

Course Specification

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Produced By:	Louise Wood
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Allied Health and Midwifery		
Course Code(s):	AH006T01UW	Full-time	4 Years
UCAS Code:	B989		
Course Title:	BSc (Hons) Podiatry with Foundation Year		
Hierarchy of Awards:	Bachelor of Science with Honours Podiatry Bachelor of Science with Honours Health and Wellbeing Diploma of Higher Education Health and Wellbeing Certificate of Higher Education Health and Wellbeing Foundation and Preparatory Studies Health and Wellbeing		
Language of Study:	English		
Date of DAG approval:	01/Apr/2021		
Last Review:	2021/2		
Course Specification valid from:	2020/1		
Course Specification valid to:	2027/8		

Academic Staff

Course Leader:	Letisha Whyte
Head of Department:	Joanne Carruthers

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

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Entry

You will have a minimum of 5 GCSEs at grade C+/ 4 in an English-based subject, Maths and Science or equivalent qualifications (e.g. Key Skills Level 2/ Learn Direct Level 2/ Functional Skills Level 2).

If you have other qualifications or relevant experience, please contact The Gateway for further advice before applying.

- You will need to supply evidence in the personal statement on the application form that demonstrates your suitability for the BSc (Hons) Podiatry with Foundation Year programme and your reasons for wanting to study the course.
- You will be required to provide a satisfactory reference (academic or employer).
- All offers are subject to a successful interview. There is an expectation that applicants will be able to demonstrate a good understanding of the podiatry role. Values consistent with the NHS constitution will be sought from applicants during the selection process.
- Please note all offers of a place on the course are subject to a satisfactory Disclosure and Barring Service (DBS) Check and occupational health clearance.
- You need to be a citizen of the UK, EU EEA, or have indefinite leave to remain in the UK for the duration of the course.
- This course is not currently available to international applicants.

English Language

- If English is not your first language, evidence of your proficiency must be dated within the last 2 years, evidencing IELTS level 7.0 with no element less than 6.5.

Additional Information

Entry to this programme requires an enhanced Disclosure and Barring Service (DBS) Check. If you have accepted a Conditional Offer made by the University of Wolverhampton, you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The applicant will be charged for this service.

Entry to this programme requires a satisfactory occupational health assessment. You are required to complete a health questionnaire and meet occupational health requirements. If you are accepted onto the programme, all your vaccinations will need to be up to date before you attend placement and the University provides a vaccination programme to ensure that you are appropriately covered.

During the programme you will be required to attend a variety of placements, so it is essential that you are able and willing to travel to placement.

The University will make reasonable adjustments for any candidate who has a disability recognised under the Equality Act, 2010 but we ask that you contact the University in advance to enable us to make adjustments.

Recognition of Prior Learning (RPL) will be assessed in advance of your entry to the programme and will be considered in line with professional body standards and university regulations. If you have other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.

If you have previously studied a professional programme at another University or College, we will require an academic reference from your previous higher education institution.

You will need to demonstrate that, on entry to the programme, you have capability for digital and technological literacy to meet course outcomes. Evidence of your digital literacy and technological literacy capability is linked to the online application process.

Funding

Please note that an offer of a place at the University does not guarantee eligibility for student funding. To confirm that you meet the residency criteria go to www.gov.uk/student-finance/who-qualifies or telephone SFE on 0300 100 0607. Applicants who are classed as 'overseas' for fee purposes (<https://www.ukcisa.org.uk/Information--Advice/Fees-and-Money/Home-or-Overseas-fees-the-basics>) will still be considered as long as their country of domicile is the United Kingdom and do not require Tier 4 sponsorship.

