

Course Specification

Part A: Course Definition

Please complete this template for each course that is to be validated.

School <i>(For integrated joints this should be the managing School)</i>	Institute of Health Professions				
For Integrated Joint Courses only <i>State the subject areas and schools involved.</i>					
Course Code	NH094H01BM				
Name of Final Award / Course	BSc (Hons) Podiatry				
Name(s) of any Intermediate Award(s)	Dip. HE Health and Wellbeing Cert. HE Health and Wellbeing				
Course type <i>(Please tick ✓)</i>	U/G Specialist	<input checked="" type="checkbox"/>	HND / HNC	<input type="checkbox"/>	<input type="checkbox"/>
	U/G Integrated Joint	<input type="checkbox"/>	Integrated Masters	<input type="checkbox"/>	<input type="checkbox"/>
	Foundation Degree	<input type="checkbox"/>	Masters	<input type="checkbox"/>	<input type="checkbox"/>
	Prof. Doctorate	<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>
Previous Course Title <i>(if this replaces a course)</i>					
UCAS/other agency code(s)					
Closed course	No				
Source of Funding <i>(Please tick ✓ or name other)</i>	HEFCE	<input type="checkbox"/>	NHS	<input checked="" type="checkbox"/>	TTA <input type="checkbox"/>
	Other: Self-Funding				

Mode of delivery and Length of course					
Tick ✓ all that apply and insert minimum number of years to complete:					
Full-time	<input checked="" type="checkbox"/>	3	Part-time (day)	<input type="checkbox"/>	<input type="checkbox"/>
Sandwich	<input type="checkbox"/>		Part-time (day/evening)	<input type="checkbox"/>	<input type="checkbox"/>
CPD	<input type="checkbox"/>		Part-time (evening)	<input type="checkbox"/>	<input type="checkbox"/>
Distance Learning	<input type="checkbox"/>		Custom Block Delivery	<input type="checkbox"/>	<input type="checkbox"/>

Location of delivery			
Tick ✓ all that apply			
City	<input type="checkbox"/>	Burton	<input type="checkbox"/>
Compton	<input type="checkbox"/>	Collaborative (complete next section below)	<input checked="" type="checkbox"/>
Walsall	<input type="checkbox"/>		<input type="checkbox"/>
Telford	<input type="checkbox"/>		<input type="checkbox"/>

Name of Collaborative Institution	Type of Collaborative Institution <i>(Insert appropriate code from below)</i>	Collaborative arrangements <i>(Choose from the three options below)</i>	Proposed start date
School of Podiatry, Matthew Boulton College, Birmingham Metropolitan College	5000	2	Sept 2015

Collaborative arrangements options:			
1. Off-site delivery by UoW staff	2. Off-site delivery by Partner staff (UK only)	3. Support delivery by UoW and Partner staff	
HESA codes for type of Collaborative Institution(s):			
Large private company	1000	NHS	6000
Small or medium enterprise (SME)	2000	Other public sector organisation	7000
Overseas education provider	3000	Charity	8000
Other UK education provider - private	4000	Other	9000
Other UK education provider – public sector	5000	Multiple collaborators of different types	9900

Dates for course delivery (non-standard)		
Is this course delivered within the standard University timetable and structure? Yes / No		
If No , provide the start and end dates for the delivery of this course. <i>Note: Students will be required to have completed enrolment 7 days following the date you insert as the start of the course.</i>		
Start date	End date	Location of delivery
14/09/15	31/08/18	School of Podiatry, Matthew Boulton College, Birmingham Metropolitan College

Dates for student intakes			
<i>Complete the following table for proposed intakes - N.B. e.g. Intake 1: Sept. 2011, Intake 2: Feb. 2012.</i>			
	Start date	Location of delivery	Notes
Intake 1:	Sept 2015	School of Podiatry, Matthew Boulton College, Birmingham Metropolitan College	
Intake 2:	Sept 2016	School of Podiatry, Matthew Boulton College, Birmingham Metropolitan College	
Intake 3:	Sept 2017	School of Podiatry, Matthew Boulton College, Birmingham Metropolitan College	

Academic Regulations

Where it is proposed that the course be exempt from any University Academic Regulations, include the details here using the Clause Number and the change proposed.

