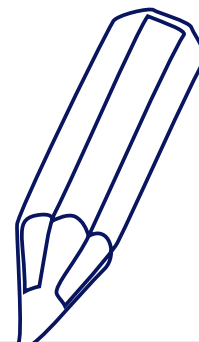


Podiatry Career Framework



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Glossary

Abbreviations

Term	Definition
PPP	Personal Podiatry Profile
Domain	There are four domains of podiatry practice: clinical practice, facilitated learning, research, development and innovation and leadership and management. A cord is made up of strands of each domain with some cords extending further than others as the podiatrist progresses through their career
Strand	Element of enhanced practice gained following a programme of CPD. These can be deepened in shade to indicate years of experience and expertise. Strands are added in the colour of the domain eg blue for clinical practice and multiples of the same colour can be added as enhanced or advanced practice develops
HCPC	Health and Care Professions Council
RCPod	Royal College of Podiatry
PCF	Podiatry Career Framework

Foreword

This second edition of the Podiatry Career Framework (PCF) has been developed following significant growth and development in the associate foot health and podiatry professions since the first edition in 2021. Reflections in the COVID-19 pandemic¹ publication of new policy in allied health, The Saks Report commissioned by the Royal College of Podiatry², and the constantly evolving evidence base each serve as calls to action for every podiatrist now.

Embedded in the original PCF was reference to pre-registration level associate professions forming the support workforce below degree-level podiatry. In 2021 the 'Standards for the Foot Health Workforce (up to HCPC Registered Podiatrists)' were published³ outlining pre-registration capability up to RQF level 5. This current revised PCF, therefore, is a continuation forward from that Standard, for podiatrists (level 6) and podiatric surgeons (level 7) onwards.

Podiatry is a first point of contact profession for people with foot, and lower limb conditions and pre-registration training prepares podiatrists with core capabilities in clinical practice, leadership and management, research, development and innovation, and facilitating learning. Upon entry to the profession, podiatrists are ready to develop these capabilities more broadly and deeply with career portfolios that reflect their aspirations, talents and interests. As bodies of evidence grow and patient need presents in increasingly co- and multimorbid patients, podiatrists respond with service development reaching across independent practice through community high-risk services, primary care, acute podiatry services and podiatric surgery. The recent development of the pathway 'First Contact Practitioner' roles for podiatrists⁴ exemplifies the potential for generalist podiatry at advanced level embedding multiple mapped capability/competency frameworks. This model is reflected in the new Podiatry Career Framework for all podiatrists at whatever level they are in their careers; to embed relevant frameworks within a pathway to meet the goal of fulfilling the requirement of a role. The pathway may be pre-defined such as for FCP and AP or designed for a job or role description eg in private practice using the same method.

To bind the profession into a traditional or narrow definition after the COVID-19 pandemic is to risk losing the lessons learned from podiatric contribution during that era¹. Many podiatrists were thrust into remote practice that showcased their higher-order problem-solving skills. With no instruments in their hands, other elements of expertise in holistic care came to the fore and podiatrists demonstrated the value of their soft skills which often remain uncelebrated. The door is now open post-pandemic to capture the impact of the profession's combined biomedical and biopsychosocial approaches through mapping our capabilities and level of practice in the PCF.

Through reference to capability frameworks and formalised pathways, podiatrists can define and showcase their skills and knowledge via the PCF **personal podiatry profile** tool. As a body we then reveal the identity of podiatry as a profession today and in the future; who we say we are can be revealed through our capability and roles, driven by our learning culture and collective values.

As commissioned services and independent practices seek workforces with particular attributes, and research reveals new insights, pre-registration course delivery and CPD providers can adapt curricula to meet contemporary need. Career case studies from those a few steps ahead will raise awareness of career opportunities for new graduates to help them find the pathway that fits their aptitude and aspirations.



The Podiatry Career Framework (PCF) is, then, a model that aims to:

1. To communicate the breadth and depth of the body of podiatrists' accumulated capabilities and experience to be easily readable and accessible to others
2. To aid personal career planning and capture of the levels of accomplishment, experience and expertise
3. To help service leaders to attract and develop a workforce to meet the needs of their service users
4. To signal to education, research and industry stakeholders the direction of travel for future focus.

