants
- ◆ Vocational rehabilitation workers

*This list is not exhaustive.

Candidates who have already undertaken other non-accredited podiatry assistant training courses will be well placed to undertake this award for job specific training or for the purposes of CPD.

2.3 Continuous Professional Development (CPD)

The PDA in Podiatry Support at SCQF level 7 provides CPD for candidates who are in roles where they work with others within podiatry. It allows an opportunity for those who wish to further the development of their skills to gain formal recognition.

The award is designed for those aspiring to advance their practice and career. The practical application of theoretical underpinnings should allow candidates to present concrete evidence of competence regarding career advancement.

Achievement of the PDA in Podiatry Support at SCQF level 7 may offer an opportunity to candidates to progress to further professional qualifications and to seek some recognition of prior learning from their studies.

To achieve the PDA, completion of all six Units is necessary however individual Units can be undertaken on a stand-alone basis to enhance professional development in a range of job roles.

2.4 Links to National Standards

The HN Units in this award provide some links into other Units. A mapping exercise has been completed aligning the award to the competences, skills or Outcomes detailed in the following standards and documents:

- ◆ National Occupational Standards for Health and Social Care at Level 2/3
- ◆ SOCP competences for podiatry assistant practitioners
- ◆ SOCP learning Outcomes from the training for podiatry assistant practitioners
- ◆ Knowledge and Skills Framework
- ◆ Skills for Health Career Framework

Each of these areas has been mapped individually with full detail available at Appendix 1.

3 Aims of the Group Award

3.1 General aims

This award will allow podiatry assistants and trainee podiatry assistants to undertake a nationally recognised and accredited training programme and will provide opportunity for formal recognition of previous training undertaken.

The overall aim of the award is to equip candidates who are planning to or already work in the podiatry field with the knowledge and skills that have been formally assessed at SCQF level 7. To achieve the award, candidate's demonstration of these skills, abilities and competences will be consistent with the SCQF level 7 characteristics.

The PDA in Podiatry Support at SCQF level 7 aims to allow candidates to advance their knowledge through the practical application of theory to support their clinical practice. Candidates may also use this qualification as progression into higher level study.

Generally, the award aims to:

- ◆ Provide academic stimulus and challenge.
- ◆ Develop skills in professionalism and personal effectiveness.
- ◆ Develop study skills.
- ◆ Develop investigative, evaluative and analytical skills.
- ◆ Develop planning and problem solving skills.
- ◆ Develop skills such as critical thinking and reflection.
- ◆ Develop transferable skills including Core Skills of communication, problem solving and working with others.
- ◆ Develop the ability to work flexibly and cooperatively within healthcare and multi-agency teams.
- ◆ Provide opportunities for career planning and enhance a learner's career prospects and develop employment skills related to the National Occupational Standards.

3.2 Specific aims

The PDA is a Group Award comprising of six Units at level 7 (52 SCQF credit points at SCQF level 7). It is designed to equip candidates with the broad range of both practical and theoretical skills to provide safe and effective care to patients within a defined scope of practice in a range of clinical settings. On successful completion of the PDA, candidates will be specifically able to:

- ◆ explain the principles of regulation for professional practice.
- ◆ explain how health and social care values and principles influence care practice.
- ◆ understand and apply the care planning process and the importance of collaborative team work.
- ◆ explain the levels of organisation and body processes essential to maintain health and well-being.
- ◆ explain the structure and function of selected body systems.
- ◆ investigate the categories of disease and explain the predisposing causes of disease.
- ◆ identify foot and ankle anatomy and deformity.
- ◆ describe joint movements in the lower limb and foot.
- ◆ evaluate the blood and nerve supply of the lower limb and foot.
- ◆ describe the structure and function of skin and nails.
- ◆ assess and evaluate normal and abnormal skin conditions.
- ◆ assess and evaluate normal and abnormal nail conditions.
- ◆ identify common therapeutics and their use in podiatry practice.
- ◆ describe the characteristics, structure and growth of micro-organisms and their effect on the human body recognising the common treatments for these.
- ◆ demonstrate ability to prevent infection in care under supervision.
- ◆ demonstrate safe and effective podiatry clinical practice within scope of practice under supervision.
- ◆ demonstrate the ability to set up a podiatry clinic and assist in a range of podiatry clinical areas under supervision.
- ◆ demonstrate skills in the implementation of a podiatric treatment plan and undertake a range of clinical and treatment procedures under supervision.

