

## Course Specification

<b>Published Date:</b>	15-Sep-2020
<b>Produced By:</b>	Laura Clode
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Health		
<b>Course Code(s):</b>	NH094H01BM	Full-time	3 Years
<b>UCAS Code:</b>	B170		
<b>Course Title:</b>	BSc (Hons) Podiatry at Birmingham Metropolitan College		
<b>Hierarchy of Awards:</b>	Bachelor of Science with Honours Podiatry Diploma of Higher Education Health and Wellbeing Certificate of Higher Education Health and Wellbeing		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	24/May/2017		
<b>Last Review:</b>	2014/5		
<b>Course Specification valid from:</b>	2014/5		
<b>Course Specification valid to:</b>	2020/1		

## Academic Staff

<b>Course Leader:</b>	Jennifer Round
<b>Head of Department:</b>	Mr Peter Gregory

# Course Information

<b>Location of Delivery:</b>	Birmingham Metropolitan College
<b>Category of Partnership:</b>	Supported Delivery of University Provision
<b>Teaching Institution:</b>	Birmingham Metropolitan College
<b>Open / Closed Course:</b>	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)

UCAS Tariff Points: Pre-2017 Entry - 280 points, Post-2017 Entry - 112 points

The tariff points can be made up of:

A Levels (GCE and VCE): 2 A Levels at Grade B and 1 A Level at Grade C

BTEC Extended Diploma: Grade DMM

BTEC Diploma: Grade D\*D\*

BTEC 90 Credit Diploma: N/A

Access to HE: Grade M45

If the Level 3 qualification is made up of A Levels, one A Level at Grade B must be a science subject (preferably biology, human biology or chemistry). All other qualifications must be a science subject.

Minimum number of GCSEs at Grade C or above: 5

which must include:

GCSE English: Grade C or 4

GCSE Maths: Grade C or 4

Are Level 2 equivalents accepted? Yes

## NON-ACADEMIC REQUIREMENTS

Applicants will also be required to provide a satisfactory personal statement and reference (academic or employer).

Those meeting the entry requirements may be shortlisted for interview and will be subsequently required to meet enhanced a Disclosure and Barring Service (DBS) Check and Occupational Health requirements.

Successful applicants will be required to complete a one day observational placement within the School of Podiatry Central Clinic prior to commencement of the course (this will be arranged by the School of Podiatry).

Occupational Health Clearance

One Day Observational Placement

## Distinctive Features of the Course:

The University of Wolverhampton, Faculty of Education, Health and Wellbeing (FEHW), has a strong local and national reputation as a major provider of qualifying programmes across a range of healthcare professions. The vision is to be a leading centre of excellence, offering people a focused learning community that adds value by promoting opportunity, creativity, innovation and enterprise in health and social care.

The Birmingham School of Podiatry is based within Matthew Boulton College (Birmingham Metropolitan College) and has continuously offered a professional qualifying programme for chiropodists/podiatrists since

the 1960s. The current BSc (Hons) Podiatry course 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 graduates is excellent and often described as exceeding employer expectations. The School has an excellent reputation and a 100% employment rate for podiatry graduates.

The School of Podiatry is a HCPC approved School of Podiatry. It maintains its own central podiatry clinic in which you are introduced to podiatry practice in a safe and managed clinical environment where the professional values are embedded from the first year of your course. The NHS is increasingly treating 'at risk' patients and as such you can achieve 'hands on' experience with low risk patients before attending placements in the NHS. The quality of the mentoring and support is a key feature of practice placements where the practice educators all have an appropriate mentoring/education qualification.

### Educational Aims of the Course:

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This course is a qualifying programme necessary to enter the Podiatry Profession and begin a rewarding professional career as a Chiropodist/Podiatrist. The course is open to anyone who fulfils the entry criteria and can demonstrate an understanding of the role of the podiatrist in practice.

You will study at the Birmingham School of Podiatry within the Birmingham Metropolitan College (Matthew Boulton College). The School of Podiatry has purpose built clinical teaching facilities and links with a highly experienced range of NHS placement providers.

The course is validated by the Faculty of Education, Health and Wellbeing, University of Wolverhampton and as such you will benefit from full access to additional learning resources and have the opportunity to enjoy the experience of being a University student.