Distinctive Features of the Course:

- The Foundation Year has been designed to prepare you for studying at undergraduate level and to support you to develop the required skills and knowledge to transition effectively into Level 4 study.
- On successful completion of Year 1 (foundation year) you will progress to the BSc Podiatry (Hons) programme subject to satisfactory DBS and occupational health clearance.
- There is a 100% employability rate for podiatry graduates; graduates go onto work in a variety of settings including in public, independent, commercial, charitable or academic organisations and employment opportunities for qualified podiatrists are continuing to grow. Qualified podiatrists can also work internationally, although some countries may require additional proof of competence to practise. Additional roles for experienced podiatrists include academic, education and research careers.
- Inter-professional learning (IPL) opportunities are embedded within all years of this programme with some modules being shared with other allied health professionals. Inter-professional learning is when students from different professional areas learn with, from and about each other to improve the quality of care. IPL is vital in supporting you to develop the knowledge, skills and insights necessary for employment within increasingly integrated and complex health and social care settings.
- The service user is central to the curricula design, and service user and carer engagement with students on the programme is embedded within the module content and assessment of the modules.
- To develop leadership and management skills, students will learn how to develop services, write business cases and manage projects, all of which are valuable skills to acquire when working in the NHS or in private practice.
- Module teaching teams who are subject specialists with extensive experience working within the health care arena, all of whom have additional professional and academic qualifications.
- Placement opportunities within a range of different health and private settings
- The teaching team has regular formal and informal liaison with the local employers and the Podiatry Clinical Senate who have helped to inform the curricula design and module design
- Visiting and honorary lecturers from health care related fields who bring contemporary and real-world examples of practice into the classroom.

- Links and knowledge from local, national and international research initiatives undertaken in the Institute of Health and the wider University research institutions.
- Focus throughout the programme is on the application of podiatry practice to real world contexts, ensuring you develop skills that will help you to succeed in the workplace.
- Research and contemporary evidence-based practice is central to all teaching and learning activity within the course to ensure students have the most up to date knowledge upon its completion. This also ensures students have the required skills and knowledge to develop and improve services and their own and others' practice through the utilisation of contemporary and evidence-based techniques.
- The BSc (Hons) Podiatry with Foundation Year programme has an established reputation of producing high quality graduates fit for purpose in the podiatry profession. The School has built on its traditional values whilst advancing contemporary practices and forging strong links to research. The feedback from employers on the quality of our graduates is excellent and often described as exceeding employer expectations.

Educational Aims of the Course:

During your Foundation Year you will develop skills appropriate to University such as finding and using information, working collaboratively with others, challenging, and debating ideas and expressing yourself with greater confidence. The foundation year will also develop your knowledge in areas linked to working as a health professional, such understanding the Human Body and contemporary health and social care.

Once you have successfully completed the foundation year, you will progress to the BSc (Hons) Podiatry programme where you will develop the knowledge, skills and behaviours of a Podiatrist.

The overall aim of the BSc (Hons) Podiatry programme is to develop confident and compassionate skilled podiatry practitioners who are at the forefront of the profession and who demonstrate the transferable skills to be highly employable in a variety of settings

The aims of the BSc (Hons) Podiatry programme are to:

1. Facilitate your development as an autonomous, accountable, reflective podiatric practitioner committed to continuing professional development and life-long learning.
2. Enable your development as a compassionate practitioner with excellent interpersonal and communication skills, who is able to deliver high quality person-centred care.
3. Enable you to develop as enquiring practitioners with excellent skills of clinical judgement, who are able to practice in a diversity of settings.
4. Provide you with high quality practice learning opportunities, working within inter-professional teams in a variety of healthcare settings.
5. Enable you to critically analyse the complexity of professional, ethical and legal frameworks and their impact on decision making.
6. Enable you to develop a wide range of transferable skills including the ability to investigate, undertake, and apply research evidence, leadership and management skills and information technology skills.
7. Enable you to critically analyse the wider political, cultural, economic and social context of health and social care provision and the implications for those working in the sector.

8. Facilitate your development as a change agent, able to respond to a changing and dynamic practice environment, safely and effectively treating and managing patients/service users with a wide range of conditions.

Successful completion of the programme will provide eligibility to apply for registration with the Health and Care Professions Council (HCPC) as a Podiatrist.