Through mapping capability, as we critically reflect on our individual areas for development, we can foster equitable standards of care to be experienced by every patient who encounters a podiatrist for healthcare services. Through shared and consistent standards of care, trust is also garnered from the public and healthcare professionals interfacing with podiatry.

The PCF is prospective by design, aligning career progress to relevant external frameworks and job descriptors. It aims to anchor the profession in the wider healthcare, education, research and leadership and management landscape to ensure a sustainable future in quality of care for all sectors of healthcare where podiatrists work.

Podiatrists are Allied Health Professionals (AHPs) and share common areas of practice, governance, values and behaviours with other AHPs, nurses and doctors. There is, therefore, the potential for podiatrists, to be represented at every level of the health sector in clinical practice, research, development and innovation in leadership and management, and in education through attainment of the required attributes. Creating an escalator through workforce uplift creates dynamic in the profession, with space for new graduates to move into. This is critical to recruitment and retention in the profession which remains a priority into the next decade and was highlighted as a motivational factor to being a podiatrist in a survey of students.

In clinical practice, podiatrists frequently work in isolation, however, and this can bring challenges for training, CPD, networking, supervision, coaching and mentorship. The Royal College of Podiatry regional branches are important hubs for developing networks of support with fellow podiatry clinicians to develop essential supervision relationships. Similarly, the Special Interest Groups that elect Special Advisory Group members to work in the RCPod Faculty of Podiatric Medicine are available to engage with through social media to help overcome isolation whilst developing networks and gaining the knowledge in a field of clinical interest.

To achieve a robust future for the profession and ensure it continues to positively impact the health and mobility of people in the UK, a critical mass of podiatrists is required. Entry into the podiatry profession is one point along a continuum of education and training in foot health practice. Each profession must occupy its own space in the foot healthcare spectrum, with a clear step up from un-regulated to regulated practice and opportunities for progress as a registrant thereafter. We are each a thread woven into the fabric of foot and lower limb care for the benefit of our patients.



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Podiatry Career Framework

1. Introduction to the Podiatry Career Framework

The Podiatry Career Framework (PCF) is a tool to help podiatrists critically reflect on their professional development and plans for progress towards their goals. Summative assessment points are integral to progress onto the podiatry HCPC register and again onto the podiatric surgery and independent prescribing extended registers, but it remains important to also capture non-credit bearing learning and experience where it is impactful for patient care and meets the standards of role descriptors and specialty training.

Critical reflection is a core skill in podiatry and enhanced with the use of capability and competency frameworks which act as mirrors against which to analyse gaps in knowledge, skills and experience.

To support podiatrists in using the PCF, it is recommended that the Personal Podiatry Profile (PPP) is completed and at least an annual review of the PPP forms part of supervision, mentoring and/or coaching practice.

Professional development is rarely a straight path and rather relies on personal readiness, opportunity of learning, funding provision and co-requisite steps on the way. This non-linearity is to be embraced although purposeful planning will prevent distraction from achieving goals and encourage critical consideration of investment in CPD if a specific career goal is in sight.

2. Background to the development of the Podiatry Career Framework

The PCF was revised following a phase of information gathering and analysis. Policy relevant to podiatry was collated, with career frameworks of other relevant health professions formed the start point for thematic analysis to inform a series of focus groups and a survey of the membership of the RCPod. Focus groups were formed to include voices from the four UK nations, independent and State sector clinicians at all levels, and service leaders and managers. In addition, student podiatrists and members of the RCPod professoriate were consulted in semi-structured interviews to ensure the research agenda was embedded in this iteration of the PCF.

Data from the focus groups, survey and interviews alongside prior expertise from the working group gained during the first iteration of the PCF, balanced against strategic themes from policy and the RCPod have led to this re-envisioned Framework.

