

Foot Health Support Workers Qualifications Framework



Typical Job Title	Foot Care Assistant (FCA) / Foot Health Practitioner (FHP)	Foot Health Practitioner (FHP)	Assistant Practitioner
AHP Framework support worker title	Senior Support Worker	Senior Support Worker	Assistant Practitioner
AHP support worker framework stages	Support workers at this stage require knowledge and understanding of facts, principles, processes and general concepts in their field of work. They may carry out a wider range of delegated duties than the person working at entry level, and will have more responsibility, with supervision and guidance available when needed. They contribute to service development and are responsible for their own development. Support workers at this level might carry their own caseloads that have already been seen by a registered professional, prioritise their own workload, and work with service users under a range of supervisory arrangements while undertaking routine processes.	As for previous level	At this stage there is a requirement for factual and theoretical knowledge of principles, procedures, processes, and concepts in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but people must make judgements, plan activities, contribute to service development and demonstrate self-development. They will provide practical training to less experienced staff, including students.
Descriptor for regulated qualifications framework or	RQF 3 A levels or Health and Science T-level or Apprenticeship Level 3	FHEQ Certificate of Higher Education or Apprenticeship Level 4	FHEQ Foundation Degree or Apprenticeship Level 5

higher education qualification as applicable			
Holders of this award:	Will have factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems. Provides and receives routine and straightforward information in a timely and effective manner to and from service users, carers, members of staff and others. Holder can interpret and evaluate relevant information and ideas. Holder is aware of the nature of the area of study or work. Holder is aware of different perspectives or approaches within the area of study or work.	Will have a sound knowledge of the basic concepts of a subject and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.	Will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.
Awarded to students who have demonstrated:	i) knowledge and understanding of ideas, processes, techniques, procedures and how they relate to each other. ii) an ability to present ideas through	i) knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that	i) knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those

	<p>written material, oral presentations and perform calculations demonstrating proficiency in mathematical operations</p> <p>iii) knowledge of the main methods to analyse, interpret and evaluate ideas, scientific information and evidence in the subject(s) relevant to the named award.</p>	<p>area of study</p> <p>ii) an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.</p>	<p>principles have developed.</p> <p>ii) ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</p> <p>iii) knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.</p> <p>iv) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p>
Awarded to students who will be able to:	<p>i) identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be</p>	<p>i) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work.</p>	<p>i) use a range of established techniques to initiate and undertake critical analysis of information, and to propose</p>

	<p>complex and non-routine</p> <p>ii) use appropriate investigation to inform actions and review how effective methods and actions have been.</p> <p>iii) communicate the results of their study/work accurately and reliably.</p> <p>iv) undertake further training and develop new skills within a structured and supervised environment.</p>	<p>ii) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.</p> <p>iii) undertake further training and develop new skills within a structured and managed environment.</p>	<p>solutions to problems arising from that analysis.</p> <p>ii) effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.</p> <p>iii) undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</p>
Awarded to students who have:	i) the qualities and transferable skills necessary for employment.	i) the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.	i) the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
Practical Skills	Subject specific: refer to standards for FHSWs – FCA/FHP	Subject specific: refer to standards for FHSWs – FHP	Subject specific: refer to standards for FHSWs – AP

Educational Competency Outcomes	Foot Care Assistant (FCA) / Foot Health Practitioner (FHP)	Foot Health Practitioner (FHP)	Assistant Practitioner
Key and Transferable skills	Adhere to relevant professional standards for conduct and ethics, such as those provided by professional bodies.		
	Apply problem-solving skills in practice settings taking account of relevant social, cultural, psychological and ethical issues.		
	Promote equality of opportunity and respect diversity of patients, carers and the wider healthcare team.		
	Have a commitment to quality and care for patients and their relatives ensuring patient-outcomes are maximised.	Demonstrate appropriate leadership within the scope of the role to effectively manage their own defined caseload.	
	Be open and honest with individuals choosing the most appropriate way of communicating.	Use effective communication skills to support patients with different cultural and socioeconomic needs, dealing with both straightforward and complex clinical scenarios.	
	Respect confidentiality and personal information about patients and others.	Communicate complex, sensitive information to a wide variety of professionals using a variety of methods including the use of interpersonal skills, written and verbal effectiveness.	

