

# Faculty of **Health**



# WELCOME TO THE FACULTY OF HEALTH

The Faculty aspires to provide the highest possible quality of student-centred education, using the latest technological/ pedagogic advances to demonstrate excellence in preparing professionals for practice, conducting research and advancing service improvement within health and social care.

I have the great honour to lead the region's largest provider of qualified staff to the NHS and social care professions and the only centre for programmes in speech and language therapy, diagnostic radiography and radiotherapy in the West Midlands. The Faculty has a national and growing international reputation for pioneering approaches to learning and teaching, through the creation of cutting-edge simulated experiences and has consistently achieved "excellent" ratings in national quality audits. The Faculty enjoys strong relationships with the professional statutory and regulatory bodies, together with our health and social care partners.

We are exceptionally diverse with over 7,000 students: to whom we offer a range of undergraduate pre-qualifying health care professional programmes, and a suite of post registration programmes at undergraduate, postgraduate and Doctoral levels to support continuing professional and personal development. These programmes are delivered through our four schools - the School of Nursing and Midwifery, the School of Health and Social Care, the School of Professional Practice and the Defence School of Healthcare Studies.

Our approach to learning and teaching places our students at the centre of everything we do, and we place strong emphasis on research, innovation and providing a greater appreciation of global health care through the internationalisation of our curriculum and in providing opportunities to undertake placements overseas with the aim of enriching the overall student experience. We fully embrace the importance of supporting you in both the classroom and practice settings, fundamental to the Faculty's ethos, and we prepare you for your placement experiences using state-of-the-art resources that reflect the realities of clinical practice, ensuring your skills meet the latest requirements of your chosen profession. Our provision is exceptionally well rated by our current students with overall satisfaction levels in excess of 95 per cent in some of our programmes in the most recent National Student Survey.

Through our centres for Health and Social Care Research, Business and Innovation, and Skills and Simulation, we are able to offer a range of programmes, products and services that complement our programme offer.

Our lecturers are experienced in their fields and many continue to work and conduct research in their area of practice. So you can be sure that when you study with us, your programmes will be up to the minute and reflective of current work practices.



Ian Blair  
Executive Dean

# WHY CHOOSE US?

## STATE-OF-THE-ART TEACHING AND LEARNING FACILITIES

We have invested £30 million within the Faculty of Health on our Seacole Building where you will find mock wards and an operating theatre so you can develop key skills at your own pace. Virtual reality and online technology are used to enhance your learning experience.

View our virtual tours online [www.bcu.ac.uk/healthvirtualtours](http://www.bcu.ac.uk/healthvirtualtours)

## UNPARALLELED ACCESS TO MODERN TECHNOLOGIES

The Faculty of Health is leading the way in the use of virtual reality and online technology to further enhance your learning.

- Virtual Case Creator (VCC) is a web-based interactive simulation package
- and VERT, our radiotherapy virtual clinical training facility.

## ACADEMIC AND PRACTICE EXPERTISE

All of our lecturers have worked in the health and social care professions and many still do. They will ensure that your learning reflects the latest requirements providing you with the practical skills and academic knowledge you will need to enter your chosen profession and enhance your career opportunities.

In 2011 our skills and simulation team were awarded The Higher Education Academy Learning and Teaching Team Award following nominations made by our students.

## INVESTING IN YOUR FUTURE

Find out why the Complete University Guide ranked us in the top 10 in the UK for our extensive spending on services and facilities. A huge £180 million is being invested in new and improved facilities – including a brand new extension to our City Centre Campus and a stunning £8.5 million sports centre.

## DISCOVER BIRMINGHAM

More parks than Paris, more miles of canals than Venice and the UK's largest student population outside London. What a fantastic place to live and our campus is just minutes away from the bright lights of Birmingham City Centre!

Don't just take our word for it, go to [www.bcu.ac.uk/healthstudenttalk](http://www.bcu.ac.uk/healthstudenttalk) to hear what our students have to say!

"Moving to Birmingham and attending BCU is one of the best decisions I have ever made!"

**BSc (Hons) Nursing – Learning Disabilities; Liam Sanders**

# FACILITIES

The £30 million Seacole Building\* was officially opened in June 2007 by NHS Chief Executive David Nicholson, and benefitted from a £1.6 million extension in August 2011.