The course is a combined professional and academic award that will enable you to develop the specific knowledge and skills required to work as a Podiatrist in both the National Health Service and the private sector. The course has a strong focus on achieving the clinical and professional competencies required to meet the Standards of Proficiency for the Podiatry Profession. It therefore emphasises assessment, diagnosis and podiatric treatments in providing high quality personalised care. Theoretical content is allied to Podiatric Practice throughout (interaction with clinicians and patients will be supervised by a qualified podiatric practitioner) enabling you to develop the professional values, communication and interpersonal skills necessary for professional Podiatric Practice.

Successful completion of the programme will make you eligible to register with the Health and Care Professions Council (HCPC) which regulates the profession and this is necessary to perform this work under this title. You will also be eligible to join the Society of Chiropodists and Podiatrists since the course has been designed to meet its requirements.

The College of Podiatry identifies that the UK workforce offers a number of employment opportunities for HCPC registered podiatrists across public, independent, commercial, charitable and academic sectors. Successful graduates will be able to apply for HCPC registration making them eligible to practice in the UK.

### Intakes:

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September

### Major Source of Funding:

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Office for Students (OFS)

### Tuition Fees:

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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
No related data			

PSRB:

NH094H01BM (Full-time)

Professional Accreditation Body:  
Health and Care Professions Council (HCPC)

Accrediting Body:  
"Health and Care Professions Council, the (HCPC)"

Accreditation Statement:  
Approved by the Health and Care Professions Council (HCPC) for the purpose of providing eligibility to apply for registration with the HCPC as a chiropodist/podiatrist.

Approved	Start	Expected End	Renewal
24/Apr/2015	24/Apr/2015		

Course Structure:

## September (Full-time)

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

### Year 1

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

Module	Title	Credits	Period	Type
4HW067	Fundamentals of lower limb musculoskeletal structure and function	20	YEAR	Core
4HW066	Fundamentals of health and disease affecting the lower limb	20	YEAR	Core
4HW065	Developing a framework for practice: pre-clinical	20	SEM1	Core
4HW068	Biochemistry and Physiology	20	SEM1	Core
4HW070	Microbiology and Infection Prevention and Control	20	SEM1	Core
4HW069	Clinical Studies 1	20	SEM2	Core

## September (Full-time)

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

### Year 2

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

Module	Title	Credits	Period	Type
5HW064	Human development and podiatric pathologies	20	YEAR	Core
5HW062	Principles of musculoskeletal diagnosis and therapies	20	YEAR	Core
5HW065	Clinical Studies 2	20	YEAR	Core
5HW063	Pharmacology	20	SEM1	Core
5HW067	Evidence based practice and research methods for podiatry	20	SEM1	Core
5HW066	Local Anaesthesia	20	SEM2	Core

## September (Full-time)

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

### Year 3

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

Module	Title	Credits	Period	Type
6HW128	Research Dissertation and Dissemination	40	YEAR	Core
6HW126	Clinical Studies 3	20	YEAR	Core
6HW124	Theory of foot-based advanced specialties	20	SEM1	Core
6HW125	Musculoskeletal Specialty: Therapies	20	SEM1	Core
6HW127	Clinical Specialties: Preparing for entering the profession	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:

Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar, including Year Long modules (5HW065 and 6HW126), to enable students to complete the required hours for placements.

Section 4.3.5 - Exemption in accordance with standards of proficiency stipulated the Health and Care Professions Council (HCPC). There will be no right to repeat practice modules (4HW065, 4HW069, 5HW065 and 6HW126).

Section 4.4.3 - Exemption in accordance with standards of proficiency stipulated the Health and Care Professions Council (HCPC). No compensation will be awarded on practical or theoretical modules but students will be granted the opportunity of a third attempt on theory modules at Level 4, Level 5 and Level 6 in accordance with thresholds stated in Section 4.4.4 of the Academic Regulations. For practice modules, provided students have passed the practice component and their other modules, they will be granted the opportunity of a third attempt in the theory component only as follows;

4HW065 Developing a framework for practice: pre-clinical (20 credits)

4HW069 Clinical Studies 1 (20 credits)

5HW065 Clinical Studies 2 (20 credits)

6HW126 Clinical Studies 3 (20 credits).

Section 4.5.1 - Exemption requiring students to pass all modules before progressing to the next level of study.

APPROVED by AFRSC on 8/11/2018.