	Work closely and collaboratively in an open/honest and supportive way, acting in the best interest of patients and others.	Apply interdisciplinary skills for both straightforward and complex work, in one-to-one and in group and team situations in order to plan, organise, allocate, review and evaluate their own practice in a variety of settings.
	Take a personal responsibility for the quality of care they provide within their own role boundaries and scope of practice.	Demonstrate a professional value base, and through self-reflection take professional responsibility for their own role boundaries and scope of practice.
	Maintain and further develop own skills and knowledge through reflective practice and recognised continued professional development activities within a structured and managed framework.	Maintain and further develop their own skills and knowledge, and that of others, through recognised Continued Professional Development (CPD) activities enabling flexibility in practice and in response to changing service needs.
Practical Skills	Provide and promote holistic patient/person-centred care and support, demonstrating duty of care and safeguarding of individuals.	
	Demonstrate competence in a range of relevant technical and administrative procedures relevant to their role boundaries and scope of practice.	
	Appropriately, refer patients to members of the wider healthcare team in order to maximise outcomes for patients.	

	Maintain a safe clinical environment in clinical and domiciliary settings.		
	Take a detailed patient history.		Take a detailed patient history, using local protocols to refer when necessary.
	Follow a stepwise and holistic approach to patient assessment.	Follow a stepwise and holistic approach to patient assessment, undertaking relevant physiological measurements using appropriate equipment in a safe and effective manner.	
	Safely and effectively provide a defined range of footcare interventions that fall within their own role boundaries and scope of practice.	Safely and effectively provide a range of footcare interventions that fall within their own role boundaries and scope of practice.	
	Communicate clinical findings accurately and reliably to patients, carers and health care professionals, using structured protocols and maintain accurate records.	Communicate clinical findings accurately and reliably to patients, carers and health care professionals, using structured protocols.	
		Provide patients with information about how to maintain their foot health. Provide patients with information.	
		Maintain accurate and detailed patient records about all aspects of a patient's history assessment, treatment and ongoing advice.	
	Keep information confidential and make appropriate use of technology.		
			Apply problem-solving and critical thinking skills in practice settings taking account of relevant social, cultural, psychological and ethical issues

Knowledge and understanding - the practitioner will know and understand	The common disorders affecting skin and nails of the foot and lower limb.		
	The legal and ethical frameworks in which patient care is provided.		
	The different forms of communication used with patients, carers and the wider healthcare team.		
	The basic structure and function of the healthy foot and lower limb.		How to integrate principles, theory and practice in the context of health and social care utilising information from a wide variety of sources including current research.
		How to integrate theory and practice in the context of health and social care utilising information from a wide variety of sources.	Apply interdisciplinary skills for both straightforward and complex work, in one-to-one and in group and team situations in order to plan, organise, allocate, review and evaluate their own practice.
		The common localised and systemic health conditions that affect the foot and lower limb.	
	The concepts that underpin infection control and how to prevent cross-infection and the importance of health and safety in all practice settings.		
		How to evaluate the effectiveness of the care provided.	The physiology, organisation and function of the human body and healthcare needs across the lifespan in health and disease.
		How to use clinical guidance to inform patient care.	How to critically analyse current practice-based evidence to



			improve the quality of patient care.
		How to present basic qualitative and quantitative data in patient notes and when communicating with your supervisor*.	How to present qualitative and quantitative data when making referrals.

Royal College of Podiatry Standards of Education and Training (SETs) mapping document – accreditation process for Foot Health Support Workforce

Introduction

The Foot Health Support Workforce SETs ensure that learners are prepared for safe and effective practice. A programme which meets the SETs allows a learner who completes that programme to meet the Standards for the Foot Health Workforce. The Standards for the Foot Health Workforce set out the knowledge, skills and behaviours that are needed for safe and effective working at each level of the foot health support workforce practice (up to but not including HCPC-registered podiatrists). Additionally, the SETs will ensure that learners taking part in an accredited programme meet the values and behaviours expected by the Royal College of Podiatry.