Section A.3.7. Exemption from the Academic Framework to permit the course to operate outside of the Academic Calendar due to the need to meet PSRB requirements on practice hours. **APPROVE** in principle subject to the DVC (Academic) final approval

Section A.3.7. Exemption to run musculoskeletal and biomechanics based theory modules as year-long to maximise the opportunity for students to apply theoretical concepts within the clinic setting. **APPROVE**

Section D.3.6 For practice modules where two attempts have been made, there will be no right to repeat the module. Failure to pass each assessment component (theory or practice) at the re-sit will result in discontinuation from the course. **APPROVE**

Section D.3.9 No compensation will be awarded on practical or theoretical modules, but students will be granted an additional re-sit attempt at level 4 and 5 (excluding practice modules).

Section H.6.1. Students must pass all 120 credits to progress from one level to the next and will be required to retrieve any outstanding credits during the summer re-sit period. **APPROVE**

AFRSC Meeting 12 Feb 2015

Assessment Board and External Examiner arrangements

Name the Award Board for this Course	Post Qualifying
Name the Module Results Boards that will consider module results from this Course	Post Qualifying
Are you proposing to use existing external examiner arrangements?	No
New and/or additional external examiner required	New (to meet 8.2 SET standard)

Course Specification

Part B: Course Specification

1	Title of Course (Final award title)	BSc (Hons) Podiatry	Course Code	NH094H01BMD
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2	Awarding Institution	University of Wolverhampton
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3	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 identify 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.

4	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)
Race Relations Act; Equality and Diversity action plan
Special educational needs and disabilities Act (SENDA)

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

5	Professional, Statutory and Regulatory Bodies (PSRB)
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The Health and Care Professions Council safeguards entry to the podiatric profession and ensures that those admitted to the professional register are competent podiatric practitioners able to deliver safe and effective foot care. The professional content and competencies of the course reflect the HCPC Standards of Education and Standards of Proficiency (for chiropodists and podiatrists) and the clinical placements reflect the professional requirements of the Society of Chiropody and Podiatry, the HCPC and the Department of Health.

The course is underpinned by the 2014-2015 Health Education England (West Midlands) Mandate to *'deliver high quality, effective, compassionate care: developing the right people with the right skills and the right values....'* and supports the ethos behind Service User and Carer engagement (HCPC).

In order to meet all of these requirements you will need to fulfil a set number of hours of study which are compulsory, this will include attendance both in the University (or designated educational institution) (80% or more) and in the practice placements (100% attendance is required to fulfil your hours). Your course has been specifically designed to provide you with the opportunity to fulfil the requisite 1000 hours of

practice in three years.

The Birmingham School of Podiatry is the only HCPC approved School of Podiatry within the West Midlands. It maintains its own central podiatry clinic in which you can be introduced to actual clinical practice in a safe and managed clinical environment where professional values are embedded from the first year of your course. You will be supervised working in the School of Podiatry central clinic and podiatry placements you must demonstrate good professional conduct and behaviour at all times. The NHS is increasingly treating 'at risk' patients and as such you will gain 'hands on' experience with low risk patients before attending placements in the NHS. Much of your work will require you to engage in effective communication, articulating both written and verbal reports. Your placement experiences in addition to general treatments will include providing foot care to some of societies' more vulnerable people, the very young, the elderly, those who have physical disability, learning disability and those who have perhaps been through some very challenging situations, resulting in mental health problems. In order to ensure all the people you care for are protected and safe, you will be expected to abide by the regulatory and professional body guidance for podiatry students and adhere to Standards of the HCPC. We will expect you to conduct yourself in a highly professional manner at all times, and this will form part of our assessment of you in practice.

Each individual wishing to become registered must provide evidence that he or she is in '*good health and of good character*' at the start of the course and throughout your studies and beyond. You will be asked to declare any changes in your circumstances which may have an impact on this important requirement and we have specialist support available at all times to advise you in the event of any changes. Further details will be available to you in your course guide and from the HCPC website.

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 podiatry graduates is excellent and reflects the quality of the student support; a key feature of practice placement support is that all practice educators are required to have an educational qualification in addition to their podiatric skills. Successful course completion and registration with the HCPC will entitle you to use the protected professional title of Podiatrist. You will also be able to join the Society of Chiropodists and Podiatrists.

6 | **Entry requirements**
To include any provision for APL and English competency standards.

UCAS Tariff		
UCAS tariff	280 points	Must include two A Levels at grade B or above and one at C grade or above.
		One of the B grades must be a science subject, with biology, human biology or chemistry being the preferred subject.