You will also be eligible to join the Royal College of Podiatry.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00
2024/5	H	Full Time / Sandwich	£9250.00
2024/5	Overseas	Full Time / Sandwich	£14950.00

PSRB:

None

Course Structure:

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
3HL007	Introduction to the Human Body	20	IN YR	Core
3ED004	Interprofessional Working	20	SEM2	Core
3NH002	Introduction to Higher Education	20	IN YR	Core
3NH003	Equality, Diversity, Inclusion and Ethics	20	IN YR	Core
3NH004	Factors Affecting Health	20	SEM2	Core
3NH005	Preparing for a professional course	20	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4AH029	Functional Anatomy and physiology of the lower limb	20	YEAR	Core
4AH028	Foundations of Podiatric practice	20	YEAR	Core
4AH031	Clinical skills 1	20	YEAR	Core
4AH030	Human physiology for podiatrists	20	SEM1	Core
4AH022	Professionalism Level 4	20	SEM1	Core
4AH024	Evidence-Based Practice and Research Level 4	20	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5AH029	Clinical skills 2	20	YEAR	Core
5AH026	Podiatric pathology	20	YEAR	Core
5AH027	Musculoskeletal pathology for podiatrists	20	YEAR	Core
5AH028	Pharmacology & Local anaesthesia for Podiatrists	20	SEM1	Core
5AH020	Professionalism Level 5	20	SEM2	Core
5AH022	Level 5 Evidence Informed Practice	20	SEM1	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6AH041	Clinical skills 3	20	YEAR	Core
6AH038	Complex podiatry patients	20	YEAR	Core
6AH039	Preparing for Entering the Profession	20	SEM1	Core
6AH032	Professionalism Level 6	20	SEM1	Core
6AH037	Evidence Informed Practice Level 6	20	YEAR	Core
6AH040	Contemporary Podiatric Practice	20	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Level 4 Modules:

- 4AH031 Clinical Skills 1
- 4AH028 Foundations of Podiatric Practice
- 4AH029 Functional Anatomy and Physiology of the Lower Limb
- 4AH030 Human Physiology for Podiatrists
- 4AH022 Professionalism Level 4 (IPE)
- 4AH024 Evidence Informed Practice Level 4 (IPE)

Level 5 Modules:

- 5AH029 Clinical Skills 2
- 5AH027 Musculoskeletal Pathology for Podiatrists
- 5AH028 Pharmacology & Local Anaesthesia for Podiatrists
- 5AH026 Podiatric Pathology
- 5AH022 Evidence Informed Practice Level 5 (IPE)
- 5AH020 Professionalism Level 5 (IPE)

Level 6 Modules:

- 6AH041 Clinical Skills 3
- 6AH038 Complex Podiatry Patients
- 6AH040 Contemporary Podiatric Practice
- 6AH039 Preparing for Entering the Profession
- 6AH037 Independent Study Project
- 6AH032 Professionalism Level 6 (IPE)

Section 4.3.3 Students who fail a module at the first attempt at levels 3-7 will be permitted to attempt the failed summative assessment task(s) again. This resit attempt must be taken at the first opportunity within academic year the module was studied unless valid extenuating circumstances are approved

If you fail a practice component because your performance has fallen below the expected standard due to serious or repeated mistakes that compromise public safety in accordance with Professional Body Fitness to Practice procedures, your right to re-sit will be at the discretion of the Assessment Board. Where there is a high likelihood that public safety may continue to be compromised, the Faculty could withhold your right to a re-sit opportunity.

Section 4.3.5 Students who fail a module will be permitted to repeat the module, subject to the relevant continuation and progression regulations. You are permitted a second attempt at one failed practice-based learning component but will be withdrawn from the programme if you fail the second attempt in line with PSRB requirements (Royal College of Podiatry).

If you fail a practice-based learning module on substantiated grounds of fitness to practise concerns you will be denied a retrieval attempt.

For levels 3-6 a marginal failure will be considered for compensation. No compensation will be awarded on any modules but you will be granted the opportunity of a third attempt on theory modules at all levels providing you have passed 80 credits at the same level of study and for a maximum of 100 credits overall.