3. Integration of the Podiatry Career Framework with Pre-registration Programmes and preceptorships

The PCF can be used as a tool for constructive alignment⁵ in pre-registration curriculum design. The capability and competency frameworks that are embedded in the PCF usually include pre-registration levels of capability which can be mapped to indicative content and assessed learning outcomes which are then continued post-registration. Pre-registration podiatrists can, then, begin their lifelong learning with the PCF in mind, having already met the levels up to entry to the podiatry profession. With mindful instruction by course leaders, a culture of personal awareness and responsibility for learning is embedded to encourage exploration of personal aspirations and goals as a norm. This serves to leverage the diversity of the podiatry workforce as early networks are formed before graduation. It may be of value for the RCPod regional branches and HEIs and apprenticeship providers to liaise to facilitate the networking of pre-registrant podiatrists to smooth the transition into their early careers.

Preceptorship programmes may also seek to align portfolio outcomes to the PCF domains with the same goal in mind: to start early career podiatrists on their journey towards achieving career goals and satisfaction.

4. How do I use the PCF?

Pre-registration podiatry / podiatric medicine degrees attained via either the apprenticeship or traditional BSc/MSc routes have already delivered education and training across the four domains of the PCF. Upon registration, it is each podiatrist’s own career goals that define how they will use the PCF thereafter.

To use the PCF podiatrists should follow the process below:



Figure 1: How to use the PCF

5. Pathways in each domain of the Podiatry Career Framework

Clinical Practice

The professional practice domain is coloured blue and likely, although not always, to be the most developed in a podiatrist over time.

The clinical capability and competency frameworks and formal pathways where available are the key to assessing progress in this domain for clinicians; other professional frameworks will be useful for podiatrists with education, research or leadership and management-focused careers. Some frameworks are listed below (not exhaustive) and any framework(s) or formalised pathway chosen to use for progression guidance should relate to the goal in mind:

Goal	Sample relevant framework / pathway
Diabetes Specialist Podiatrist	Multi-Professional Advanced Capabilities Framework for Lower Limb Viability
Musculoskeletal Advanced Podiatrist	RCPod Musculoskeletal Capability Framework
Podiatric Surgeon	Career Pathway to Podiatric Surgery pages on RCPod website
Podiatrist in Sports Medicine	Join the RCPod's Podiatric Sports Medicine Special Interest Group and embark on MSc in Podiatric Sports Medicine

Table 1: Samples of possible podiatry career goals and relevant capability framework(s) and/or training pathways and resources to map personal capability to and set goals to meet others.

In diabetes care, examples of added enhanced / advanced practice strands taken from the above Frameworks/pathways or as stand-alone additions to scope of practice would be:

- Independent prescribing
- Advanced debridement (not covered at pre-registration level)
- Masters module in footcare in diabetes

In musculoskeletal care, examples of additional strands would be

- Joint and soft tissue injection with corticosteroid
- Independent prescribing
- Ultrasound imaging CASE accredited course

Facilitating learning

In the facilitating learning domain, the 2023 **Council of Deans of Health AHP Educator Framework** is a helpful guide to building capability from novice to advanced and experienced expert in clinical education. The linked Academy HE Professional Standards Framework adds matrices to support development towards fellowship levels as an indicator of attainment in the field (fellow is level 7).

As such, a novice practice educator could add a short pale green strand to their PPP if they met the early career level of educator on the AHP Educator Framework, then extend this to mid-green with experience and extend the strand upon completion of a postgraduate qualification at level 7 in the field. They may move on to an EdD professional doctorate in time which would build out this domain into the research domain, or write policy at national level to inform curriculum and increase the level of fellowship to level 8 (principal).

Research, development and innovation



The Vitae Researcher Development Framework is a helpful tool for podiatrists actively engaged in research but for podiatrists who wish to practice research sensitivity only, this would be the standard to a graduate podiatrist and not require an additional PPP strand.

To indicate enhanced practice in research, development and innovation a podiatrist would begin to engage in research activity perhaps as part of a team eg a research role in a clinical trial in the NHS. In private practice this can be more challenging but making connections with local HEIs and offering your clinic as a data collection centre for small-scale studies eg BSc or MSc dissertation studies, can be a way to engage with research without embarking immediately on an MSc or PhD programme at the outset. Undertaking the Publons Academy or Elsevier journal reviewer training online courses can be an excellent way to add a gold strand to a PPP and with reviewing experience, the Publons Academy begins to rank your engagement and quality of reviews to demonstrate experience and expertise. The research strand can, then, be met as enhanced practice at level 6 and for those wishing to undertake masters or doctoral research, the strand can be lengthened and deepened accordingly at level 7 and 8.