Alternative Entry Points* may be successful completion of:	
Level 3 Diploma	In science subject
Higher National Diploma	In science subject
Access to Higher Education Diploma	In science subjects
LEaP programme for podiatry	Including science subjects

(University of Wolverhampton)	
*All applicants should possess a minimum of five GCSEs (or equivalent), which must include English and Mathematics at grade C or above.	
Mature and/or Foreign Applicants	
Recent alternative qualifications will be considered on an individual basis	
Applicants for whom English is a second language	IELTS score of 7 overall with no individual elements below 6.5.
<p>All successful applicants will undergo a face to face interview and offers of a place are subject to a successful Disclosure and Barring Service check and Occupational Health clearance.</p> <p>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).</p>	

7	Employment and further training opportunities
<p>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.</p> <p>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.</p> <p>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</p>	

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.

8	Course Learning Outcomes (Maximum of six)
On successful completion of this course you will be able to:	
1. 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.	
2. 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.	
3. 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.	
4. 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.	
5. Effectively apply theory, practice and advanced diagnostic skills and technologies to identify innovative solutions to complex foot care needs encountered in your podiatry practice.	
6. 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.	

9	Indicative Course Structure BSc (Hons) Podiatry (yellow denotes practice)					
Induction Week Academic Study Skills & Introduction to the Profession (non-assessed preparation for Year 1)						
Year 1 - Level 4						
Semester 1			Semester 2			
Core	4HW067 Fundamentals of lower limb musculoskeletal structure and function 20 credits					
Core	4HW066 Fundamentals of health and disease affecting the lower limb 20 credits					
Core	4HW065 Developing a framework for practice: pre-clinical 20 credits			Core	4HW069 Clinical Studies 1 20 credits	
re	4HW068 Biochemistry and Physiology 20 credits					

Core	4HW070 Microbiology and Infection Prevention and Control 20 credits				
Year 2 - Level 5					
Semester 1			Semester 2		
Core	5HW064 Human development and the physiological ageing process with podiatric pathologies 20 credits				
Core	5HW062 Principles of musculoskeletal diagnosis and therapies 20 credits				
Core	5HW065 Clinical Studies 2 20 credits				
Core	5HW063 Pharmacology 20 credits			Core	5HW066 Local Anaesthesia 20 credits
Core	5HW067 Evidence based practice and research methods for podiatry 20 credits			Core	Research Studies (non-assessed preparation for Year 3)
Year 3 - Level 6					
Semester 1			Semester 2		
Core	6HW128 Research Dissertation and Dissemination 40 credits				
Core	6HW126 Clinical Studies 3 20 credits				
Core	6HW124 Theory of foot based advanced specialties 20 credits			Core	6HW127 Clinical Options: Preparing for entering the profession 20 credits
Core	6HW125 Musculoskeletal Specialty: Therapies 20 credits				

10 Learning Activities

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

	<ul style="list-style-type: none"> ○ style ○ Interactive activities to challenge and develop your knowledge and understanding of competence in podiatry practice ○ Some directed learning online (WOLF/PebblePad) ● <u>Applying theory to practice</u> – we use a variety of approaches to enhance your ability to articulate, critique and apply evidence to shape your professional podiatric practice <ul style="list-style-type: none"> ○ 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 ● <u>Academic and research skills</u> – critiquing of research and evidence; expanding your theoretical and practical knowledge of the research process preparing a research study of relevance to podiatric care. ● <u>Inter-professional learning</u> - 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. ● <u>Clinical Skills and Practice Learning</u> - 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. ● <u>Online and Digital Learning</u> - some of your modules will have online learning activities and workbooks as part of your Wolf 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. ● <u>Independent and self-directed learning</u> – 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. ● <u>Tutorials</u> – face to face meetings with the module team and your personal tutor will take place throughout your programme.
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11	Blended learning	
	Students are entitled to :	
	1. Have access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts,	Our virtual learning environment (WOLF) will provide access to electronic copies of the materials used in class and additional online directed study. Additional use will be made of eportfolio (PebblePad) for reflective learning.

and reading lists	
2. Formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;	Formative assessments will be provided (where suitable) for you to 'have a go' at the summative assessment tasks before it is submitted. This provides an opportunity to receive feedback.
3. Have opportunities to collaborate on line with others in their learning cohort;	WOLF will provide a forum for you to engage in regular dialogue with your lecturers and peers.
4. Have the opportunity to participate in electronic Personal Development Planning (ePDP);	Your Personal Tutor and/or Year Tutor will meet with you regularly to discuss progression with your theory and practical studies.
5. Submit all appropriate assessments online;	Whenever possible summative assessments will be submitted electronically.
6. Opportunities to engage in interactive learning during all face to face sessions.	Core content will be delivered in the 'face-to-face' style but will include interactive learning activities to challenge and develop knowledge and application to practice.