Guidance and Mapping

To ensure we can find information about how your programme meets the standards, please ensure that your evidence is presented in a coherent and user-friendly way. The following should be used as a guideline when providing your documentary evidence, and as a checklist before you submit



your programme accreditation documentation to the Royal College of Podiatry. If your documentation contains errors, omissions or is not coherent we will ask you to resubmit. Please see further guidance about submitting, mapping and documentation on the Royal College of Podiatry webpages.

Please ensure that your evidence:
<ul style="list-style-type: none"> • Has clear document names (Please refer to the accreditation guidance for a list of required documents)
<ul style="list-style-type: none"> • Has clear headings
<ul style="list-style-type: none"> • Has page numbers
<ul style="list-style-type: none"> • Is not in WinZip files
<ul style="list-style-type: none"> • Only includes documentation referenced in your mapping
<ul style="list-style-type: none"> • Does not contain any personally identifiable or sensitive information which is not necessary for us to consider in assessing your programme.

Please ensure that your mapping:
<ul style="list-style-type: none"> • References exact document titles
<ul style="list-style-type: none"> • Contains accessible web links (i.e., not accessible only via an internal intranet)
<ul style="list-style-type: none"> • References correct page and paragraph numbers
<ul style="list-style-type: none"> • Includes a contents page or index listing all documentation and information provided in your submission, including correct document names and page numbers.

Standard of Education and Training (SET)		How do you meet this standard?	Where can evidence be found to demonstrate that you meet this standard? (Clear document names, headings page and paragraph numbers)	Standards of Education and Training - Short Guidance (Please refer to the full guidance document for further information)
1.	Programme admissions			
1.1	The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.			<p>This standard is about making sure that information provided throughout the admissions process is clear and thorough and allows informed decision-making. This standard has two purposes.</p> <ol style="list-style-type: none"> 1. We want to be sure that applicants provide all the information required to come to an appropriate decision about their suitability for a programme. 2. We want to make sure that you provide applicants with all the information on the programme that they need to make a fully informed decision about taking up a place on a programme.
1.2	The selection and entry criteria must include appropriate academic and			This standard is about making sure that the academic and professional entry criteria are appropriate to the level and content of the programme. The level of this criteria is

	professional entry standards suitable for the level of study.			determined by the learning organisation in line with national standards relevant to the level of study.
1.3	The admissions process must ensure that applicants have a good command of English to complete the programme successfully.			This standard is about making sure that learners can use the English language at the level necessary to communicate effectively with service users and carers, educators and others, and to complete the programme successfully.
1.4	The admissions process must assess the suitability of applicants, including criminal conviction checks using the DBS system.			<p>This standard is about making sure that learners meet the required standards for working with children or vulnerable adults.</p> <p>The process for requesting and confirming criminal record checks on all applicants must be described in the programme documentation.</p>
1.5	The admission process must ensure that applicants are aware of any health assessments that need to be carried out and comply with the necessary health requirements to work within a health care			This standard is about making sure that learners will be able to take part in a programme safely and effectively and meet our standards for studying and working in a healthcare environment once they complete the programme.