Postdoctoral research as a career path would allow the podiatrist to add research strands with each grant won and serviced to completion. The academic podiatrist would typically have a series of long gold strands on their PPP and no blue strands as they are not investing in enhanced clinical practice.

Innovation in podiatry is an extension of the research and development process as problems are raised from the body of evidence where innovators step in to resolve them. There are important points of ethical governance in innovation which must be core to any new knowledge or technology asset being adopted. Podiatrists working in development of intellectual property will often find support to ensure ethical practice in incubator hubs within HEIs or community business hubs.



Leadership and Management

The leadership and management domain is easily enhanced with the RCPod leadership programme. Through the development of a business case which incorporates governance, innovation, and other attributes relating to sustainability and impact, this programme is an example of how to enhance practice in a tangible way in the domain of leadership and management. For those wishing to demonstrate advancing practice in this domain, an MBA or MSc/MA in leadership and management would pave the way well to developing complex skills and knowledge to drive service development, professional body development and innovation in service delivery.

Whilst a clinical audit would not exceed the standard of a graduate podiatrist for either the research, development and innovation or leadership and management domains, writing up outcomes for The Podiatrist where impactful lessons were learned would begin to achieve the addition of a silver strand to a PPP.

Leadership and management are about capacity building, sustainability planning, strategic thinking and similar skills that move the podiatry profession forward. Attending service leaders' committees, influencing the image of podiatry with local commissioners and reducing the orthopaedic waiting list might all be ways to step forward with enhanced practice in this domain.

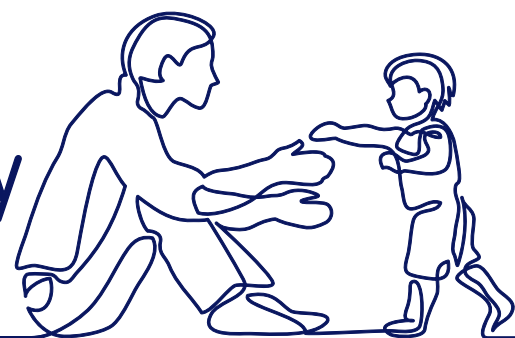
Every communication with a podiatrist by someone outside the profession is an opportunity to influence the image and profile of the profession. Leadership begins with the standards of practice upheld by podiatrists, the level of communication with other healthcare professionals, and the integration of podiatry with sectors outside of healthcare.

The RCPod offers a free online mentor platform for members. By following this link: <https://cop.onpld.com/> prospective mentees can select the attributes they are seeking in a mentor relating to their career goals and request mentoring in areas from the drop-down lists.

After setting up your account and onboarding with a mentor you communicate through the platform to arrange the initial meeting, define your mentoring goals and any further meeting dates.

Coaching and mentoring tools are provided within the platform.

6. The PCF Personal Podiatry Profile



The domains of the PCF broadly reflect the four pillars of Advanced Clinical Practice but are illustrated to represent critically reflective experience over time to indicate expertise. Through profiling a podiatrist's CPD attainment and expertise across the four domains of the PCF, the Personal Podiatry Profile is populated.

Each domain includes coloured 'strands' where the length and shade indicate the level of attainment (the longer the strand the higher the level of qualification) and the number of engaged reflective years of practice (expertise). The darker the strand, the more experience and expertise are indicated. Sample profiles below help to envision different podiatrists in the PPP format.

The PPP template can be found in Appendix 1.

Expertise legend:

Domain	Novice	2-5 years	5+ years
BLUE: Clinical practice			
GREEN: Facilitating learning			
GOLD: Research, Development and Innovation			
SILVER: Leadership, management			

Level of summative (University credit-bearing) attainment legend:

Level 8			1 year	1 year
Level 7		1 year	2-5 years	2-5 years
Level 6	1 year	2-5 years	2-5 years	5+ years

Example Scenario

If a one-year qualified podiatrist undertakes the minor skin surgery course at the RCPod this would enhance their clinical practice domain with a new clinical practice strand alongside their basic training. The course is not credit-bearing (does not count towards a Masters degree etc) and is delivered at level 6 (BSc level). With just a few days of experience and expertise in minor skin procedures, the podiatrist is considered a novice, not an expert.