4 Recommended access to the Group Award

The PDA is primarily a training programme to develop support workers in podiatry into a clinical role within a defined scope of practice. Entry is dependent on previous experience and candidates would be expected to have experience working in a health care setting either in a volunteering or employed basis. Learners must have good written and oral communication skills.

Eligibility of potential candidates will be at the discretion of centres however it is recommended that candidates are currently employed as a podiatry assistant or trainee podiatry assistants. Centres must ensure that candidates are, or can gain a placement within an appropriate job role within a podiatry setting.

Clinical supervision requires to be provided by a Health Professions Council (HPC) registered podiatrist and evidence is necessary of participation in at least 300 hours clinical work in a podiatry clinical setting.

It is essential that candidates have good communication skills and relevant work experience that may include:

- ◆ paid or voluntary roles that include aspects of care work.
- ◆ experienced care workers, either voluntary or paid placement experience.

5 Group Award structure

The award is achieved on the successful attainment of all of the six Units contained within the Group Award. All six Units are mandatory and candidates must maintain a competency record which has been signed off by an HPC registered podiatrist. Candidates must also have participated in at least 300 hours clinical practice in a podiatry clinical setting. An understanding of both theory and its application in a clinical practice situation requires to be evidenced.

5.1 Structure

The Group Award is comprised of the following six Units:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Principles of Professional Practice	HF27 34*	8	7	1
Physiology for Care Professionals	FN2A 34	16	7	2
Functional Anatomy	H1T6 34	8	7	1
Dermatology and Nails	H1T5 34	8	7	1
Microbiology for Podiatry Support	H1T7 34	4	7	0.5
Podiatry Assistant Clinical Practice	H1T4 34	8	7	1

*Refer to History of Changes

5.2 Core Skills

There is no automatic certification of Core Skills or Core Skills components in the Units within the PDA Podiatry Support at SCQF level 7. There may be opportunities within all of the Units for learners to further develop four of the Core Skills in *Communication, Information and Communication Technology (ICT), Problem Solving* and *Working with Others*.

Communication: Written communication will be developed through the production of written work in a variety of formats. The practical aspect of working with patients in a clinical setting will allow opportunity for the development of oral communication through obtaining a pertinent patient history and recording clinical information in a structured format. Identifying and summarising information from reference sources will be required to support the Evidence Requirements. There will be opportunity to develop the supportive communication approaches necessary when patients are distressed or anxious during a treatment session.

Information and Communication Technology: Candidates will have opportunity to research information from the internet and will also be required to provide written reports, case studies and reflective essays.

Problem Solving: This could be developed through the analysis of clinical information and the presenting condition. As an example, an overall judgement on a nail or skin condition will be made through evaluation of the information on clinical presentation and patient reported history.

Working with Others: This skill will be developed through interactions with patients and a range of staff in a clinical environment. This skill could be further developed through working as part of a team and participating in team meetings and discussions.

Candidates participating in the award will also develop a range of core and transferable skills that may improve professional competences, confidence and employability.

For more information on Core Skills signposting see Appendix 2.

6 Approaches to delivery and assessment

6.1 Delivery

This award has been designed to be delivered through a combination of workplace, directed and independent learning, through reading, research and practice-based learning. Assessment through examples generated by real work experience is a key element of the award.

The award has been designed to be delivered through a partnership approach engaging with employers and SQA approved centres. Candidates undertaking this award are expected to be podiatry assistants or trainee podiatry assistants working in a clinical practice setting supervised by a Health Professions Council (HPC) registered podiatrist.

Trainee podiatry assistants studying this PDA in Podiatry Support at SCQF level 7 will be working with patients in a podiatry clinical setting. In this environment, candidates will be under direct supervision by an HPC registered podiatrist who will identify patients with podiatry conditions that are suitable for the candidate's level of training.

It is important that the award is accessible to potential candidates without disadvantage resulting from geographical location or other structural factors. Candidates must however be able to access a mentor/ supervisor who is an HPC registered podiatrist.

The award should be flexible in delivery to allow comprehensive geographical access and participation, including by open/distance learning.

The award involves candidates in a significant amount of experiential learning. Candidates are required to operate effectively under direction and supervision, to critically analyse and reflect on their experiences and to be able to make conclusions for their future behaviours and development.

Given that the award is based on practice, centres should set timescales for completion which are flexible and suit the requirements of the individual candidates and their professional areas.