We are the largest faculty in the University, and this is reflected in the services available on site for our students, including an increasingly active Students' Union.

We boast a state-of-the-art library and learning centre, IT suite, lecture theatres, bar, shop, cafe and coffee shop. We also have outside seating areas and a bike park.

Our City South Campus also boasts a Skills Suite which hosts a series of specialist rooms set up to teach specific skills including:

- a number of mock hospital wards complete with realistic mock 'patients'\*\*
- a simulated operating theatre
- a home environment room

- a fully equipped ambulance
- a midwifery skills/birthing room
- a purpose built Radiography Skills Suite including: the Oncentra Masterplan Radiotherapy Planning system, an Ultrasim Ultrasound machine, a dedicated PACS (Picture Archiving and Communication Systems) suite, our immersive VERT (Virtual Environment for Radiotherapy Training) suite and a dedicated Xograph X-ray imaging suite.
- a speech and language resource room including two-way mirror and observation room
- a visual rehabilitation skills kitchen
- specially fitted teaching rooms including skeletal, muscular and other anatomical models
- a Skills Practice and Clinical Enhancement (SPACE) room for self-directed/independent skills practice.

To see more take a virtual tour of our skills facilities  
[www.bcu.ac.uk/healthvirtualtours](http://www.bcu.ac.uk/healthvirtualtours).



We embrace the concept of interprofessional learning and are developing and implementing an integrated approach across all our programmes in preparing you for working within a multi-professional team within practice settings.

Practice-based learning experiences are an essential component of the majority of our programmes, and can involve students spending up to 50 per cent of their time in practice.

It is crucial that we maintain very strong working relationships with our key stakeholders to enable us to work together to ensure the optimum experience for you and to produce graduates who are fit for both practice and purpose. We value the vital contributions and our collaborations with clinical partners.

We pride ourselves on the excellence and diversity of our learning and teaching methods and facilities and invest heavily in research and scholarship to support and develop our staff, which in turn informs and enhances the quality of your experience.

\* The building was named after Mary Seacole, a contemporary of Florence Nightingale and celebrated Jamaican-born nurse, who was voted the greatest Black Briton of all time in a poll in 2004.

\*\* High fidelity life size and weight simulators called SIM Men (Simulation Men) which can be programmed to reflect changes in a patient's condition. They can replicate a range of clinical scenarios including cardiac arrest and falling blood pressure, and an audio device controlled by the lecturer to add extra realism. [www.bcu.ac.uk/health/about-us/simulation-mannequin](http://www.bcu.ac.uk/health/about-us/simulation-mannequin)

"I had used **Facebook** to contact student nurses already at BCU and I had been told by them that it was very good for placements, for support, for a positive learning environment and for friendly staff. I also liked the new facilities that City South were offering and thought this would aid my learning... the University itself appeared to have a good support network in the way it was structured."

**BSc (Hons) Nursing – Learning Disabilities;**  
**Liam Sanders**

"The course is very challenging but really rewarding, you have to be very motivated and time conscious, you will receive brilliant support from the tutors but you need to provide the hard work. I am a full-time mother of three so anything is possible."

**BSc (Hons) Speech and Language Therapy;**  
**Lisa Gateley**

"With the new office space in Seacole Building, we are now able to offer a far more intricate service for students at our City South Campus. It has enabled us to have staff and student officers working on campus dealing with student needs as they arise. This is a student space so feel free to use it however you like!"

**Students' Union President, Robin Eves**



# SCHOOL OF NURSING AND MIDWIFERY

The School of Nursing and Midwifery provides exceptional student satisfaction ratings - 97 per cent of our nursing students and 100 per cent of foundation degree students expressed their satisfaction at the overall quality of nursing and midwifery programmes in the Faculty in the 2011 National Student Survey (NSS). We were also recently commended by our regulatory body, the Nursing and Midwifery Council (NMC), for our Virtual Home Environment, where live simulations bring the practical realities of the profession directly to your studies.

The School provides a dynamic and forward-thinking learning environment, supported by more than 100 academic staff who are qualified nurses and midwives, and experts in their fields.



The use of Virtual Case Creator software creates a range of virtual scenarios to let you experience the practicalities of patient/service user assessment and care within a safe virtual environment. You are able to further your studies, individually or in small groups, on campus, in practice settings, or at home.