Effective date : September 2022

Reference Points:

Academic Reference Points

- [UK Quality Code for Higher Education](#)
- [Qualifications and Credit Frameworks](#)
- [University Policies and Regulations](#)

Professional Reference Points

- HCPC Standards for Education and Training (2017)
- HCPC Standards of Proficiency for Chiropodists and Podiatrists (2013)
- College of Podiatry professional standards guidance
- Health and Care Professions Council Standards of Conduct, Performance and Ethics (2016)

Regulatory and Professional Body Requirements

- You are required to demonstrate that you have the skills, knowledge, health and character to care for people safely. This requires you to demonstrate high level reflective skills and a duty of candour towards patients and their families, meeting the ethical and professional conduct expectations of the profession. Failure to adhere to the expected conduct will result in a fitness to practise investigation.
- During enrolment at the start of each year of the course you will be required to undertake a self-declaration to declare any cautions and/or convictions, reprimands or warnings from the police and any health conditions and/or disability that could affect your ability to practice safely and effectively. You must declare any changes to your health or character status as soon as they arise: you should not wait for the annual declaration process to do this. You can discuss any changes with your personal tutor or the course leader so that they can identify whether any further action or investigation is required with regards to your fitness to practise.
- The BSc Podiatry with Foundation Year course is structured so that you spend 1000 hours in practice. You will undertake a placement in a variety of placement settings, and you will have supernumerary status in practice which means that you will be additional to the workforce requirement and staffing figures. During the course you will make an evolving contribution to the work of the placement area to enable you to learn how to care for clients/patients and meet the professional competence requirements of your programme. Any absence taken during your course, for example due to sickness, special leave or compassionate leave, will need to be retrieved. Any delay in completing the required hours can delay your completion of the course and influence the timing of your registration.
- You must complete the programme within 5 years of its start (the duration of the programme + 2 years).
- Successful completion of the BSc (Hons) Podiatry with Foundation Year programme will provide eligibility for you to apply to register as a Podiatrist with the Health and Care Professions Council (HCPC) and to become a member of the Royal College of Podiatry.

Wider Reference Points

- Equality Act (2010)
- NICE (2019) Workplace Health: long term sickness absence and capability to work (NG146)
- NHS long-term plan (DoH 2019) <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf>
- NHS Interim People Plan (2019) https://www.longtermplan.nhs.uk/wp-content/uploads/2019/05/Interim-NHS-People-Plan_June2019.pdf
- Public Health England Strategic Plan 2020 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830105/PHE_Strategic_Plan_2020_Executive_Summary.pdf
- Public Health England screening <https://www.gov.uk/government/groups/uk-national-screening-committee-uk-nsc>
- Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report) (2013)
- <https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry>

- The Topol Review: Preparing the healthcare workforce to deliver the digital future (HEE 2019) [file:///pr-store2.unv.wlv.ac.uk/home2\\$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf](file:///pr-store2.unv.wlv.ac.uk/home2$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf)
- Working Together to Safeguard Children (2018)
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Overview of Assessment:

Learning Outcomes	Modules
FY01 Demonstrate excellent communication skills through a variety of modes and cultural awareness.	
FY02 Exhibit skills of academic writing and presentation results	
FY03 Improve confidence in learning, study and approaches to finding information	
FY04 Understand the values you need to work as a HCP	
FY05 Understand the factors that affect health and treatment of ill-health	
FY06 Prepare for the demands of a professional course including placements	
CERTHE01 Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study	
CERTHE02 Demonstrate 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 your subject(s) of study.	
CERTHE03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments	
CERTHE05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	
DIPHE01 Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.	
DIPHE02 Demonstrate the 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	
DIPHE03 Demonstrate 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	
DIPHE04 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis	
DIPHE05 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	
DIPHE06 Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	
BHONS01 Demonstrate a systematic understanding of key aspects of their field of study, including acquisition of	

coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline

Learning Outcomes

Modules

BHONS02 Accurately deploy established techniques of analysis and enquiry within their chosen discipline

BHONS03 Demonstrate a conceptual understanding that enables the student: A. to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. B. to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

BHONS04 Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge

BHONS05 Manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

BHONS01 Meet the requirements for entering the profession and provide evidence of your competence in the Standards of Proficiency for Chiropodists and Podiatrists providing eligibility to register as a Podiatrist with the Health and Care Professions Council.