	environment.			
1.6	There must be an appropriate and effective process for assessing applicants' prior learning and experience.			This standard is about making sure that you consider any previous learning and experience an applicant has as part of the admissions process in an appropriate and effective way. This is often known as 'recognition of prior learning' and can relate to an applicant's previous experiential (informal) learning or previous certificated (formal) learning (such as relevant qualifications or completed modules).
1.7	The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.			This standard is about making sure that the admissions process is open and impartial and does not discriminate unfairly between applicants.
2.	Programme governance, management and leadership.			
2.1	The programme must be sustainable and fit for purpose.			This standard is about making sure that there is a future for the programme, that it is currently secure and is supported by all stakeholders involved.
2.2	The programme must			This standard is about making sure there is

	be effectively managed, education provider must ensure that the person holding overall operational responsibility for the programme is appropriately qualified and experienced.			<p>effective management and clear responsibility for the programme. We expect there to be a programme -management structure in place with clear roles and responsibilities. You should also make sure that the people involved have the commitment, skills and expertise they need to lead and manage the programme.</p> <p>By 'appropriately qualified and experienced', we mean that the person is or has been associated with foot health practice and has the relevant educational experience to oversee the programme from an operational perspective.</p>
2.3	The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and has the relevant educational and professional experience in foot health			<p>This standard is about making sure that there is a suitable person to lead the programme. This person is sometimes called the 'programme leader', but there may be other titles used for the role.</p> <p>By 'appropriately qualified and experienced', we mean that the person is a healthcare professional capable of leading the programme and effectively organising how that programme is delivered.</p>

2.4	The programme must have regular and effective monitoring, reporting and evaluation systems in place.			This standard is about how you make sure the programme delivers overall quality and effectiveness on an ongoing basis. You need to be able to show the systems in place to demonstrate how you monitor, report and evaluate the programme's quality assurance and effectiveness.
2.5	Service users and carers must be actively involved in the programme.			This standard is about how a programme actively involves service users and carers in contributing to the overall quality and effectiveness of a programme. It ensures that learners completing an approved programme are patient centred and fit to practise.
2.6	Learners must be involved in the development and enhancement of a programme.			This standard is about how the experience of learners is central to the quality and effectiveness of the programme. Involving learners could include involving individuals, or it could include working with groups of learners or representatives.
2.7	An effective programme must be in place to ensure the continuing professional and academic development of educators,			<p>This standard is about making sure that educators continue to develop and maintain their professional and academic skills, so they can deliver the programme effectively.</p> <p>By 'academic development,' we mean activities aimed at developing educators' skills related to teaching, learning or research which is</p>

	appropriate to their role in the programme.			appropriate to their role in the programme. By 'professional development,' we mean activities aimed at developing educators' skills in leadership, management, and/or communication.
2.8	There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings.			This standard is about your commitment to supporting and helping learners to achieve and successfully complete the programme. By 'all settings' we mean the setting for theory-based learning, as well as the practice-based learning environment (where it is separate) and any other place where part of the programme is delivered.
2.9	The programme must implement and monitor diversity and inclusion policies in relation to learners.			This standard is about making sure that the programme provides an impartial, fair and supportive environment to allow people to learn. The diversity and inclusion policies, as well as the processes you have in place to monitor how they are put into practice, must apply throughout the programme.
2.10	There must be a thorough and effective process in place for receiving and responding to learner, concerns and complaints.			This standard is about how you look at and settle concerns and complaints raised by learners. Clear processes and lines of communication need to be in place to facilitate learners to raise concerns and complaints in a safe, secure and non-threatening environment. Furthermore, you must show how concerns and complaints contribute to

				the overall way in which the programme is governed.
2.11	There must be thorough and effective processes in place for raising concerns to ensure the ongoing suitability of learners' conduct, character, health and wellbeing.			<p>This standard is about how you look at and settle concerns raised by academic or practice educators. Clear processes and lines of communication need to be in place to facilitate academic and practice educators to raise academic or professional concerns over a student.</p> <p>These processes must demonstrate how you take responsibility for protecting service users and carers who interact with learners, and for making sure that learners who complete the programme meet the Standards for the Foot Health Workforce and expectations of professional behaviour. We expect you to have effective processes in place to continuously reassess the suitability of learners' conduct, character and health, and deal with any concerns about learners. This process should include fitness to study and fitness to practice pathways.</p>
2.12	There must be an effective process in place to support and enable learners to raise concerns about			This standard is about helping learners to recognise situations where service users may be at risk, supporting them in raising any concerns and making sure action is taken in response to