#### Reference Points:

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Quality Assurance Agency

The Quality Code (2014)

Framework for HE qualifications (2014)

Academic

SEEC Credit level descriptors for HE

Awards/qualifications process in health care higher education

(Skills for Health)

University of Wolverhampton

General examination and assessment regulations

UG academic regulations

Recognition of prior and experiential learning (RPL) strategy and guidelines

Learning and Teaching strategy

Equality Act (2010)

Department of Health

National Institute for Health and Clinical Excellence (NICE) Guidelines

NHS: Knowledge and skills framework

Agenda for change

Patient and public involvement

High quality care for all

Literacy skills levels in England and the impact on health

Numeracy skills levels in England and the impact on health

Improving care and saving money: Learning the lesson on prevention and early intervention for older people

College of Podiatry Workforce Reports

PSRB

Health and Care Professions Council

- Standards for Education and Training

- Standards of Proficiency for Chiropodists and Podiatrists

Society of Chiropodists and Podiatrists

#### Learning Outcomes:

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CertHE Course Learning Outcome 1 (CHECLO1)

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

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CertHE Course Learning Outcome 2 (CHECLO2)

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.

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CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study

and/or work

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**CertHE Course Learning Outcome 4 (CHECLO4)**

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

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**CertHE Course Learning Outcome 5 (CHECLO5)**

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

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**DipHE Course Learning Outcome 1 (DHECLO1)**

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.

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**DipHE Course Learning Outcome 2 (DHECLO2)**

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

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**DipHE Course Learning Outcome 3 (DHECLO3)**

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

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**DipHE Course Learning Outcome 4 (DHECLO4)**

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

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**DipHE Course Learning Outcome 5 (DHECLO5)**

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

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**DipHE Course Learning Outcome 6 (DHECLO6)**

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.

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**Ordinary Course Learning Outcome 1 (ORDCLO1)**

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. You will also be eligible to apply to become a full member of the Society of Chiropodists and Podiatrists.

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**Ordinary Course Learning Outcome 2 (ORDCLO2)**

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.

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#### Ordinary Course Learning Outcome 3 (ORDCLO3)

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.

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#### Ordinary Course Learning Outcome 4 (ORDCLO4)

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.

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#### Ordinary Course Learning Outcome 5 (ORDCLO5)

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

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#### Ordinary Course Learning Outcome 6 (ORDCLO6)

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 Society of Chiropodists and Podiatrists.

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#### Honours Course Learning Outcome 1 (DEGCLO1)

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. You will also be eligible to apply to become a full member of the Society of Chiropodists and Podiatrists.

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#### Honours Course Learning Outcome 2 (DEGCLO2)

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.

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#### Honours Course Learning Outcome 3 (DEGCLO3)

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.

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#### Honours Course Learning Outcome 4 (DEGCLO4)

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.

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#### Honours Course Learning Outcome 5 (DEGCLO5)

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

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#### Honours Course Learning Outcome 6 (DEGCLO6)

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 Society of Chiropodists and Podiatrists.



## Overview of Assessment:

Module	Title	Course Learning Outcomes
4HW065	Developing a framework for practice: pre-clinical	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4HW066	Fundamentals of health and disease affecting the lower limb	CHECLO2, CHECLO3, CHECLO4, CHECLO5
4HW067	Fundamentals of lower limb musculoskeletal structure and function	CHECLO2, CHECLO3, CHECLO4, CHECLO5
4HW068	Biochemistry and Physiology	CHECLO1, CHECLO3, CHECLO5
4HW069	Clinical Studies 1	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4HW070	Microbiology and Infection Prevention and Control	CHECLO2, CHECLO3, CHECLO4, CHECLO5
5HW062	Principles of musculoskeletal diagnosis and therapies	DHECLO2, DHECLO3, DHECLO4, DHECLO5
5HW063	Pharmacology	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5HW064	Human development and podiatric pathologies	DHECLO2, DHECLO3, DHECLO4, DHECLO5
5HW065	Clinical Studies 2	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5HW066	Local Anaesthesia	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5HW067	Evidence based practice and research methods for podiatry	DHECLO2, DHECLO3, DHECLO5
6HW124	Theory of foot-based advanced specialties	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6HW125	Musculoskeletal Specialty: Therapies	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6HW126	Clinical Studies 3	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW127	Clinical Specialties: Preparing for entering the profession	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW128	Research Dissertation and Dissemination	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6

## Teaching, Learning and Assessment:

As part of your course, learning activities are designed to develop graduate attributes, for example the application of knowledge and innovation within the boundaries of your role and the use of digital technologies as appropriate. Paramount to your progression and development in preparing you for your future role in podiatry is the valued input of employers and service user/carers into the design and implementation of the Podiatry course and their participation in the experiences you have.