The strand added to the PPP would be blue, short and pale indicating the new addition to scope of practice at graduate level, but with little experience to develop expertise in skin surgery yet. Over time they could darken the strand as experience and expertise increase.

If the podiatrist immediately then went on to undertake additional study in the same field but was assessed at level 7 as part of a credit-bearing University module, this would mean the level of experience had not changed much but the level of attainment had. The strand would be pale blue but longer indicating the advancing level of practice.

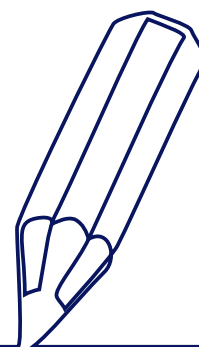
As the podiatrist works at level 7 in the area for 2-5 years the longer part of the strand would be colours pale blue at first then recoloured to mid-blue later to indicate deepening experience and expertise in the field.

Summative level of attainment and experience/expertise	8				
	7				
	6	Basic training	Basic training	Basic training	Basic training
		Clinical Practice	Facilitating Learning	Research	Leadership and Management
		Strands of practice			

Scenario 1a: One year registered - BSc(Hons) degree in podiatry, little experience, no new strands of enhanced or advanced clinical practice.

Summative level of attainment and experience/expertise	8				
	7				
	6	Basic training	Skin surgery course	Basic training	Basic training
		Clinical Practice	Facilitating Learning	Research	Leadership and Management
		Strands of practice			

Scenario 1b: One year registered - BSc(Hons) degree in podiatry, little experience, but one new strand of enhanced clinical practice added although with no experience/expertise in it yet.



Summative level of attainment and experience/expertise	8					
	7		Podiatric Surgery masters module			
	6	Basic training	Skin surgery course	Basic training	Basic training	Basic training
		Clinical Practice		Facilitating Learning	Research	Leadership and Management
Strands of practice						

Scenario 1c: 2-5 years registered but >1 year at level 7 in skin surgery - BSc(Hons) degree in podiatry, now showing moderate experience across all four domains, plus one strand of enhanced clinical practice now increased to advanced practice level with a masters module in the same subject, but still with no experience / expertise at level 7 despite acquiring experience at level 6.

Summative level of attainment and experience/expertise	8					
	7		Skin surgery masters module			
	6	Basic training	Skin surgery course	Basic training	Basic training	Basic training
		Clinical Practice		Facilitating Learning	Research	Leadership and Management
Strands of enhanced practice						

Scenario 1d: 2-5 years registered BSc(Hons) degree in podiatry, moderate experience across all four domains, one strand of advanced clinical practice now with moderate experience/expertise.

7. Titles used in the Podiatry Career Framework

The HCPC is clear about the use of titles with the intent to deceive being central to the misuse of designated titles such as podiatrist.

Some AHP professional bodies including those in podiatry in Australia, have assigned prefixes to indicate a certified level of training within a specialty area of podiatry. Currently, the RCPod does not award such specialty titles and podiatrists should use their job title in their descriptors in the NHS or Ministry of Defence.

In private practice there can be frustration with being able to indicate level of experience and expertise with the plain title of podiatrist. Many podiatrists add prefixes such as 'Functional', 'Cosmetic' or 'Holistic' but these are not repeatable or defined in any capability or competency frameworks approved by the RCPod and could deceive the public.

To add differentiation of expertise and experience, podiatrists can describe their expertise and scope of practice using the following options:

Podiatrist

Podiatrist is the title that is used by registrants on the HCPC podiatry register.

Summative level of attainment and experience/ expertise	8				
	7				
	6	Basic training	Basic training	Basic training	Basic training
		Clinical Practice	Facilitating Learning	Research	Leadership and Management
		Strands of practice			

Enhanced podiatrist

The title Enhanced Podiatrist can be used when two or more domains of the PCF PPP are furnished with additional short strands of any colour or shade. Eg a podiatrist with additional clinical or leadership scope of practice.