In terms of sequence of delivery, it is recommended that the *Principles of Professional Practice* Unit (H29S 34) and the *Physiology for Care Professionals* Unit (FN2A 34) should be completed as the first stage. Following on from this, candidates should work through the *Dermatology and Nails* Unit, the *Functional Anatomy* Unit and *Microbiology for Podiatry* Unit. These Units can be sequenced in an order that is preferable to the candidate or the centre and can be either sequential or simultaneous. The *Podiatry Assistant Clinical Practice* will be the final Unit to be completed in the sequence as this brings together all the underpinning theoretical knowledge and skills gained from the other Units.

The facilitation of learning for the award should be through a range of approaches including face-to-face inputs, blended and other forms of directed and self-directed learning.

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including e-learning. At the outset, centres should make candidates aware of the requirements of the award, including the need to gather evidence, critically analyse and evaluate and report on their experiences. They should also inform candidates at the outset about the type of evidence they have to provide in order to complete each individual Unit and the award successfully. It is likely that delivery of each Unit will consist of some initial orientation and briefing sessions after which candidates should take some responsibility for their own independent learning. Centres should make suitable arrangements to support, supervise and guide candidates throughout. This could involve regular meetings with candidates on an individual basis or in groups or through phone or web based discussion. In addition to this candidates will be supported by an HPC registered podiatrist within their workplace/placement and be able to evidence participation in at least 300 clinical work hours.

Each of the Unit Specifications provides centres with details of Evidence Requirements and guidance on content, context, delivery and assessment.

6.2 Assessment

This award provides opportunity for applying a range of assessment instruments and strategies. Integration of assessment for a spectrum of learning Outcomes should be carried out where possible.

An understanding of both the theory and its application to clinical practice is a requirement for all learning Outcomes therefore a combination of strategies should be employed. The assessment methods could include observation of practice, extended response questions, case studies, clinical presentations and review of the candidate's portfolio and competency record.

Candidates should be encouraged to complete a reflective log for all learning activities and to maintain this within a portfolio of evidence. This portfolio can be used to support the Evidence Requirements of the candidate's knowledge and skills in relation to all Outcomes.

Candidates will be required to submit evidence of participation in at least 300 hours of clinical work in a podiatry clinical setting.

Ongoing assessment can be carried out through observation of practice by the supervising HPC registered podiatrist. Competences will be formally assessed and recorded by the supervising podiatrist/mentor with practice undertaken in a range of clinical settings where possible including routine and nail surgery clinics.

As part of their individual candidate management process, centres should devise varied assessment strategies suited to the needs, learning styles and professional environments of candidates.

Assessment of application within a clinical practice setting will be carried out in a live or simulated clinical setting. This should be applied for all learning Outcomes and documented in a competency record. Candidates could be asked to present and discuss the evaluation of clinical findings on a minimum of three patient cases. The correct podiatry anatomical terms should be used in both verbal and written presentations.

The key principles of assessment for this award are that it should be:

- ◆ objective, fair and equitable.
- ◆ quality assured — internally and externally.
- ◆ understandable, transparent and in a format appropriate to the candidate.
- ◆ aligned and appropriate to the content of the Units and Outcomes at the relevant SCQF level.
- ◆ proportionate while robust and demanding.
- ◆ timely and ongoing throughout the delivery of the award.
- ◆ incremental and developmental.
- ◆ redeemable (providing opportunity for reassessment).
- ◆ efficient and manageable.

Additionally, assessment should:

- ◆ model good assessment practice.
- ◆ include provision of a clear, accessible, reflective prior learning process.
- ◆ incorporate the flexibility to adapt to different learning styles.

6.3 Open learning/online learning

It is anticipated that centres delivering this award will develop blended solutions that will include elements of e learning or other flexible methods of delivery. All Units from the PDA in Podiatry Support at SCQF level 7 can be delivered on a full or part-time basis.

In this context, planning and resources are required for candidate support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes.

For further information and advice, please see *Assessment and Quality Assurance of Open and Distance Learning SQA, February 2001* — publication code A1030 — www.sqa.org.uk

7 General information for centres

7.1 Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice regarding reasonable adjustments and other assistance can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

7.2 Internal and external verification

All instruments of assessment used within the award should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification is carried out by SQA to ensure that internal assessment is within the national guidelines for the award. SQA allocates each approved centre an External Verifier and he/she will undertake a visit to ensure that effective benchmarking and standard setting across course providers is adhered to.