BHONS02 Provide research and evidence-based foot care that is safe, effective and ethical; assume full professional autonomy and accountability for your practice as a Podiatrist within the legal framework of the country in which you are employed

BHONS03 Reflect upon and critically evaluate evidence to formulate sound clinical judgement and decision making in the identification and assessment of health and social care needs in complex situations within the podiatry field.

BHONS04 Critically examine the impact of political, professional and social contexts on your provision of individualised foot care; maintain professional relationships with other members of the multidisciplinary healthcare team.

BHONS05 Effectively apply theory, practice and advanced diagnostic skills and technologies to identify innovative solutions to complex foot care needs encountered in your podiatry practice.

BHONS06 Demonstrate a commitment to reflective practice and life-long learning in order to meet the professional requirements of the Health and Care Professions Council and the Royal College of Podiatrists.

Teaching, Learning and Assessment:

A variety of teaching, learning and assessment strategies are utilised to support your learning. You will be expected to take responsibility for your own learning throughout the course with the amount of independent work increasing over the four years. To this end, although core texts are provided for your study, there is an expectation that you source your own literature as part of your developing assessment and research skills.

The theoretical components of the course are taught using a variety of strategies including lectures, tutorials, seminars, problem-solving, workshops, small group work and independent study. A problem-based learning approach will be used throughout many modules to foster deeper learning, responsibility for own learning and develop employability skills, such as communication, decision making, prioritising, self-management, etc.

The University is committed to ensure that all students have an equal opportunity to achieve and progress in their studies (Inclusivity Framework: Curriculum Design and Delivery). The teaching, learning and assessment within the course aims to promote an inclusive curriculum of study and minimise cultural barriers to enable your success. An inclusive curriculum refers to “the process of developing, designing, and delivering programmes of study to minimise the barriers that students, regardless of educational, dispositional, circumstantial, or cultural background, may face in accessing and engaging with the curriculum” (adapted from Gravestock 2009, Thomas and May 2010, NUS 2011). An inclusive curriculum embraces equity where protected characteristics, personal circumstances and historical disadvantages are recognised within its design and delivery. Bringing diverse experiences into learning, teaching and assessment will enhance the diversity and relatability of the curriculum to you as the student. This is achieved through welcoming the

diversity and richness of individuals within the teaching and learning activities of the course, an example of this is the case studies that are used within the teaching have been co-created with the student group to ensure they reflect the unique lived experiences of the students from a range of communities.

Based on Bigg's constructive alignment principles, whereby the assessment is designed to assess the module learning outcomes and teaching and learning activities are aligned for their achievement, the teaching, learning and assessment strategy of this course utilises Bruner's concept of a spiral curriculum. Thus, topics will be revisited throughout the course with an increasing complexity applied to them, new learning will be assimilated with previous learning, enabling reinforcement of the information throughout the course. This also concurs with the cognitive domain of Bloom's taxonomy in which there is progression from 'knowledge and understanding' to 'application and analysis' as you progress through your studies.

In line with the University of Wolverhampton's Research Strategy, research will be embedded within all teaching, learning and assessment activity of the course to 'Improve Lives Through Research Excellence'. Research-inspired learning will be achieved through the use of evidence-based and contemporary research to promote optimal patient/service user outcomes, as well as consideration of societal challenges and the importance of research in the facilitation of service improvement. You will undertake a final year independent project utilising research principles which will consider a topic of your choice in some depth.