Summative level of attainment and experience/ expertise	8				
	7				
	6	Basic training	Skin surgery course	Basic training	Basic training
		Clinical Practice	Facilitating Learning	Research	Leadership and Management
		Strands of practice			

Chartered and Registered Scientist



The RCPod has awarding status with the Science Council to assess and recommend award of the Registered, Registered Technician and Chartered Scientist (RSci, RSciTech and CSci) titles. In the PCF these constitute enhancement (RSci/ RSciTech) or advancement (CSci) in the research domain. The award affords the use of the postnominal letters above and CPD requirements are nothing more than the preparation all podiatrists would undertake to indicate a level 6 or 7 (RSci, RSciTech or CSci) role in practice.

This can be a powerful differentiator when seeking discerning referrals from other healthcare professionals since it conveys enhancement and advancement of evidence informed practice.

Summative level of attainment and experience/ expertise	8					
	7					
	6	Basic training	Basic training	Basic training	RSci (or RSciTech)	Basic training
		Clinical Practice	Facilitating Learning	Research		Leadership and Management
		Strands of practice				

Summative level of attainment and experience/ expertise	8					
	7				CSci	
	6	Basic training	Basic training	Basic training	RSci (or RSciTech)	Basic training
		Clinical Practice	Facilitating Learning	Research		Leadership and Management
		Strands of practice				

Fellow of the Faculty of Podiatric Medicine or Podiatric Surgery

Fellowship in podiatric surgery is an integral part of the examined pathway to podiatric surgeon status. This leads to a formal change of title to podiatric surgeon with enhanced registration on the HCPC podiatry register.

In podiatric medicine, fellowship is awarded to applicants who are holders of MSc degrees in related fields and who have more than five years of experience with critically reflective expertise in an advanced area of practice. They will have demonstrated leadership via a significant and sustained contribution to podiatry and will be able to denote a mid or dark-colour in at least two domains in their PCF PPP.

Both fellowship in podiatric surgery and fellowship in podiatric medicine achieve advanced Clinical and Leadership and Management domain strands.

Summative level of attainment and experience/expertise	8				
	7	Fellowship in Podiatric Medicine or Surgery			Fellowship in Podiatric Medicine or Surgery
	6	Basic training	Basic training	Basic training	Basic training
		Clinical Practice	Facilitating Learning	Research	Leadership and Management
Strands of practice					

The RCPod also awards Royal College of Podiatry Fellowship (without the podiatric medicine or surgery suffix) and this would be represented in the Leadership Management domain only:

Summative level of attainment and experience/expertise	8				
	7				Fellowship in Podiatric Medicine or Surgery
	6	Basic training	Basic training	Basic training	Basic training
		Clinical Practice	Facilitating Learning	Research	Leadership and Management
Strands of practice					

The titles of fellow in podiatric medicine or surgery are inferred with the postnominal letters of FRCPodM or FRCPodS when the award of fellowship is made.

In private practice, the status of 'fellow' is indicating a level of distinguished status in professional standing, and this may help differentiate advanced practice delivery in the independent sector.



8. Culture and practices

Podiatry is a small profession among the AHPs and is subject to fragmentation if culture and practices vary to the extent that a member of the public cannot tell what podiatry is and is not. Podiatry can certainly affect a patient's sense of wellness but the primary focus must remain on health. As an allied health profession with standards of proficiency and minimum standards set out by the HCPC and RCPod podiatrists find a clear role to occupy and this affords space for the support workforce to occupy as appropriate. Podiatry has a unique offer to foot and lower limb health through tissue management across all systems and specialised tissues of the foot when we act as a body of healthcare professionals with a common goal: to positively impact the foot and lower limb health of the patients under our care.

The PPP is to be completed without prejudice - with an open mind and an attitude of critically reflective practice. No podiatrist can claim to know everything or have all the skills in every domain, but every podiatrist should maintain a minimum level to be able to uphold the title and standards set. Similarly, the podiatric community must seek to nurture and support one another to achieve this; mentoring and coaching as critical friends to one another.

Critical reflection can be a process leading to a sense of vulnerability – especially where it is clear that much work is to be done. We will not be a sustainable profession if we do not encourage, nurture and facilitate each other's success and so this Podiatry Career Framework seeks to call all podiatrists to action as mentors, coaches, supervisors and critical friends of each other so that future generations have the benefit of the unique offer of patient care that podiatry brings. By logging on to your RCPod profile on the website you can see your assigned regional Branch and this could be the connection needed for isolated practitioners to begin this process together.