	the safety and wellbeing of service users.			<p>those concerns.</p> <p>Learners and staff may encounter situations which cause concern during practice-based learning or in other ways during the programme. There must be a process or processes which cover all parts of the programme.</p>
2.13	The education provider must ensure learners, educators and others are aware that only successful completion of a programme approved by the Royal College of Podiatry leads to eligibility for working for the NHS.			<p>This standard is about making sure there is no confusion about which programmes we approve and which we do not. Learners, educators and the public must be clear on which programmes meet our standards and which do not.</p>
2.14	There must be regular, effective and evidenced collaboration between the education provider and practice education providers.			<p>This standard is about how you work in partnership with those who provide practice-based learning as a way of making sure that they provide ongoing quality and effectiveness.</p> <p>This may be applicable in some cases e.g., apprenticeships or those programmes where placements are delivered in external practice-based learning environments.</p>

2.15	There must be an effective process in place to ensure the availability, equity and capacity of practice-based learning for all learners.			This standard is about the processes you have in place to make sure that all learners on the programme have access to 'hands on' practice-based learning which meets their learning needs and the intended learning outcomes of the programme.
2.16	There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.			This standard is about making sure that the resources provided for the programme allow for an appropriate number of staff who are able and equipped to deliver the programme effectively. By 'adequate number' we mean that you must be able to justify the number of staff you have in place – as well as the proportion of their time spent working on the programme – in relation to the practical requirements of the programme, the number of learners, their needs and the learning outcomes to be achieved.
2.17	Subject areas must be delivered by educators with relevant specialist knowledge and expertise.			This standard is about making sure that educators have the necessary knowledge and expertise to deliver their parts of the programme effectively. This covers teaching as well as assessment and other aspects of delivering the programme. By 'educators,' we mean individuals who are involved in teaching, facilitating, assessing or supporting learning.
2.18	The resources			This standard is about how you make sure that

	to support learning in all settings must be effective and appropriate to the delivery of the programme and must be accessible to learners and educators.			<p>programme resources are readily available to learners and educators and are used effectively to support the required learning and teaching activities of the programme.</p> <p>By 'all settings,' we mean the setting for theory-based learning, as well as for practice-based learning (if this is separate) and any other site where a part of the programme is delivered.</p>
3.	Programme design and delivery			
3.1	The delivery of the programme must support and develop evidence-based practice.			This standard is about ensuring learners use best evidence to inform and systematically evaluate their practice as a key part of meeting the standards. Programmes should introduce key research and enquiry skills to inform evidence-based practice. The ability to guarantee the quality of their own practice is a requirement set out in the Standards for the Foot Health Workforce (SFHW).
3.2	The delivery of the programme must support and develop digital literacy skills.			This standard is about ensuring learners develop appropriate digital literacy skills to prepare them for the digital workplace. A programme should evidence how digital literacy is embedded within the programme and how learners develop these skills through authentic tasks in meaningful

				situations relevant to the level of study.
3.3	The programme must ensure that learners are able to learn about the roles of other relevant professionals in the wider healthcare team.			This standard is about how learners are enabled and empowered to work with other professionals and across professions for the benefit of service users and carers.
3.4	The programme must include effective processes for obtaining appropriate consent from service users and learners.			<p>This standard is about respecting individuals' rights and reducing the risk of harm, while also making sure that learners understand what will be expected of them as health and care professionals.</p> <p>The standard has two parts:</p> <ol style="list-style-type: none"> 1. The first part is about getting appropriate consent from service users who interact with learners and 2. The second part is about getting appropriate consent from learners in situations where they take part as service users themselves in practical and clinical teaching.
3.5	The education provider must identify			This standard is about making sure that all learners who complete the programme meet the