Further information on internal and external moderation can be found in the SQA *Guide to Assessment and Quality Assurance for Colleges of Further Education* www.sqa.org.uk

8 General information for candidates

This PDA in Podiatry Support at SCQF level 7 has been designed to meet the range of skills you will require to develop as a support practitioner in podiatry. This will support you to practice clinical skills within a defined scope of practice in a supervised environment. It will support you in the provision of a podiatry assistant clinical role. The knowledge and skills gained will enable you to provide safe and effective care to patients as part of an agreed treatment plan and undertake a range of duties delegated by a supervising HPC registered podiatrist.

In order to achieve the award, you must complete the following six HN Units:

H29S 34	<i>Principles of Professional Practice</i>
FN2A 34	<i>Physiology for Care Professionals</i>
H1T6 34	<i>Functional Anatomy</i>
H1T5 34	<i>Dermatology and Nails</i>
H1T7 34	<i>Microbiology for Podiatry Support</i>
H1T4 34	<i>Podiatry Assistant Clinical Practice</i>

Although entry is at the discretion of the centre it is recommended that you have good communication skills and previous work or voluntary experience working in a health care environment. It is advised that you are currently employed as a podiatry assistant or trainee podiatry assistant.

On completion of the award you will be able to:

- ◆ explain the principles of regulation for professional practice.
- ◆ explain how health and social care values and principles influence care practice.
- ◆ understand and apply the care planning process and the importance of collaborative team work.
- ◆ explain the levels of organisation and body processes essential to maintain health and well-being.
- ◆ explain the structure and function of selected body systems.
- ◆ investigate the categories of disease and explain the predisposing causes of disease.
- ◆ identify foot and ankle anatomy and deformity.
- ◆ describe joint movements in the lower limb and foot.
- ◆ evaluate the blood and nerve supply of the lower limb and foot
- ◆ describe the structure and function of skin and nails.
- ◆ assess and evaluate normal and abnormal skin conditions.
- ◆ assess and evaluate normal and abnormal nail conditions.
- ◆ identify common therapeutics and their use in podiatry practice.
- ◆ describe the characteristics, structure and growth of microorganisms and their effect on the human body recognising the common treatments for these.
- ◆ demonstrate ability to prevent infection in care under supervision.
- ◆ demonstrate safe and effective podiatry clinical practice within scope of practice under supervision.
- ◆ demonstrate the ability to set up a podiatry clinic and assist in a range of podiatry clinical areas under supervision.
- ◆ demonstrate skills in the implementation of a podiatric treatment plan and undertake a range of clinical and treatment procedures under supervision.

You must provide evidence for all of the Evidence Requirements and all of the knowledge and skills. All the evidence you use must relate to your own workplace/ placement setting.

Assessment provides the opportunity for you to demonstrate your skills and knowledge. You may be assessed using a range of assessment instruments and strategies which could include reports, case study, extended response questions and discussion of clinical findings. Clinical practice competences will be observed and formally assessed by your supervising podiatrist and documented in a competency record. You will be encouraged to maintain a reflective log and will need to provide evidence of participation in at least 300 hours of clinical practice in a podiatry clinical setting.

There is no automatic certification of Core Skills or Core Skills components in the Units within the PDA in Podiatry Support at SCQF level 7. There may be opportunities in the award to gather evidence for each of the Core Skills of *Communication, Working with Others, Problem Solving, Information and Communication Technology (ICT)*. Participating in this award will allow you to develop a range of core and transferable skills to improve professional competences, confidence and employability.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2-6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate and/or National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

10 Appendices

Appendix 1a:	Mapping to National Occupational Standards
Appendix 1b:	Mapping to SOCP Competences for Podiatry Support Training
Appendix 1c:	Mapping to Learning Outcomes from SOCP Assistant Practitioner Training
Appendix 1d:	Mapping to Knowledge and Skills Framework
Appendix 1e:	Mapping to Skills for Health Career Framework
Appendix 2:	Core Skills Mapping

Appendix 1a: Mapping of PDA in Podiatry Support at SCQF level 7 to National Occupational Standards for Health and Social Care (Level 2/3)