The School covers **Adult Nursing and Critical Care, Child Health, Community Care, Mental Health and Learning Disabilities and Midwifery**. We produce nurses and midwives who are dynamic, inspirational and autonomous practitioners.

During your studies, you will develop team working skills and an appreciation of the need to involve other health care professionals or support agencies when required. Due to the ethnic diversity celebrated by the region, also emerge with an appreciation of the complex cultural and diverse health care needs of a broad cross-section of society. Our nursing degree programme gives you the opportunity to gain experience overseas. To find out more visit [www.bcu.ac.uk/studentopportunities](http://www.bcu.ac.uk/studentopportunities).

Placement experiences take place mainly within NHS and non NHS facilities across the Midlands and beyond. Whilst on placement, you receive continuous support and encouragement from both your personal tutor, practice based mentor and the Practice Education Staff.

The **BSc (Hons) Nursing programme** encompasses four distinct fields of study, namely Adult, Child, Learning Disabilities and Mental Health.



- **Learning Disabilities**, where teaching methods involve the inclusion of service users and carers in classroom settings and practice placements, ensuring that throughout the programme, their experiences are your prime focus.
- **Adult**, where the cultural diversity of the city ensures you develop the sensibilities needed to be an effective all-round performer, aware of different patients' care pathways.
- **Children**, where access to specialist hospitals, for example the world-famous Birmingham Children's Hospital, help you acquire specialist clinical skills.
- **Mental Health**, where you develop the knowledge and skills to work with people with mental health problems across all age ranges.

The **BSc (Hons) Midwifery** programme is available as a full-time, three year direct entry programme, or an 18 month shortened programme for qualified and registered adult nurses who wish to become midwives.

The team work closely with midwifery providers and a number of staff act as midwifery supervisors for both students and practising midwives. The team are currently working towards achieving Baby Friendly Initiative (BFI) accreditation that promotes the benefits of breastfeeding.

These programmes are suitable if you are a health care support worker. They will provide you with the knowledge, skills and attitudes to enable you to function effectively in practice. It can also enable you, if you have successfully completed the programme, to gain access with advanced standing onto the BSc (Hons) Nursing programme and other related degrees.

# SCHOOL OF HEALTH AND SOCIAL CARE

The School of Health and Social Care is one of the largest and most diverse providers of health and social care education in the country. It was formed in 2009 and includes the departments of Health Sciences, Operating Department Practice and Paramedics, Public Health, Social Work, Radiography, and Speech and Language Therapy.

In addition to programmes that prepare health care professionals for the workplace, the school offers a range of postgraduate and post-qualifying education and training to enable practitioners to maintain and further enhance their knowledge and clinical skills, improving their career opportunities.

Our **diagnostic radiography and radiotherapy** education has a well-established track record in producing successful graduates, ultrasound practitioners and reporting radiographers (plain film and CT head) as well as assistant practitioners. Our on-site clinical skills facilities added to the strong links with hospital departments in both professions, enables us to provide you with high quality training at all tiers of the radiography professional workforce.

The cutting-edge fully immersive 3D virtual environment for radiotherapy training (VERT®) facility allows you to simulate radiotherapy treatment techniques using the latest computer software. This, along with our state-of-the-art radiotherapy treatment planning facilities will provide you with high quality learning experiences to develop both your theoretical knowledge and clinical skills.

If you are interested in diagnostic radiography, we have a new, fully functional x-ray room with an additional mobile x-ray unit, clinical standard PACs reporting screens and ultrasound unit, as well as an ultrasound simulator within our radiography skills suite.

The **Health Sciences** Department supports bioscience teaching across the Faculty and has a proven track record of innovation in learning and teaching. Our new biomedical laboratory facilities offers you the opportunity for practical activities and experiments in all aspects of health education and research. We are one of only a few universities to offer this in nurse education. We are also undertaking pioneering work in the design and development of dynamic and interactive bioscience based APPs to facilitate greater flexibility in your learning of applied health sciences.

**Speech and Language Therapy:** Delivered at the West Midlands' only centre for Speech and Language Therapy, the course is approved by the Health Professions Council and the Royal College of Speech and Language Therapists, and adopts a person-centred approach to the way speech and language therapists work with clients - an approach involving direct and regular service user participation in your training which produces well-rounded and prepared therapists.