You will experience a range of different teaching, learning and assessment activities during your course; these include lectures, seminars, debates, problem-based learning, problem-solving, small group learning sets, formative and summative assessment tasks, online activities, written essays, tutorials, independent research, video analysis, visits, case study analysis, simulation and placements. You will be expected to take responsibility for your own learning throughout the course with the amount of independent work increasing over the two years.

You will be required to attend a minimum of 80% of the taught University sessions and actively engage with the teaching and learning activities of the programme throughout your study.

The clinical skills elements are taught mainly by demonstration/simulated learning supported by blended learning opportunities, which are then reinforced by placement opportunities.

Information technology is integral to our teaching and learning strategies and includes discussion boards, formative online assessment and the use of interactive software during lecture presentations.

- Lectures: You will experience a variety of synchronous and asynchronous lecture formats. Within synchronous lectures, time will be provided where you are encouraged to be interactive with lecturers to aid clarification and extension of your knowledge and understanding. All lecture material will be supported by digital technology to enhance learning, and will be made available for you to access independently throughout our virtual learning environment (VLE).
- Seminars: These are opportunities to extend and deepen your understanding of topics covered in a module. In some seminar forums you will be encouraged to take the lead in discussing relevant articles, policies and the theoretical and evidence base that underpins the module.
- Simulated learning: A wide variety of simulated learning will be available to enable you to practice in near to real life situations in relation to podiatric practice. Opportunities will be available through the use of contemporary technology for you to review and critique your own actions during such exercises and critically evaluate your experiences to aid future development.
- Workshops: Workshops will allow you to develop skills of interaction and critical debate with a wide variety of academic staff and students, they are essential to developing skills for inter-professional working in health care and podiatric practice.
- Debate and dialogue: These learning activities are integral to lectures and seminars. The University's virtual learning environment provides a forum for you and your peers to engage in dialogue with each other as well as with academic staff.
- Peer-presentations: You will be required to study some aspects of specific modules independently and feedback your findings to the wider group, which allows you to further develop your academic skills and critical approach.
- Tutorials: Face to face meetings with Module Leaders, the Course Leader and your Personal Tutor aim to enable the tailoring of academic, personal and professional advice to meet your individual needs.

Assessment

The assessment strategy is underpinned by Bigg's constructive alignment principles whereby the assessment

is designed, and aligned, to assess the module learning outcomes and is guided by the University of Wolverhampton's Assessment Handbook: Code of Practice on the Quality Assurance and Academic Regulation of Assessment, with assessments meeting the required indicative assessment tariff. You will be encouraged to use feedback from previous assessment submissions to improve the quality of your next submission and you will be offered formative assessment within each module to promote the achievement of higher grades.

The assessments have been designed to reflect the 'spiralled' nature of your learning experiences, building on the complexity of the topics studied. Assessments will focus on the integration of subject knowledge within theory and practice, with an increasing focus on the application to practice in your assessment as you progress through the course.

You will be expected to evidence your increasing knowledge of professional practice as a podiatrist and what it means to be a professional through the use of evidence-based and contemporary podiatry theories and techniques within all of your assessments.

There are a range of assessments undertaken within this course and you will be offered a choice of assessment topic (i.e. a choice of case study) or a choice of assessment method (i.e. presentation or essay) for some modules. The range of assessments have been chosen to ensure you have the skills required as a Podiatrist i.e. as a Podiatrist you will need to present information to the multi-disciplinary team (presentations) and be able to write reports and notes succinctly and accurately (case studies; essays). Assessments that you will undertake include written examinations (including online examinations, open and closed book examinations and quizzes), coursework (essays, reports, portfolios, project proposals and briefs, CVs, poster presentation), practical (oral and video presentations, laboratory work, OSCE's, practical skills assessment).

Practice education does not have any weighting aligned to it, it is pass or fail, and where practice placement or practice-based simulation is included within a module there may be three different assessments that have to be undertaken within the module, one of which will be assessment of your practice-based learning placement or practice-based simulation activity. Where this applies, the one or two theory elements of the module will make up your module grade.