		Principles of Professional Practice	Physiology for care Professionals	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
HSC21	Communicate with, and complete records for individuals						
HSC21a	Work with individuals and others to identify the best forms of communication	☑					☑
HSC21b	Listen and respond to individuals questions and concerns	☑					☑
HSC21c	Communicate with individuals	☑	☑	☑	☑	☑	☑
HSC21d	Access and update records and reports						☑
HSC22	Support the health and safety of yourself and individuals						
HSC22a	Carry out health and safety checks before you begin work activities				☑		☑
HSC22b	Ensure your actions support health and safety in the place you work				☑		☑
HSC22c	Take action to deal with emergencies				☑		☑
HSC23	Develop your knowledge and practice						
HSC23a	Evaluate your work	☑			☑	☑	☑
HSC23b	Use new and improved skills and knowledge in your work	☑	☑	☑	☑	☑	☑
HSC24	Ensure your own actions support the care, protection and well-being of individuals						
HSC24a	Relate to and support individuals in a way they choose	☑	☑	☑	☑	☑	☑
HSC24b	Treat people with respect and dignity	☑	☑	☑	☑	☑	☑
HSC24c	Assist in the protection of individuals	☑	☑	☑	☑	☑	☑

		Principles of Professional Practice	Physiology for care Professionals	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
HSC25	Carry out and provide feedback on specific plan of care activities			☐	☐	☐	☐
HSC25a	Carry out specific plan of care activities			☐	☐	☐	☐
HSC25b	Provide feedback on specific plan of care activities			☐	☐	☐	☐
HSC25c	Contribute to revisions of specific plan of care activities			☐	☐	☐	☐
HSC27	Support individuals in their daily living						
HSC27a	Agree with individuals the support they require for their daily living	☐					☐
HSC27b	Assist individuals in activities to promote their well being	☐					☐
HSC27c	Help individuals access other support to promote their well being	☐					☐
HSC220	Maintain the feet of individuals who have been assessed as requiring help with general foot care	☐	☐	☐	☐	☐	☐
HSC222	Support individuals prior to, during and after clinical procedures						
HSC222a	Prepare individuals for clinical activities	☐					☐
HSC222b	Support individuals during and following clinical/therapeutic activities	☐					☐
HSC223	Contribute to moving and handling individuals						
HSC223a	Prepare individuals, environments and equipment for moving and handling						☐
HSC223b	Enable individuals to move from one position to another						☐

		Principles of Professional Practice	Physiology for care Professionals	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
HSC224	Observe, monitor and record the condition of individuals						
HSC224a	Observe and monitor individuals' conditions			☐	☐	☐	☐
HSC224b	Record and report changes to the appropriate people			☐	☐	☐	☐
HSC224c	Carry out instructions to meet individuals' changing conditions						☐
HSC225	Support individuals to undertake and monitor their own health care						
HSC225a	Support individuals when undertaking procedures, treatments and dressings						☐
HSC230	Manage environments and resources during clinical activities						
HSC230a	Prepare environments and resources for use during clinical activities				☐		☐
HSC230b	Monitor and manage the environment and resources during and after clinical activities				☐		☐
HSC234	Ensure your own actions support the equality, diversity, rights and responsibilities of individuals						
HSC234a	Respect the rights and interests of individuals	☐					☐
HSC234b	Treat everyone equally and in ways that respects diversities and differences	☐					☐
HSC234c	Act in ways that promote the individual's confidence in you and your organisation	☐					☐
HSC241	Contribute to the effectiveness of teams						
HSC241a	Agree and carry out your role and responsibilities within the team	☐		☐	☐	☐	☐
HSC241b	Participate effectively as a team member	☐		☐	☐	☐	☐

		Principles of Professional Practice	Physiology for care Professionals	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
HSC31	Promote effective communication with, for and about individuals						
HSC31a	Identify ways to communicate effectively	☐	☐	☐	☐	☐	☐
HSC31b	Communicate effectively on difficult, complex and sensitive issues	☐	☐	☐	☐	☐	☐
HSC31c	Support individuals to communicate	☐	☐	☐	☐	☐	☐
HSC31d	Update and maintain records and reports						☐
HSC33	Reflect on and develop your practice						
HSC33a	Reflect on your practice	☐			☐	☐	☐
HSC33b	Take action to enhance your practice	☐					

Appendix 1b: Mapping of PDA in Podiatry Support at SCQF level 7 to Society of Chiropodist and Podiatrists Competences for Podiatry Assistant Support Programmes