	and communicate to learners the parts of the programme where attendance is mandatory and must have associated monitoring processes in place.			<p>Standards for the Foot Health Workforce (SFHW), by being fully involved in the parts of the programme which are essential to achieving them.</p> <p>You must have systems in place to monitor attendance and to take appropriate action if learners fail to attend the compulsory parts of the programme.</p>
3.6	The learning outcomes must ensure that learners meet the Standards for the Foot Health Workforce.			<p>This standard is about making sure that learners who complete an approved programme can meet the Standards for the Foot Health Workforce (SFHW). You must be able to show how all the SFHW is covered by the learning outcomes in the programme. It is not necessary for each of the SFHW to link to a single learning outcome. It may be that several learning outcomes together make sure that learners are able to meet one or more of the SFHW domains.</p>
3.7	The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, as set out			<p>Throughout a programme, learners must have the opportunity to learn about professional conduct and to demonstrate an understanding of which types of behaviour are appropriate for the FHSW roles and which are not.</p>

	in the Common Themes in the Standards for the Foot Health Support Workforce.			
3.8	The programme must reflect the philosophy, core values, skills and knowledge base as articulated in the Standards for the Foot Health Support Workforce.			This standard is about making sure that a programme remains current regarding the philosophy, core values, knowledge and skills of the FHSW roles. It also aims to allow for enhancement as the roles and responsibilities of the support workforce change over time.
3.9	The curriculum must remain relevant to current practice at the appropriate level for the learner's role.			This standard is about how the programme takes account of and reflects current practice, so that it remains relevant and effective in preparing learners for practice at the appropriate level for their role. Practice changes over time. You must be able to show how you make sure the curriculum stays relevant and how you update it in line with developments or changes in current practice.
3.10	Integration of theory and practice must be central to the programme.			This standard is about making sure that learners can apply knowledge to practice as a basic part of being prepared and competent to practise within their roles. This standard can be mapped in a programme's assessment matrix.

3.11	The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.			This standard is about making sure that the methods you use to deliver the programme support learners to achieve the learning outcomes. By 'appropriate,' we mean relevant to and effective at achieving the learning outcomes needed, both in terms of theoretical knowledge and the practical skills needed in professional practice.
3.12	The delivery of the programme must support and develop a learner's responsibility for their own learning and reflective thinking.			<p>This standard is about helping learners to take responsibility for their own learning to become reflective practitioners as they carry out well defined clinical duties and the essential fundamentals of foot health care.</p> <p>The delivery of the programme should encourage learners to consider their own practice, including the scope of their safe and effective practice and their responsibility to make sure that they practice safely when they complete the programme.</p>
4.	Practice-based learning			
4.1	The education provider must maintain a thorough and effective system for approving,			This standard is about making sure the programme delivers continued quality of practice-based learning. You must have a system for approving practice-based learning and for regularly monitoring it. This may include

	monitoring and ensuring the quality of practice-based learning.			collecting, analysing and acting on feedback from learners, service users, practice placement educators and others. Also, we expect you to have processes in place to respond when any concerns, difficulties or incidents arise, which could prevent a learner's success when providing practice-based learning, or if there is evidence which may call into question the suitability of the practice-based learning environment.
4.2	Practice-based learning must take place in an environment that is safe and supportive for learners and service users.			You must make sure that practice-based learning does not cause a risk to service users. This is in part about making sure that learners work within a scope of practice that is appropriate to their level of skills and experience. This is likely to develop for an individual learner as they progress during the course of the programme and the practice-based learning they take part in should reflect this.
4.3	Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.			This standard is about making sure there is enough support for learners to take part in safe and effective practice-based learning. The training establishment is responsible for ensuring whomever they employ to provide practice-based learning adheres to the requirements of that organisation to maintain competence and undertake relevant CPD.
4.4	Learners and practice			We expect you to make sure that the