Assessment is planned from a course wide perspective and the assessments that you complete have been designed to mirror a range of practice / real-world contexts. This helps you to develop confidence and prepares you for the challenges of independent practice. The course includes a range of different assessment tasks, such as case studies, examinations, reflections, presentations, skills assessments and an in-depth project which all contribute to your formation as a critical thinker and as a life-long learner. Assessments build on each other and grow in complexity, enabling you to see the connections across modules and years. The assessment strategy and methods ensure graduates meet the ethical and professional conduct expectations of the profession.

The assessment strategy adopted within the course aims to ensure that all students have an equal chance to succeed and progress and is central to the University 2030 strategic plan 'inclusive student success.' Staff review and reflect on barriers standing in the way of student progression and recognise that students will enter the course from different backgrounds, with different life experiences, with different abilities and varying levels of knowledge. The development of inclusive assessment opportunities which meet the needs of all learners is central to the course philosophy and our assessment strategy encourages you to take responsibility for your own learning by offering choice of assessment in some modules. For example, in some modules there is a choice of assessment topic (where you can choose your own case study, for example) whilst in other modules you can choose how you would like to be assessed (such as submitting an essay or undertaking a presentation).

The ways in which you will be assessed will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- demonstrate you have met the professional standards for practice as a podiatrist;
- demonstrate you have met the ethical and professional conduct expectations of a podiatrist;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

The assessment strategy for the BSc (Hons) Podiatry with Foundation Year programme has been designed to reflect the 'spiralled' nature of your learning experiences and assessments will focus on the integration of subject knowledge with theory and practice. There are two types of assessment you will encounter throughout the course: -

Formative - the marks and grades for these assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with comments to let you know how you are doing. Sometimes the format of a formative assessment activity will be similar to the final (summative) assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task. You will be offered individual tutorial support to go through areas that are done well and area for improvement with the tutor prior to the final summative submission.

Summative - assessment activities where the mark you receive will contribute towards the final mark for your modules. You will receive feedback on all summative assessments through Canvas so you can see how the mark was achieved and tutorial appointments will be available with the tutor if requested to go through the mark in some detail.

Feedback and feed forward are an integral part of teaching and learning and are crucial elements in supporting your development. Feedback and feed forward comments on a formative piece of work, for example, enable you to look at the strengths and weaknesses of your work and allow you to take action to improve before you have to submit your assessment. In each module you will have opportunities to submit formative assessment and to receive feedback and feed forward advice. You will receive feedback in a variety of ways throughout your course depending upon the assessment, it could be through e-mail, general group feedback, Canvas, or individual face to face tutorials.

To qualify for the award of a Bachelor of Science Degree and be eligible for registration with the HCPC students must complete all course requirements and pass all modules.

Practice-Based Learning (Years 2, 3 and 4)

Practice-based learning is central to your educational studies and allows the opportunity to apply the theory you have learnt in university to your practice as a podiatrist. Although integrated as an educational method, practice-based learning has specific standards and criteria which apply. It facilitates the formation of your professional identity as a podiatrist and develops your knowledge, skills and behaviour to meet the professional standards for practice and professional conduct expectations of the profession.

You will achieve some of the required clinical practice hours through simulation activities undertaken within the University setting through which you will achieve competencies and recorded placement hours. However, as part of your learning you will also successfully complete a minimum of 600 of the required 1000 hours in clinical practice with a named Practice Educator who will facilitate, supervise and assess your performance in the workplace. The length of each placement will vary depending on the year that you are in.

Academic educators work closely with a variety of organisations, such as NHS Trusts, local authorities and private organisations to ensure you are exposed to a range of diverse placement settings. All placement settings are subject to regular educational audit and review to ensure they maintain and develop an optimum learning environment for students to achieve their standards of competency. Throughout your placement you will be supported by a practice placement educator, you will have access to academic educators, and your assessment of proficiency will be signed off by an appropriately accredited practice educator.