	Principles of Professional Practice	Physiology for care Professionals	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
Communicate with, and complete records for individuals						☐
Communicate effectively with individuals	☐		☐	☐	☐	☐
IT communication fundamentals	☐					
Store and retrieve information						☐
Develop your knowledge and practice	☐	☐	☐	☐	☐	☐
Reflect on and develop your practice				☐	☐	☐
Contribute to the development of the knowledge and practice of others						☐
Enable others to solve problems and tackle issues arising in practice						
Enable others to learn and benefit from your experience.	☐					
Make use of supervision	☐	☐	☐	☐	☐	☐
Support the health and safety of yourself and individuals			☐	☐	☐	☐
Ensure personal fitness for work	☐					☐
Prepare and dress for work in healthcare settings				☐		☐
Perform hand hygiene to prevent the spread of infection				☐		☐
Clean and remove spillages of blood and other body fluids				☐		☐
Minimise the risks of exposure to blood-borne infections while providing care				☐		☐
Safely dispose of healthcare waste, including sharps, to prevent the spread of infection				☐		☐
Make sure your actions contribute to a positive and safe working culture	√			☐		☐

	Principles of Professional Practice	Physiology for care Professionals	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
Maintain health and safety in a clinical/therapeutic environment				☐		☐
Work with others to improve customer service	☐					☐
Assist in the research work						
Contribute to the effectiveness of teams	☐					☐
Give customers a positive impression of yourself and your organisation (ICS Unit 1)	☐					☐
Establish effective relationships with customers	☐					☐
Respond appropriately to customers	☐		☐	☐	☐	☐
Communicate information to customers	☐		☐	☐	☐	☐
Act within the limits of your competence and authority	☐					
Comply with legal requirements for patient/client confidentiality	☐					
Manage and organise your own time and activities						☐
Ensure your own actions, support the equality, diversity, rights and responsibilities of individuals	☐					
Ensure your own actions, support the care, protection and well-being of individuals	☐			☐		☐
Undertake physiological measurements		☐	☐			
Monitor and assess patients following treatments						
Identify individuals at risk of developing health needs			☐	☐	☐	☐
Maintain the feet of individuals who have been assessed as requiring help with general foot care						V
Provide basic life support						
Communicate with individuals about promoting their health and wellbeing	☐					☐

	Principles of Professional Practice	Physiology for care Professionals	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
Undertake treatments and dressings related to the care of lesions and wounds				☐		☐
Remove wound closure materials from individuals						
Provide advice & information to individuals on how to manage their own condition						☐
Monitor and manage the environment and resources during and after clinical/therapeutic activities						☐
Prepare and maintain environments, materials and equipment for the routine design and manufacture of custom made devices						☐
Prepare routine components for custom made devices						☐
Provide technical assistance with the fitting of routine custom made devices						☐
Administer patient appointments						☐
Receive and record information for appointments						☐
Schedule patient appointments						☐
Receive patients and reconcile clinics						☐

Appendix 1c: Mapping of PDA in Podiatry Support at SCQF level 7 to The Aims of The Society of Chiropodists and Podiatrists Assistant Practitioner Training Manual

Chapter Number	Title and Aims	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical
3	The Assistant Practitioner. The Assistant Practitioner will:						
	Know something of the background leading to the creation of Assistant Practitioners' posts						
	Appreciate the basic structure of the NHS and podiatry services	☐					
	Acknowledge the Code of Conduct for Assistant Practitioners	☐					
	Develop an understanding of the working arrangements in health centres and clinics	☐					
4	The administrative role of the Assistant Practitioner The Assistant Practitioner will:						
	Display a working knowledge of the departmental guidelines for undertaking clerical/administrative work						☐
	Book appointments appropriately, supporting effective clinical time management						☐
	Show skills in various forms of communication in line with departmental guidelines						☐
	Demonstrate effective stock control according to departmental guidelines						☐

Chapter Number	Title and Aims	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical
5	The clinical role of the Assistant Practitioner The Assistant Practitioner will:						
	Demonstrate safe and effective clinical practice, in a variety of clinical settings and in line with departmental policy and procedure						☐
	Prepare the clinic for treatment sessions, identifying which instruments are to be used to perform specific functions						☐
	Provide basic footcare to a range of patients identified as suitable for treatment by the Assistant Practitioner						☐
	Undertake the necessary steps in the management of a minor bleeding point						☐
6	Pharmacology The Assistant Practitioner will:						
	Identify the common therapeutics used in podiatric practice				☐	☐	
	Develop a working knowledge of the appropriate use and action of the afore mentioned therapeutics				☐	☐	
	Be familiar with medication used in the management of conditions commonly seen within clinical practice				☐	☐	
	Have a basic appreciation of implications for the management of patients on certain medication				☐	☐	