12	Assessment methods
<p>Assessment of Practice</p> <p>Your clinical podiatric skills will be assessed both within the central clinic at the School of Podiatry (Matthew Boulton College, BMetC) and in external placements within the NHS and private practice. Mentors will supervise you on placement; these are registered podiatrists who have undertaken an approved course in mentoring/education. In addition to the support of mentors, you will also work alongside a variety of experienced podiatrists and podiatry lecturers who can help you identify learning opportunities and supervise and support you as you take up these learning opportunities.</p> <p>Your mentor will be the person most likely to formally assess your learning in practice using a systematic approach that includes carefully prepared documents which you will keep as a record of your learning in practice. You will use a clinical log book to record your clinical learning and practice hours; mentors will also record their assessment of your work. You will receive support from academic staff in the School of Podiatry team and the University where appropriate. The academic staff liaise closely with mentors in the placement areas to ensure that you have the opportunity to meet the Standards of Proficiency and competence required for HCPC registration on successful completion of your course. If for any reason you need additional hours in practice the School of Podiatry offer extended clinics during the summer which facilitate this and ensure you have the opportunity to progress to the next stage of your course.</p> <p>Beginning with the pre-clinical module in Year 1 your placement experience will consist of hands on experience, learning and practising techniques and skills in preparation for treating patients (under strict supervision) in the School of Podiatry central clinic. Progressing through Clinical Studies 1 you will gain more exposure and experience of the various foot conditions seen and begin to relate underpinning theoretical learning to practice as well as developing foundation podiatry skills. At times within the first year you will also visit some external placements to observe the work of the qualified podiatrist in the practice setting. As you progress through your course you will be expected to take on more responsibility in Clinical Studies 2 (Year 2) where your practice learning will include assessment and diagnosis of foot</p>	

conditions and higher level clinical skills and you will develop confidence in your decision making as a member of the podiatric team. There will also be a **Local Anaesthesia** (LA) module to introduce you to the skills and techniques of administering LA. In your final year **Clinical Studies 3** you will be exposed to patients with more complex needs to hone your diagnostic, assessment and treatment skills. Within the **Clinical Specialties Option**, your placement learning becomes more self-directed and you are encouraged to negotiate learning opportunities within specialist fields of podiatric practice. Your final year placements will require you to model the work of a registered podiatrist as you prepare to enter the profession.

Throughout your practice placement learning you will be expected to conduct yourself in a professional manner at all times. 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 health care (see the Placement Handbook).

Assessment of Theory

At level 4 you are adjusting to the requirements of higher education; for some, this is a transition from school/FE and for others it is from the world of work. As you enter with different abilities and levels of knowledge, the assessment strategy at level 4 is based on understanding this and giving you the opportunity to build a foundation level of both academic and clinical podiatric skills sufficient to progress to the next year of the course. Therefore at level 4, assessment is designed to build confidence and orientate you toward higher education and adopting the required professional values for a career in podiatry.

Assignments require you to demonstrate knowledge and understanding of selected concepts and theories pertaining to podiatry. As podiatry has a strong practical focus your assessments will include both academic and key practical/clinical skills. You will develop core content such as anatomy, physiology, biochemistry and microbiology in order to form a scientific foundation on which to base future clinical assessment and diagnostic skills. Course work is designed to develop such things as verbal articulation, essay and report writing and academic referencing. A range of formative and summative assessments are used across Level 4. Feedback on these is designed to enable you to develop and improve your future work. Through your learning at **Level 4** it is intended that you acquire underpinning knowledge and skills necessary to progress with your theory and practical studies. Feedback on assignments is given on content and analysis and also on written communication skills, referencing, structure and presentation. This is then applied as generic criteria throughout the entire course with raised expectations at each level as appropriate. Feedback is provided to you to help you develop your knowledge, understanding and core skills – it is important that you read your written feedback and discuss this with the academic team.

