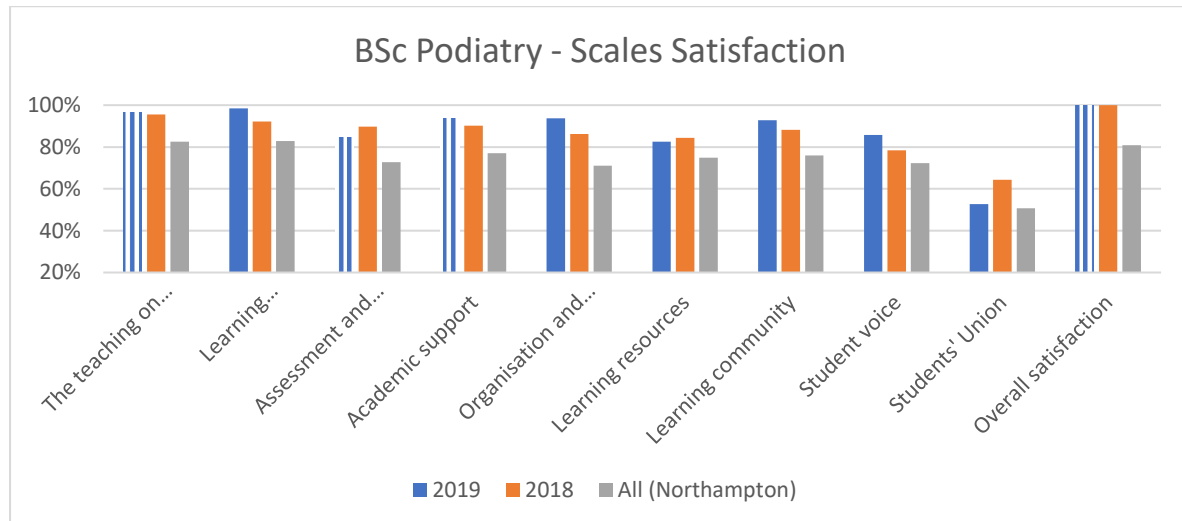


### **BSc Podiatry**

In 2018, BSc Podiatry attained maximum overall satisfaction, and it repeated the trick this time around. Indeed, the three, other key metrics are also beyond their University targets too. Regarding course teaching, all respondents concluded that the programme was intellectually stimulating (Q3), while on academic support, the same was seen for being able to contact staff (Q12) after a six-ppt rise. Yet, there was a slight reversal on assessment and feedback, as approval for receiving helpful comments on work (Q11) dropped to 81%.



Unlike other programmes, respondents praised the organisation and management highly, with the entire sample believing the course to be well-organised (Q15). Meanwhile, on learning resources, contentment with access to course-specific resources (Q20) dropped by 13 ppts. Also, below three-quarters could detect how student feedback had been acted on (Q25, student voice scale).

As one would expect given the above, commenters were extremely positive. The staff were variously described as 'nice and helpful', as well as 'very knowledgeable and experienced'. They have also maintained a 'close relationship with students'. One said: "Despite the new changes at the University, podiatry lecturers have maintained student-lecturers contact, which is vital in such practical courses. Extra time is provided for students, especially if one is academically challenged."

The practical experience gained was also recognised. One explained: "The opportunity to [attend] the Leicester dissection in [the] 3rd year is very helpful as a refresher to anatomy." Another added: "The variety of clinics and placement[s] throughout the 2nd & 3rd year is brilliant – we get lots of experience and clinical practice!" Furthermore, appreciation was shown for a 'variety of different ways of learning', which has 'helped to make learning fun'. On the course structure, a sample member wrote: "I like the fact [that] there are no assignments in the third year as the dissertation is the main piece of work [then]." Another simply concluded: "I couldn't fault the course."

**RECOMMENDATIONS:** Given the high attainment in, for example, teaching, academic support, and organisation and management, staff should consider sharing best practice with other programmes.