Chapter Number	Title and Aims	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical
7	Microbiology The Assistant Practitioner will:						
	Gain an understanding of micro-organisms and their effect on the human body				☐		
	Recognise sources of contamination and strategies for minimising such sources				☐		
	Gain knowledge in sterilisation techniques used in podiatric practice				☐		
	Identify departmental policies on infection control and the management of communicable diseases				☐		
8	Histology The Assistant Practitioner will:						
	Demonstrate an understanding of the structure of a cell		☐				
	Recognise different cell types		☐				
	Appreciate the role of these cells in human form and function		☐				
	Identify the clinical consequences when these cells do not function normally		☐				
9	Physiology The Assistant Practitioner will:						
	Identify those structures involved in transporting blood around the body		☐				
	Appreciate the importance of a working respiratory system and the conditions that can arise from poor function		☐				
	Demonstrate an understanding of the digestive system and excretion		☐				
	Show an awareness of the importance of a disease-free nervous system		☐				

Chapter Number	Title and Aims	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical
10	Anatomy The Assistant Practitioner will:						
	Become familiar with the anatomical terms used in Podiatry, pertaining to the foot			☐			
	Gain knowledge of the bones and joints of the lower limb and foot			☐			
	Identify key structures of the blood and nerve supply to the lower limb and foot			☐			
11	Pathology The Assistant Practitioner will:						
	Demonstrate a working knowledge of basic surface anatomy of the lower limb and foot			☐			
	Gain an understanding of the effects of inflammation as a physiological process				☐		
	Identify the common pathological states which can be seen in the lower limb						☐
12	Dermatology The Assistant Practitioner will:						
	Appreciate the numerous causes of ulceration in the lower limb and relate these to the patient base of the specific locality						
	Develop an understanding of the role of the Assistant Practitioner and podiatrist in the multidisciplinary management of lower limb wounds				☐		☐
	Identify the anatomical features of the skin as an organ					☐	
	State the biological functions of the skin					☐	
	Recognise the most commonly seen dermatological conditions					☐	
	Consider the role of the Assistant Practitioner in the management of dermatological conditions					☐	

Chapter Number	Title and Aims	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical
13	Nails The Assistant Practitioner will:						
	Gain a basic knowledge of the structure and function of nails					☐	
	Appreciate the pathological nail conditions commonly seen in clinic					☐	
	Have an understanding of the management of these conditions					☐	☐
	Acknowledge the role and scope of practice of the Assistant Practitioner in the management of these conditions					☐	☐
14	Medicine The Assistant Practitioner will:						
	Gain knowledge of a wide variety of medical conditions affecting the general population		☐				
	Develop a deeper understanding of those conditions affecting the specific patient groups seen in clinical practice		☐				
	Identify the ways in which common medical conditions can affect the lower limb and foot		☐				
	Demonstrate an appreciation of how an Assistant Practitioner may become involved in the management of associated lower limb and foot problems						☐

Chapter Number	Title and Aims	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical
15	Public Health The Assistant Practitioner will:						
	Gain an understanding of the role that health behaviour and behaviour change play in health promotion and education						
	Identify the stages of the health behaviour change model						
	Demonstrate knowledge of the different methods of health education activities and appreciate the positive and negative aspects of each						
	Recognise factors that affect learning which may be a barrier to successful health education						
16	Quality The Assistant Practitioner will:						
	Identify the elements of quality in health care	☐					
	Gain an understanding of evidence based practice			☐	☐	☐	☐
	Develop knowledge of clinical governance	☐					
	Demonstrate how NICE guidelines can be used clinically, to support the role of the Assistant Practitioner	☐					
17	Orthoses						☐

Appendix 1d: Mapping of PDA in Podiatry Support at SCQF level 7 to Knowledge and Skills Framework