	educators must have the information they need in a timely manner in order to be prepared for practice-based learning.			qualifications and experience of staff are appropriate to the specific aspects of practice-based learning they are involved in, and that they can effectively support learning and assessment.
4.5	Practice-based learning must be integral to the programme.			<p>This standard is about how practice-based learning is used effectively, as a key part of the programme, to prepare learners for future practice. Practice-based learning may take place throughout a programme or in separate periods of time. In some programmes, it is provided in a different setting or by a different organisation than other parts of the programme.</p> <p>The practice-based learning provided must provide the relevant 'hands on' learning experiences to allow the learner to successfully meet the learning outcomes in line with the Standards for the Foot Health Workforce.</p>
4.6	The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the Standards for			This standard is about making sure that the way practice-based learning is designed allows learners to achieve the learning outcomes of the programme and the Standards for the Foot Health Workforce. You must be able to explain how learners progress during practice-based learning, in relation to the Standards for the Foot

	the Foot Health Workforce.			Health Workforce and the learning outcomes of the programme.
4.7	There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.			This standard is about making sure there is enough support for learners to take part in safe and effective practice-based learning. You must be able to justify what you consider to be a suitable number of staff for the number of learners and the level of support specific learners need.
4.8	Practice educators must have relevant knowledge, skills and experience to support safe and effective learning.			This standard is about how you make sure that practice educators are suitable and able to support and develop learners in a safe and effective way. A 'practice educator' is defined as a person who is responsible for a learner's education during their practice-based learning. You must be able to justify what the necessary knowledge, skills and experience are to be able to support safe and effective practice-based learning in relation to the learning outcomes of the programme.
4.9	The education provider must ensure that learners undertake a suitable amount practice-based learning to meet the learning outcomes of the			This standard is about how you make sure that a learner has undertaken adequate practice-based learning to achieve the learning outcomes of the programme relevant to the level of study. The programme should evidence that it is designed to embed participatory and 'hands on' experiential learning activities.

	programme.			
5.	Assessment			
5.1	Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.			This standard is about making sure that assessments are effective at deciding whether a learner is fit to practise by the end of the programme. You must have appropriate processes in place to make sure that assessments in the programme are objective, inclusive, fair, reliable and are of a variety to support individual styles and develop transferable skills. This process should also include processes for managing individuals who do not meet the required standards.
5.2	Assessment policies must clearly specify requirements for progression and achievement within the programme.			This standard is about how you make sure that learners understand what is expected of them at each stage of the programme and educators can apply assessment criteria consistently. As well as what might prevent a learner from progressing, you should also be clear about the options available to a learner who is failing or at risk of not progressing or completing the programme. You should be able to show how these policies are clearly communicated to both learners and educators.
5.3	There must be an effective process in place for learners to			This standard is about making sure that assessment processes are applied fairly. An 'academic appeal' means a request by a learner

	make academic appeals.			for a review of a decision made by you or another academic body about their progression, assessment or award. You must have a process in place which allows learners to make an appeal if they feel that the process which led to the decision has been followed incorrectly or unfairly, or unknown circumstances which had an effect on the learner's performance at the time of the assessment.
5.4	The education provider must ensure that at least one external examiner for the programme is appropriately qualified and experienced.			<p>This standard is about making sure that there is relevant professional input in the external review of the assessment process. You must make sure that at least one of your external examiners has professional and academic experience and qualifications relevant to the programme.</p> <p>By 'appropriately qualified and experienced', we mean that one of the external examiners must be a podiatry academic capable of reviewing the professional and academic assessment processes required to award the qualification.</p>
5.5	The assessment strategy and design must ensure that those who successfully complete the programme meet			This standard is about making sure that learners who complete the programme have demonstrated the threshold level of knowledge, skills and understanding to practise their role safely and effectively. Your assessment strategy and design must make sure that learners can

	the Standards for the Foot Health Support Workforce.			meet all the Standards for the Foot Health Workforce before completing the programme.
5.6	Assessment throughout the programme must ensure that learners demonstrate that they can meet the professional values and behaviours as set out in the Standards for the Foot Health Support Workforce.			This standard is about how learners can demonstrate that they understand the expectations associated with being a foot health support worker.
5.7	The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes appropriate to the level of study.			This standard is about making sure that the methods used to assess learners help you to decide whether the learning outcomes of the programme have been met. This, in turn, makes sure that the Standards for the Foot Health Workforce are met.