The Department of **Social Work** has been one of the largest providers of qualifying professional social work programmes in the UK for four decades. It has well-established ties with all the key employers in the West Midlands and works in partnership

with Birmingham City Council (BCC) Adults and Communities Services; BCC Children's Services, Dudley MBC, Sandwell MBC as well as a number of independent sector social work and social care agencies. The University is accredited by the regulator GSCC (soon to transfer to the HCPC\*) to award a range of social work education programmes to prepare professional social workers and enhance the capabilities of experienced practitioners through CPD\*\* programmes, including the appropriate mental health professional training to prepare for licensing to undertake statutory duties. All the approved programmes are required to incorporate an inter-professional dimension, anti-oppressive practice and involve a range of stake holders including employers as well as service users and carers in all aspects of its development, delivery and quality assurance.

The **Operating Department Practice** department is one of the largest in the UK. It caters for the NHS, private sector and military students, and has an excellent employability record.

\* Health and Care Professions Council

\*\* Continuing Professional Development

Our **Paramedic** provision is designed to flexibly meet the rapidly-changing environment in pre-hospital care delivery. Students on both programmes benefit from excellent skills and simulation facilities in the Faculty – from the mock operating theatre to the onsite Emergency Ambulance.

Our **Department of Public Health** is innovative and dynamic offering you the opportunity to gain an understanding of the inter-disciplinary and multi-disciplinary approaches to public health. As such we take a broad view of the meaning of public health, seeing it as more than disease prevention, with our programmes at both undergraduate and postgraduate levels reflecting this. Our staff are experts in their own diverse fields, and very experienced in being able to take you through your educational journeys from CPD through to PhD levels. As a department we are constantly striving to adopt and develop new educational processes and technologies to ensure that you are empowered to rise to the challenges of a constantly changing health and social care environment.





# SCHOOL OF PROFESSIONAL PRACTICE

The School of Professional Practice encompasses three specialist departments:

**The Personal Development Department (PDD)** helps you to achieve your full potential while at university, by enabling you to gain appropriate credit for prior certificated and experiential learning and by supporting you in the development of your academic skills, particularly searching and utilising appropriate literature, academic writing and numeracy.

**The Department of Skills and Simulation** is committed to ensuring that all necessary clinical and social care skills plus simulation learning and teaching are embedded in all health and social care professional curricula and pathways. It is paramount that you engage with skills learning in order that the transfer and enhancement of this learning into clinical and social care practice will be a safe and incremental activity. We aim to maximise the learning experience for you through engaging and stimulating learning and teaching strategies. The opportunity to participate, practise and enhance learning within the skills facilities is integral to the overall learning experience for you in preparation for the transfer to direct patient/service user care.

**The Skills and Simulation Centre** is staffed by the academics and technicians of the Department of Skills and Simulation. The department was an NMC pilot site in 2006 to evaluate the

effectiveness of simulation in nurse education, and was the 2011 winner of the Health Education Academy's learning and teaching team award for student support and collaboration. Our staff have a wealth of clinical experience, a strong research profile, and expertise in employing contemporary educational theory to the teaching and learning of clinical skills.

**The Department of Practice Learning** manages and supports the practice element of programmes by liaising with and supporting both you and practice partners about all aspects of practice learning and assessment. This includes auditing the suitability of practice learning opportunities to ensure they meet educational standards and arranging placement opportunities to meet programme requirements.

The Faculty benefits from a **Disability Tutor** role. The post holder works in partnership with disabled students and placement providers to meet both the student's needs and the requirements of the programme. This involves discussing reasonable anticipatory adjustments, helping to plan and implement measures which enable disabled students to fully engage with placements and giving advice about practice learning outcomes and proficiencies which must be met.

We were recently commended in a programme review as achieving 'good practice' for placement support through nurturing close links with NHS Trusts.

To ensure you are fit for practice, the majority of your time will be spent on work placement from year one, developing not only the theory and knowledge required, but also the skills and aptitudes necessary to be a confident and competent health or social care professional.

## THE IMPORTANCE OF PLACEMENTS

To ensure you are prepared to deal with the real-life environment in which you will be working, the theory you learn in the classroom is given context whilst on placement. Placements will help you develop the knowledge and skills required to be successful in your future career.