	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
<p>KSF Core Dimension 1. Communication</p> <p>This dimension relates to effectively communicating the needs and requirements of patients, carers, staff and others to provide excellent care and service. Effective communication is a two way process. It involves identifying what others are communicating and the development of effective relationships as well as one's own communication skills.</p>	☰	☰	☰	☰	☰	☰
<p>KSF Core Dimension 2 Personal and People Development</p> <p>This dimension is about developing oneself using a variety of means and contributing to the development of others during ongoing work activities. This might be through structured approaches (eg appraisal and development review, mentoring, professional/clinical supervision) and/or informal and ad hoc methods (such as enabling people to solve arising problems and appropriate delegation).</p>	☰	☰	☰	☰	☰	☰

	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
<p>KSF Core Dimension 3 Health Safety and Security</p> <p>This dimension focuses on maintaining and promoting the health, safety and security of everyone in the organisation or anyone who comes into contact with it either directly or through the actions of the organisation. It includes tasks that are undertaken as a routine part of one's work such as moving and handling.</p>				☐		☐
<p>KSF Core Dimension 4. Service Improvement</p> <p>This dimension is about improving services in the interests of the users of those services and the public as a whole. The services might be services for the public (patients, clients and carers) or services that support the smooth running of the organisation (such as finance, estates). The services might be single or multi-agency and uni or multi-professional. Improvements may be small scale, relating to specific aspects of a service or programme, or may be on a larger scale, affecting the whole of an organisation or service.</p>	☐					

	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
<p>KSF Core Dimension 5. Quality</p> <p>This dimension relates to maintaining high quality in all areas of work and practice, including the important aspect of effective team working. Quality can be supported using a range of different approaches including codes of conduct and practice, evidence-based practice, guidelines, legislation, protocols, procedures, policies, standards and systems. This dimension supports the governance function in organisations — clinical, corporate, financial, information, staff, etc.</p>				☰		☰
<p>KSF Core Dimension 6. Equality and Diversity</p> <p>It is the responsibility of every person to act in ways that support equality and diversity. Equality and diversity is related to the actions and responsibilities of everyone — users of services including patients, clients and carers; work colleagues; employees, people in other organisations; the public in general.</p>	☰					☰

	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
<p>KSF Specific Dimension HWB6 Assessment and Treatment Planning</p> <p>This dimension is about assessing the physiological (eg autonomic nervous system, cardio-vascular, gastro-intestinal, musculoskeletal, respiratory) and/or psychological functioning and any treatment planning associated with this, within the context of that person as an individual. It includes clinical history taking and examination, and a range of tests and investigations, including various forms of imaging and measurements of body structures and tests of physiological and psychological functioning. It also includes diagnosis and treatment planning.</p>		☐	☐	☐	☐	☐
<p>KSF Specific Dimension HWB7 Intervention and Treatment</p> <p>This dimension is about intervening and treating individuals' physiological and/or psychological needs in the context of the whole person. The interventions and treatments that are undertaken are within an overall treatment plan. Interventions and treatments may take a variety of forms including ongoing monitoring of the individuals condition to identify a need for possible intervention at a later date.</p>	☐	☐	☐	☐	☐	☐

	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
<p>KSF Specific Dimension HWB9 Equipment and Devices</p> <p>This dimension is about designing and producing equipment and devices to meet people's assessed health and wellbeing needs. The equipment and devices may be: Built/made from raw materials Assembled from pre made components Customised (ie adapted from a standard item) Custom-made (ie specifically designed and developed for an individual)</p>			☐	☐	☐	☐

**Appendix 1e: Mapping of PDA in Podiatry Support SCQF at level 7 to Skills for Health Career Framework
(based on National Occupational Standards)**

	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
Knowledge and Skills, Training and Experience	☐	☐	☐	☐	☐	☐
Supervision	☐	☐	☐	☐	☐	☐
Professional Vocational Competence	☐		☐	☐	☐	☐
Analytical/Critical Skills and Patient Care				☐	☐	☐
Organisational Skills and Autonomy/Freedom to Act	☐					
Planning, Policy and Service Development	☐					
Financial, Admin, Physical and Human Resources	☐					
Research and Development						

Appendix 2: Mapping of PDA in Podiatry Support at SCQF level 7 to Core Skills

	Principles of Professional Practice	Physiology for care Professional	Functional Anatomy	Microbiology for Podiatry	Dermatology and Nails	Podiatry Assistant Clinical Practice
Communication: Written	☐	☐	☐	☐	☐	☐
Communication: Oral	☐	☐	☐	☐	☐	☐
Information and Communication Technology (ICT)	☐					
Problem Solving	☐		☐	☐	☐	
Working with Others	☐		☐	☐	☐	☐