You will (normally) study six modules per year, all of which are compulsory elements of the programme necessary to fulfil the academic and professional body requirements for your course.

We promote a blended approach to learning including:

- Formal learning
  - Some core content is delivered in the 'face-to-face' traditional teaching style

- Interactive activities to challenge and develop your knowledge and understanding of competence in podiatry practice
- Some directed learning online (VLE)
- Applying theory to practice – we use a variety of approaches to enhance your ability to articulate, critique and apply evidence to shape your professional podiatric practice
  - Case Study discussion; problem solving and clinical decision making; these can enhance your understanding of real problems that may present in podiatric practice; Action Learning Sets to develop professional values and discuss dilemmas from practice
- Academic and research skills – critiquing of research and evidence; expanding your theoretical and practical knowledge of the research process preparing a research study of relevance to podiatric care.
- Inter-professional learning - you will have opportunities to learn with other student groups (e.g. nursing, biomedical sciences and sports) at the University and through clinical placements with other professional groups.
- Clinical Skills and Practice Learning - you will have the opportunity to engage in supervised practice to become knowledgeable and skilled in podiatric care. You will have the opportunity to learn in the central foot care clinic at the School of Podiatry which includes access to well-equipped labs and a regular throughput of patients. This, in conjunction with external placements throughout your journey, will enable you to develop your therapeutic skills by having time to practice under the supervision of qualified podiatrists. External work placements make up a significant part of your course where you will develop your competence in the work environment with supervision and support. You will be able to reflect on personal and professional learning, the development of knowledge and skills and identify strategies to develop and deliver foot care in the future.
- Online and Digital Learning - some of your modules will have online learning activities and workbooks as part of your VLE topic support. You will use electronic learning resources within the College, the School of Podiatry clinical environment and the University to access research and literature; additional facilities include the use of e-mail, online forums and appropriate technologies and equipment and record keeping systems relevant to foot care.
- Independent and self-directed learning – this is an important part of degree level study and through the course you will be encouraged to become an independent learner. Independent learning will be required of you as a qualified podiatrist as part of the professional requirements to maintain competence and ensure your continuing professional development to remain on the professional HCPC register.
- Tutorials – face to face meetings with the module team and your personal tutor will take place throughout your programme.

## Assessment Methods:

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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:

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The College and University both provide a range of resources to support you directly with your learning as well as other areas of your life. These resources are all signposted through the relevant web pages and include:

Study Skills Support

There are a variety of learning resources to help you progress through your course.

School of Podiatry Support - academic skills are introduced within the induction programme, different modules and through a blended learning approach with access to materials in CANVAS. This is to help you use learning resources effectively and help you with coursework tasks. Academic skill development is further embedded within the curriculum at different levels, through the ways in which lecturers present information and guide you to use it. Additional support for learning is offered via Personal Tutors, tutorials with lecturers and feedback provided by lecturers for individual pieces of coursework.

University Academic Support - is available to all students throughout all levels of study. For example the Institute of Health Professions (Faculty of Education, Health and Wellbeing) and University Learning Centres offer the following:

- The *Skills for learning* web pages are a great resource for you to enhance your academic skills, from basic IT skills, to essay writing and preparing for examinations and personal development planning.

[https://exch.wlv.ac.uk/exchweb/bin/redir.asp?](https://exch.wlv.ac.uk/exchweb/bin/redir.asp?URL=http://www.wlv.ac.uk/lib/skills_for_learning/academic_writing_skills.aspx)

[URL=http://www.wlv.ac.uk/lib/skills\\_for\\_learning/academic\\_writing\\_skills.aspx](http://www.wlv.ac.uk/lib/skills_for_learning/academic_writing_skills.aspx).

- The *Learning Information Services* have Advisors who offer individual support across our campus learning centres including [ASSIST](#) which provides 'real-time' online librarian support.

#### Learning Centre / Library Facilities

Through the collaboration between the College and the University of Wolverhampton, you benefit from a choice of resources and study facilities. This provides you with the flexibility to study on the University campus or at Matthew Boulton College when preparing for coursework and independent study.