Level 5 consolidates knowledge and understanding achieved at level 4 and further develops skills within clinical practice placements. You are expected to demonstrate knowledge and critical understanding through wider reading, the use of databases and other pertinent resources, together with the ability to synthesise evidence from a number of different sources. You will develop a sound grasp of theory underpinning assessment and diagnosis such as the principles of musculoskeletal care and human movement (biomechanics) and mirror this in your coursework. You will undertake a range of assessments designed to test your ability to critically analyse information and evidence and apply learning within the context of podiatry. You should have an understanding of research and be developing higher levels of competence in academic and clinical skills and be digitally literate. You will be expected to reflect and evaluate your own learning and interpret knowledge deficits.

At **Level 6** you are expected to be a competent and independent learner with the ability to use academic study skills appropriately as well as other methodological tools appropriate to the profession. You should be able to evaluate sources and arguments and make judgements within the context of your practice. You should have developed a thorough understanding of the scientific body of knowledge needed to underpin the provision of safe foot care treatments at initial registration and be able to communicate effectively with the client and other healthcare professionals involved in the client's care. Opportunities however, will still exist for formative and peer assessment and case study presentations in relation to your practice experience. The culmination of the programme for you is your **independent research study** in which you should demonstrate your ability to use the research process to investigate an area of podiatric practice, solve problems, have a systematic understanding of research within the field of podiatry, critically analyse the literature and evidence base and use enquiry based methods of investigation. You will be able to demonstrate research skills and demonstrate high level academic skills and digital literacy together with a command of theory and knowledge of podiatric care.

The University Performance Level Descriptors provide a comprehensive guide to the academic expectations of your coursework at level 4, 5 and 6.

13	Support for Learning
<p>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:</p> <p>Study Skills Support There are a variety of learning resources to help you progress through your course.</p> <p>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 WOLF. 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.</p> <p>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:</p> <ul style="list-style-type: none"> • The <i>Skills for learning</i> 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/redirect.asp?URL=http://www.wlv.ac.uk/lib/skills_for_learning/academic_writing_skills.aspx. • The <i>Learning Information Services</i> have Advisors who offer individual support across our campus learning centres including ASSIST which provides 'real-time' online librarian support. <p>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.</p>	

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 WOLF.
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

14	Any Distinctive Features of the course
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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 the **only** HCPC approved School of Podiatry within the West Midlands. 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.

15 Overview of Assessment of Course Learning Outcomes (CLO) and Blended Learning in core and option modules								
List Module Codes	C L O 1	CLO2	CLO3	CLO4	CLO5	CLO6	Which Blended Learning entitlements are met? (1-6)	What summative assessment methods are to be used?
<i>Year 1</i>								
4HW068 Biochemistry and Physiology	√		√		√		1-6	1. Examination 2. Examination
4HW067 Fundamentals of lower limb musculoskeletal structure and function		√	√	√	√		1-6	1. Portfolio
4HW069 Clinical Studies 1	√	√	√	√	√	√	1-6	1. Clinical Log Book 2. OSCE
4HW066 Fundamentals of health and disease affecting the lower limb		√	√	√	√		1-6	1. Case study portfolio
4HW065 Developing a framework for practice: pre-clinical	√	√	√	√	√		1-6	1. OSCE
4HW070 Microbiology and infection prevention and control		√	√	√	√		1-6	1. Report 2. Examination
<i>Year 2</i>								
5HW064 Human development and podiatric pathologies		√	√	√	√		1-6	1. Case Study
5HW062 Principles of musculoskeletal diagnosis and therapies		√	√	√	√		1-6	1. Portfolio
5HW065 Clinical Studies 2	√	√	√	√	√	√	1-6	1. Clinical Log 2. Clinical Examination
5HW067 Evidence based practice and research methods		√	√		√		1-6	1. Coursework
5HW063 Pharmacology	√	√	√	√	√	√	1-6	1. Examination 2. Examination
5HW066 Local analgesia	√	√	√	√	√	√	1-6	1. Examination 2. Viva voce
<i>Year 3</i>								

6HW124 Theory of foot based advanced specialties		√	√	√	√		1-6	1. Coursework
6HW125 Musculoskeletal Specialty: Therapies		√	√	√	√		1-6	1. Portfolio
6HW126 Clinical Studies 3	√	√	√	√	√	√	1-6	1. Clinical Log 2. Clinical Examination
6HW127 Clinical Specialties Option: Preparing for entering the profession	√	√	√	√	√	√	1-6	1. Portfolio
6HW128 Research Dissertation and Dissemination	√	√	√	√	√	√	1-6	1. Dissertation 2. Publication Proposal

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