Attrition from the profession is highest in the first two years after qualification as a podiatrist. This leaky pipeline will perpetuate the vulnerability of this small profession without proactive approaches to career planning, open networks to embrace newcomers, and clear accession pathways to roles that podiatrists can develop into.

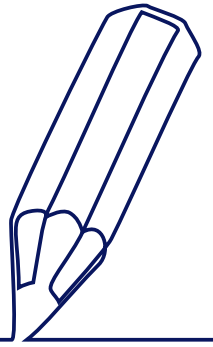
Career coaches are essential to ensuring motivation is high and vision is clear for newcomers to the profession. Every podiatrist at the next level up from another podiatrist can contribute to career coaching with a little practice of the listening and questioning techniques required.



9. Summary

The PCF is a tool for every podiatrist practising across clinical, education facilitation, research, development innovation, and leadership management in any configuration. The basic knowledge acquired before registration must be applied in all areas of practice so that research and leadership are relevant to clinicians and clinicians influence research and education facilitation etc. The cords formed from our PPP strands as they combine with culture and values into each podiatrist's expression of practice knit the very fabric of the podiatry profession. The fabric is how the profession as a whole is seen by others, how they say podiatrists add to the patchwork of the wider healthcare landscape. This vibrant profession will attract healthcare professional referrals, funding, new recruits in pre-registration training, and of course, people with foot conditions seeking help podiatrists are clear that they can provide evidenced by mapped capability to frameworks and pathways.

Appendices



Appendix 1: the Personal Podiatry Profile template

Name		Date		Years qualified
My Goal Role			To be achieved by	
The framework(s) or resources I will use to map my progress to this goal is/are:				
1.				
2.				
3.				
The role I am preparing for maps on a PPP as:				
Clinical Practice	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:				
Strand 2:				
Strand 3:				
Facilitating Learning	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:				
Strand 2:				
Strand 3:				
Research, Development and Innovation	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:				
Strand 2:				
Strand 3:				
Leadership and Management	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:				
Strand 2:				
Strand 3:				

Today my profile maps towards my goal as:				
Clinical Practice	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:				
Strand 2:				
Strand 3:				
Facilitating Learning	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:				
Strand 2:				
Strand 3:				
Research, Development and Innovation	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:				
Strand 2:				
Strand 3:				
Leadership and Management	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:				
Strand 2:				
Strand 3:				
To meet the next step towards my career goal I need to:				
Domain	Strand addition or advancement		Outcome needed	
Clinical Practice				
Facilitating Learning				
Research, Development and Innovation				
Leadership and Management				

Appendix 2: A worked example of a PPP

Name	Joe Blogs	Date	1.2.23	Years qualified	4
My Goal Role	Enhanced Podiatrist with special interest in MSK	To be achieved by	2 years		
The framework(s) or resources I will use to map my progress to this goal is/are:					
1.	RCPod Musculoskeletal Capability Framework				
2.	Join MSK:UK				
3.	Training course in intra-articular corticosteroid injections				
The role I am preparing for maps on a PPP as:					
Clinical Practice	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)	
Strand 1:	RCPod Musculoskeletal Capability Framework: Podiatrist				
Strand 2:	MSK:UK Member				
Strand 3:	RCPod approved CSI course				
Facilitating Learning	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)	
Strand 1:					
Strand 2:					
Strand 3:					
Research, Development and Innovation	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)	
Strand 1:					
Strand 2:					
Strand 3:					
Leadership and Management	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)	
Strand 1:					
Strand 2:					
Strand 3:					

Today my profile maps towards my goal as:				
Clinical Practice	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:	RCPod Musculoskeletal Capability Framework: Podiatrist			
Strand 2:	MSK:UK Member			
Strand 3:	RCPod approved CSI course			
Facilitating Learning	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:				
Strand 2:				
Strand 3:				
Research, Development and Innovation	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:				
Strand 2:				
Strand 3:				
Leadership and Management	Additional strand	Enhanced (6)	Advanced (7)	Excelling (8)
Strand 1:				
Strand 2:				
Strand 3:				
To meet the next step towards my career goal I need to:				
Domain	Strand addition or advancement		Outcome needed	
Clinical Practice	<ul style="list-style-type: none"> Join MSK:UK Enrol on RCPod approved CSI course 		<ul style="list-style-type: none"> Find a mentor for injections log Completion of 10 mentored injections 	
Facilitating Learning				
Research, Development and Innovation				
Leadership and Management				