Whilst on placement you will be expected to adopt the working hours of the department you are working in. This could involve working shifts, including late and night shifts, weekends and bank holidays. This may sound a little daunting now, but we support all of our students throughout their time on placement. You will have a placement tutor who will be contactable and may visit you during your placement experience. You will also have access to Moodle, our online virtual learning environment. Moodle is an invaluable resource when on placement as it enables you to communicate with your tutors and fellow students and gain help and advice, when and where necessary.



Disability Tutor with student

## AWARDS

We were awarded a Centre of Excellence for Teaching and Learning by the Higher Education Funding Council for England. The Centre developed pioneering work in the use of simulation techniques for practice-based learning. As a result, we have enjoyed substantial investment in state-of-the-art learning facilities at the University's City South Campus. Cutting-edge equipment and educational software is used to support practice-based learning and clinical skills development, and is continually being developed and upgraded.

## WHAT OUR STUDENTS HAVE TO SAY ABOUT THE FACILITIES AND SUPPORT;

"I actually worked with **Aston Villa Football Club** and I got to do voluntary work with them, working with future footballers."

**BSc (Hons) Health and Wellbeing (Nutritional Science); Kulwinder Bal**

"**My placements** have allowed me to link the knowledge I have gained in university to actual clinical settings. They also reinforce the need for team work, communication, dedication and commitment due to the very nature of the long 12 hour shifts and the variety of people I work with, from severely disabled patients to very intellectual consultants."

**BSc (Hons) Nursing – Learning Disabilities; Liam Sanders**

"BCU had the **best facilities** for my course, including excellent practice areas (mock wards). This enabled me to get an insight as to what it would be like to work in a hospital. They help you to learn how to treat real-life patients ... in the practice rooms."

**BSc (Hons) Nursing – Adult; Susan Donegal**

"You get a lot of support, the tutors are really approachable and the mentors on **placement** have been brilliant; I have had a lot of very good experiences. I actually feel part of their team."

**BSc (Hons) Midwifery; Samantha Bull**

"The lecturers are really supportive and it's a very friendly environment. Our facilities with regards to the library and resources are excellent. The **PDD**<sup>1</sup> team [are there to] help and support you through your training if you feel you need to develop and improve."

**BSc (Hons) Shortened (18 month) Midwifery; Phern Adams**

"Most challenging was **academic skills**. Academic writing and the advanced skills we have been given here will help us in the future. Before coming to university I would strongly recommend [getting used to] the Harvard reference systems and the academic writing systems, understanding acronyms - this would be a great help."

**Dip HE Paramedic Science; Sgt Barry Kirkland**

"Excellent facilities, friendly staff very approachable, struggled with academic writing but with **guidance** and help from the staff managed to complete."

**Dip HE Paramedic Science; Stuart Batham**

"BCU has a good reputation. [I was] impressed with the lecturers who have current experience and the facilities such as mock wards and **SPACE**<sup>3</sup>."

**BSc (Hons) Nursing – Adult; Laura Davis**

<sup>1</sup>PDD – Personal Development Department

<sup>2</sup>SIM Man is a life size and weight simulation mannequin, refer to [www.bcu.ac.uk/health/about-us/simulation-mannequins](http://www.bcu.ac.uk/health/about-us/simulation-mannequins)

<sup>3</sup>SPACE: Skills Practice and Clinical Enhancement learning environment – a skills room stocked with equipment and procedural notes to practice most procedures outside of timetabled sessions in your own time and at your own pace

"I chose to do nursing because I wanted to help people. I really enjoy placements, being able to put theory to practice. [There's] lots of **skills training** and support to help practice your skills i.e. SIM man<sup>2</sup> mannequins. Being out on placement is very rewarding, it's a really good way to learn by being in university and then spending time out on placements."

**BSc (Hons) Nursing – Adult; Jemma Graham**



SIM Man

"Simulations at the University use **SIM man**<sup>2</sup>, you can feel for pulses, it talks and breathes so you can treat it as an actual patient. It gives you more confidence when doing your first patient assessments."

**Dip HE Paramedic Science; Shaun Kemp**

"I loved the facilities that BCU offered such as **SPACE**<sup>3</sup> and virtual wards attracted me as well as the extensive library resources. The guidance and support is second to none."