Your practice educator will facilitate learning opportunities, including any reasonable adjustments you may need, for you to get the maximum benefit from your placement. They will observe you, conduct and record your assessments informed by your reflections, and feedback from others to confirm achievement. You will receive regular feedback from the practice placement educator to ensure you progress to achieve the standards of proficiency necessary to become a podiatrist. These standards of proficiency will be formally confirmed within the placement documentation by the practice educator at the end of each placement.

As you progress through your course you will be expected to take on more responsibility within your practice placements. This will enable you to develop confidence and skills in your work as a member of the podiatry / multidisciplinary team.

Throughout your practice placement learning you will always be expected to conduct yourself in a professional manner. We will provide guidance and information on the requirements regarding professional

conduct to help you understand how to manage learning in the complex and sometimes unpredictable world of healthcare.

Further information related to your practice learning experience can be found in your practice placement logbook.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

University Library

The [University Library](#) is the key source of academic information for students. The Library provides access to wide range of online information sources, including eBooks, e-Journals and subject databases. The Libraries also provide physical library resources (books, journals, DVDs, etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas.

Students can access a range of on-line skills material at: www.wlv.ac.uk/lib/skills. The Libraries also provide students with academic skills support via on-line appointments and workshops through the [Skills for Learning programme](#). Students can ask for one-to-one help on a range of skills such as academic writing and referencing.

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

The University also has a host of other services to support you, please take a look at the Student Support web pages; www.wlv.ac.uk/current-students/student-support/

If you have any questions, need help or advice then ASK@WLV is also there for you: www.wlv.ac.uk/current-students/askw

Course Specific Support

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting [e.Vision](#).

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your [Course Guides](#), along with their contact details.

Course leader

The course leader is an HCPC registered Podiatrist and has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Faculty Student Enabling Tutor

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Working in partnership with you

The University and the Student's Union take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. Our student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter: <https://www.wlv.ac.uk/about-us/student-charter/>

Employability in the Curriculum:

The course has been designed in conjunction with local employers, and has been informed by service users and carers and students. This ensures that the course provides 'fit for purpose' podiatry practitioners within the health care workforce, clinically prepared for the work that they will do. These skills will be developed as you progress through the course and will involve general foot and nail care, wound management, routine and high-risk lower limb assessments, musculoskeletal assessments including gait analysis. You will be able to assess and manage patients living with long-term conditions that impact on lower limb health or their ability to self-care for the lower limb, including diabetes, cardiovascular conditions, stroke, dementia, mental health issue etc. Assessment and podiatric management of specialist patient groups including children and those involved with sports. You will be able to administer a local anaesthetic into the foot to aid diagnosis or for minor surgery including nail surgery. Following successful completion of the course, you will also be able to sell and supply a range of medicines including some antibiotics and analgesics under your Prescription Only Medicines certificate.

As such, you will be prepared to be an autonomous practitioner who is able to work independently or as part of a team and is able to analyse and assess health risk as well as contributing to preventative care. You will contribute to holistic and seamless care for the individual whichever health setting you choose to work.

The programme will assist you to develop a strong professional identity and to be confident in demonstrating key employability skills such as being self-directed in your learning, having the ability to problem solve and to think critically. You will develop effective communication, leadership and decision-making skills to ensure you are an effective and safe practitioner with a good awareness of the wider influences on your practice. You will also gain core skills in research, audit and service improvement to ensure you are responsive to change and utilise evidenced based practice. These are all qualities that are essential for providing expert, evidence-based care and will make you highly employable.

As a registered Podiatrist you will have a range of employment opportunities to choose from. You will be able to work in public, independent, commercial, charitable or academic organisations and employment opportunities for qualified podiatrists are continuing to grow. To prepare you for the range of employment settings, you will undertake practice-based learning placements in NHS and private practice settings where you will further develop your skills and techniques to provide safe and effective foot health care services for a range of common and exceptional conditions in the clinical setting.

Qualified podiatrists can also work internationally, although some countries may require additional proof of competence to practise.

Additional roles for experienced podiatrists include academic, education and