At Matthew Boulton College there is a bespoke provision of texts for the course within the Library and access to dedicated Higher Education computer facilities for searching and retrieving literature. However as a student of the University of Wolverhampton, you will also have full access to the University Learning Centres. You will also have unlimited access to a comprehensive range of electronic resources and databases online. The Walsall Campus Learning Centre will also offer resources to support your course. You can book a private area for studying alone or study pods that will house several students together at Matthew Boulton College or the Walsall Learning Centre. Alternatively you may use additional computer areas within the University campus to access facilities without prior booking.

#### Personal Support

- Matthew Boulton College (BMetC) Personal and Year Tutors

You will be allocated a Personal Tutor from the School of Podiatry academic team at the start of your course. This will enable you to build and develop a relationship to help you achieve the course learning outcomes. Your Personal Tutor and/or Year Tutor will meet with you on a regular basis and support and guide you as you progress through to the completion of your course.

- University Student Advisors

The University has a team of Student Advisors to offer help and advice on a range of issues that may be affecting your studies. Accessible by telephone and e-mail or the website <http://www.wlv.ac.uk/default.aspx?page=9182>.

- University Counselling Service offers a confidential space in which you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and on online counselling is available via CANVAS.
- The student financial support unit can provide advice on funding sources available to students
- University Student Development and Enablement Centre provides a comprehensive range of support for Deaf, Dyslexic and Disabled students. This includes disability screening and assessment, guidance on gaining financial support, various support services and enabling technologies.
- University Inter-Faith Centre is available to those requiring spiritual guidance, support or a listening ear

## Employability in the Curriculum:

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You will study at the Birmingham School of Podiatry within the Matthew Boulton College (Birmingham Metropolitan College) which is the only institution within the West Midlands to offer the podiatry qualifying programme and has purpose built clinical teaching facilities and links with a highly experienced range of NHS placement providers. It has an excellent reputation for the quality of the course and a 100% employment rate in their podiatry graduates. In addition, the course is validated by the Faculty of Education, Health and Wellbeing, University of Wolverhampton and as such you will benefit from full access to additional learning resources and have the opportunity to enjoy the experience of being a University student.

The course is a combined professional and academic award that will enable you to develop the specific knowledge and skills required to work as a Podiatrist in both the National Health Service and the private sector. The course has a strong focus on achieving the clinical and professional competencies required to meet the Standards of Proficiency for the Podiatry Profession. It therefore emphasises assessment, diagnosis and podiatric treatments in providing high quality personalised care. Theoretical content is allied to Podiatric Practice throughout (interaction with clinicians and patients will be supervised by a qualified podiatric practitioner) enabling you to develop the professional values, communication and interpersonal skills necessary for professional Podiatric Practice. Successful completion of the programme will make you eligible to register with the Health and Care Professions Council (HCPC) which regulates the profession and this is necessary to perform this work under this title. You will also be eligible to join the Society of Chiropodists and Podiatrists since it the course has been designed to meet its requirements.

Employment opportunities for qualified podiatrists are continuing to grow. The course is designed to provide 'fit for purpose' podiatry practitioners within the health care workforce, clinically prepared for the work that they will do. As such, you will be an autonomous practitioner, able to work independently or as part of a team, able to analyse, assess health risk and contribute to preventative care. You will contribute to holistic and seamless care for the individual whichever health setting you choose to work. The UK podiatry workforce is spread across public, independent, commercial, charitable and academic sectors. The range of employment opportunities includes NHS, Private Practice, Podiatric Surgery, Commercial and Manufacturing. The evidence suggests that demand for safe and effective foot health care services will continue to rise with the increase in an ageing population and the prevalence of conditions such as diabetes and obesity. A lack of qualified podiatrists available to meet future demands for foot care has been forecast within the profession, and Diabetes UK has identified an increased demand for safe and effective foot care and highlighted that intervention by podiatrists can significantly reduce the risk of lower limb amputation. There is also a need for specialisation in fields such as sports and exercise linked to musculoskeletal diagnosis and therapies. As a Graduate podiatrist you will be eligible to mentor and supervise foot care assistants and support other colleagues. Additional roles for experienced podiatrists include academic, education and research careers.



THE UNIVERSITY OF OPPORTUNITY