**BSc (Hons) Nursing – Child; Janine Byrne**

"The buildings are excellent; the City South **facilities** are state of the art and enable a high quality of learning. All the staff working for the Faculty right through from admission and clerical staff in the school office to the lecturers delivering your education are excellent, very helpful and understanding."

**BSc (Hons) Nursing – Learning Disabilities; Liam Sanders**

"The University does prepare you as much as possible, you can do **SPACE**<sup>3</sup> classes to brush up on your practical skills, get help from the academic skills department on research about evidence based practice and medicine. The teaching here is really hands-on, I find the scenarios we do very helpful, it helps you consolidate what you have learnt, prepares you a lot more for when you go out in practice."

**BSc (Hons) Nursing – Mental Health; Jemima Beider**

"The **simulation rooms** and facilities are really good. Especially in the first year when we haven't had much clinical placed experience, it becomes very beneficial to us because the machines we use whilst on placement are big machines and you can't get much practice because of the amount of patients that have to be treated and limited timeslots."

**BSc (Hons) Radiotherapy; Kathryn Lester**



# CENTRE FOR BUSINESS AND INNOVATION

The aim of the Centre is to develop and enhance new and existing partnerships with the NHS and other health and social care sectors. It provides on-going support for business, innovation and enterprise development together with consultancy and knowledge transfer opportunities.

Since its inception the Centre has gone from strength to strength and its services to business include:

**Knowledge Transfer Partnerships** – working with the public, private and voluntary sector combining academic expertise with business know-how to improve competitiveness and productivity.

**Flexible Work-Based Learning** – taking university-level education into the workplace to develop staff. Whether you are involved in the corporate, public or voluntary sector, we can help to provide professional development for your staff in a range of subjects.

**Bespoke provision and consultancy services** – specific to your organisational needs, and drawing on the wealth of experience available within our faculty, but with the opportunity to include other faculties as required.

**E-learning Education and Training** – including our innovative and unique Virtual case Creator and VIRTUAR moving and handling web-based online teaching course, incorporating 3D software.

**Virtual Case Creator 1.5** is a web-based software platform that helps teachers to develop highly interactive online practice simulations to support any aspect of vocational education and training. It provides safe flexible

opportunities for learners to develop their problem-finding, problem-solving and decision-making skills. Choose from over 30 simulations to suit your specific requirements. The simulations are also adaptable to meet your training aims. VCC is already providing bespoke training solutions for the NHS and higher education sectors.

Integration with staff records advanced monitoring of learner decisions and further scenarios including drug administration and life support will be available later this year.

**VIRTUAR** moving and handling software package is a web-based, e-learning package that teaches the theoretical aspects of safe moving and handling. State-of-the-art computer graphics provide an engaging interface providing best practice through case studies and scenarios. The programme evaluates progress to ensure that participants not only complete but, crucially, understand the material and its application in the workplace. Upon completion of training the moving and handling software will automatically update electronic staff records thereby reducing costs and manual administration.

## Tissue Viability Practice Development Unit (TVPDU)

The TVPDU, a new initiative which aspires to be a centre of excellence, making a real difference to patients, carers and the professionals looking after them. In pursuit of excellence, it is essential to ensure that those caring for individuals have the knowledge, skills and attitudes to provide high quality, evidence-based care. It is also essential that generalists are empowered to carry out care within their capabilities and

do not defer to specialists and risk becoming deskilled. The TVPDU will offer education provision to:

- increase the knowledge and understanding of support staff and generalists caring for individuals in acute and community settings
- enhance the expertise of specialist tissue viability professionals to ensure they have the current best evidence to effectively prescribe therapeutic interventions for patients.
- empower patients through the provision of user-friendly, evidence-based information.

Visit: [www.bcu.ac.uk/health/business-and-innovation](http://www.bcu.ac.uk/health/business-and-innovation) for further information.

“An excellent way to start my career and has helped me pursue a career in health policy research. Throughout the KTP I was involved in researching health policy, implementation of policy and writing papers for publishing. Since the completion of the KTP I’ve started a project with the World Health Organisation; researching workforce planning in the EU.”