Appendix 3: RCPod Special Interest and Advisory Groups to aid networking and field knowledge

The Royal College of Podiatry Faculty of Podiatric Medicine comprises elected Special Interest Group (SIGs) representatives known as Special Advisory Groups (SAGs). The SAGs are responsible for representing the SIGs at the committee meetings of the Faculty and for cascading relevant news and calls to action to each of the SIGs.

The number of SIGs (and SAGs) is evolving as new areas of interest are deemed to be requiring representation and the list of SIGs which members can join, with instructions for admission to each group, will be updated on the RCPod website over time.

Currently the list of Special Interest Groups which members of the Royal College of Podiatry are welcome to join:

Special Interest Group	Admission via:	Notes
Children's Podiatry Group	Facebook https://www.facebook.com/groups/589795041108606	
Complimentary and Integrated Medicine in Podiatry Group	Contact the Royal College of Podiatry via the live chat function on your RCPod login dashboard	
Foot in Diabetes UK (FDUK)	Facebook https://www.facebook.com/groups/footindiabetes	
Forensic Podiatry Group	Contact the Royal College of Podiatry via the live chat function on your RCPod login dashboard	Facebook (unofficial group) https://www.facebook.com/groups/827880657319999
Mental Health and Learning Disability Group	Contact the Royal College of Podiatry via the live chat function on your RCPod login dashboard	
MSK:UK	Facebook https://www.facebook.com/groups/597407630281957/	Also, contact the Royal College of Podiatry via the live chat function on your RCPod login dashboard to be added to the Basecamp group for NHS MSK-specific podiatry
Podiatric Dermatology Group	Contact the Royal College of Podiatry via the live chat function on your RCPod login dashboard	
Podiatric Rheumatic Care Association	Contact the Royal College of Podiatry via the live chat function on your RCPod login dashboard	
Podiatric Sports Medicine Group	https://membersarea.rcpod.org.uk/api/documentlibrary/download?documentId=801	Facebook https://www.facebook.com/groups/644008253426191

Therapeutic Footwear Group	Contact the Royal College of Podiatry via the live chat function on your RCPod login dashboard	
Vascular Podiatry Group	Facebook https://www.facebook.com/groups/511210662380357	
Ultrasound imaging in Podiatry Group	Contact the Royal College of Podiatry via the live chat function on your RCPod login dashboard to be added to the Basecamp group for ultrasound imaging	Facebook (unofficial group) https://www.facebook.com/groups/397604525268735

Appendix 4: List of Commonly Accessed Capability/Competency Framework resources and summative pathways for the four domains of the PCF

This list will be populated further as frameworks and pathways develop

Field of interest	Resource/pathway
Clinical Practice	
Children's Podiatry	RCPod Paediatric Podiatry Clinical Framework
First Contact Practitioner Podiatrist	RCPod Podiatrists as First Contact Practitioners First Contact Practitioners and Advanced Practitioners in Primary Care
Foot in Diabetes	RCPod Foot in Diabetes Module
High risk foot	Capability Framework for Integrated Diabetic Lower Limb Care Multi-professional Advanced Capabilities Framework for Lower Limb Viability
Independent prescribing	Royal Pharmaceutical Society Prescribing Competency Framework
Musculoskeletal podiatry	RCPod Musculoskeletal Capability Framework RCPod MSK Specialist Practice Module
Podiatric Surgery	RCPod Route to Becoming a Podiatric Surgeon
Wound care	National Wound Care Core Capabilities Framework for England
Education Facilitation	
AHP Education Facilitation	Council of Deans of Health AHP Educator Career Framework
Research, Development and Innovation	
Chartered Scientist	Science Council CSci Competence Framework
Researcher Development	Vitae Researcher Development Framework
Leadership and Management	
Advanced Clinical Practice	HEE Multi-professional Framework for advanced clinical practice
Leadership	NHS Leadership Framework

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