**Thomas Lawrence: two years, Knowledge Transfer Partnership between Sandwell Primary Care Trust and Birmingham City University.**



# CONTINUING PROFESSIONAL DEVELOPMENT, BESPOKE PROGRAMMES AND FLEXIBLE LEARNING

The Continuing Professional Development (CPD) Unit facilitates and manages our continuing professional education and training portfolio. All of our programmes facilitate career progression within a friendly, supportive and encouraging environment. These vary in length and are flexible in delivery: allowing you to fit your professional development around your work and home commitments.

Our programmes make the most of your skills: whether you're keen to graduate or you simply want to learn something new. You are free to select the modules that suit you: whether that's the whole programme of study, the components that relate to your interests or a single stand-alone module. If you complete a module then decide you would like to continue your studies, you can put the credits you have earned towards a qualification with our Credit Accumulation and Transfer System (CATS).

## WHERE CAN I GET ADVICE?

We have a professional navigator service to identify the best career path for you: ensuring you make the right choices to achieve your personal and professional goals.

Please call **+44 (0)121 331 6162**

## WHAT PROGRAMMES ARE AVAILABLE?

We have a huge range of programmes ranging from short non credit bearing programmes, to credit bearing modules, degree and Master's level study. Please visit [www.bcu.ac.uk/healthcpd](http://www.bcu.ac.uk/healthcpd) for a full list of course and modules available.

## DO YOU OFFER ONLINE LEARNING?

We have a number of modules that are available online. From November 2012 and January 2013 we will also have available a BSc (Hons) Professional Studies in Health and Social Care, a top-up degree developed specifically for qualified healthcare professionals. These dates are yet to be confirmed and subject to approval. Please check the website for more updates [www.bcu.ac.uk/health](http://www.bcu.ac.uk/health)

## DO YOU OFFER BESPOKE PROGRAMMES AND FLEXIBLE AND WORK BASED LEARNING?

As a faculty, we recognise that learning takes place wherever you may be working. Work-based learning, in association with the University, is becoming an increasingly popular way for practitioners to gain credit for their development within the workplace. If your employer has a specific workforce training requirement, we can tailor and develop a course for you.

"I won the student of excellence health and social care award for radiotherapy. I had a lot of support both from the University and from the staff at my clinical practice; I also thought it was very good the way University staff visited students whilst on placement. I liked the help and support from the lecturers and the fact that the course had a lot of hands-on clinical practice as well as University-based sessions.

The equipment at the University was also great, (such as the Radiotherapy planning suite). I liked the layout of the campus, the excellent facilities on site and close by but most of all the staff."

**BSc (Hons) Radiotherapy; Sarah Codd**

# CENTRE FOR HEALTH AND SOCIAL CARE RESEARCH

Our research staff are based within the Centre for Health and Social Care Research (CHSCR).

We conduct high-quality applied research for the benefit of students, service users, practitioners and the wider health and social care economy. We directly link our research to the content and delivery of our curricula ensuring students engage in a research informed manner.

Our research is focussed on addressing a number of key issues in health and social care:

- Dignity of care for everyone
- Health understanding for all
- Better outcomes for common health concerns
- Better service development
- Integration of science into care outcomes
- Implementation of technology and innovation.

We have a full suite of research projects that aim to address these issues and make a measurable difference to society, health and social care.

We are committed to knowledge transfer and collaborate with health services, local hospitals, industrial partners and other universities, both nationally and internationally.

To view some of the research being undertaken at the moment or to find out more about applying for a research degree visit [www.bcu.ac.uk/health/research](http://www.bcu.ac.uk/health/research).

## Emmanuel Ehiwe – PhD student

With a background in radiography where he currently practices ultrasonography and magnetic resonance imaging, Emmanuel has diverse postgraduate training in science education and curriculum development, diagnostic radiography and public health. His MSc dissertation was on the cost-effectiveness of the breast screening programme in women aged 50 and above in the UK.

### Current research projects:

He is currently researching health beliefs and cancer perception among black African migrants in the UK for his PhD thesis. He is an associate member of the editorial board of the Society of Radiographers' professional magazine. He is also a member of the Association of Radiography Educators. He has interest in teaching research methods, and anatomy and physiology. He has taught and served as a clinical instructor and lecturer to both radiography and midwifery students.

## Louise Hunt – Senior Lecturer

Louise's interests focus on the field of practice learning and practical assessment, particularly:

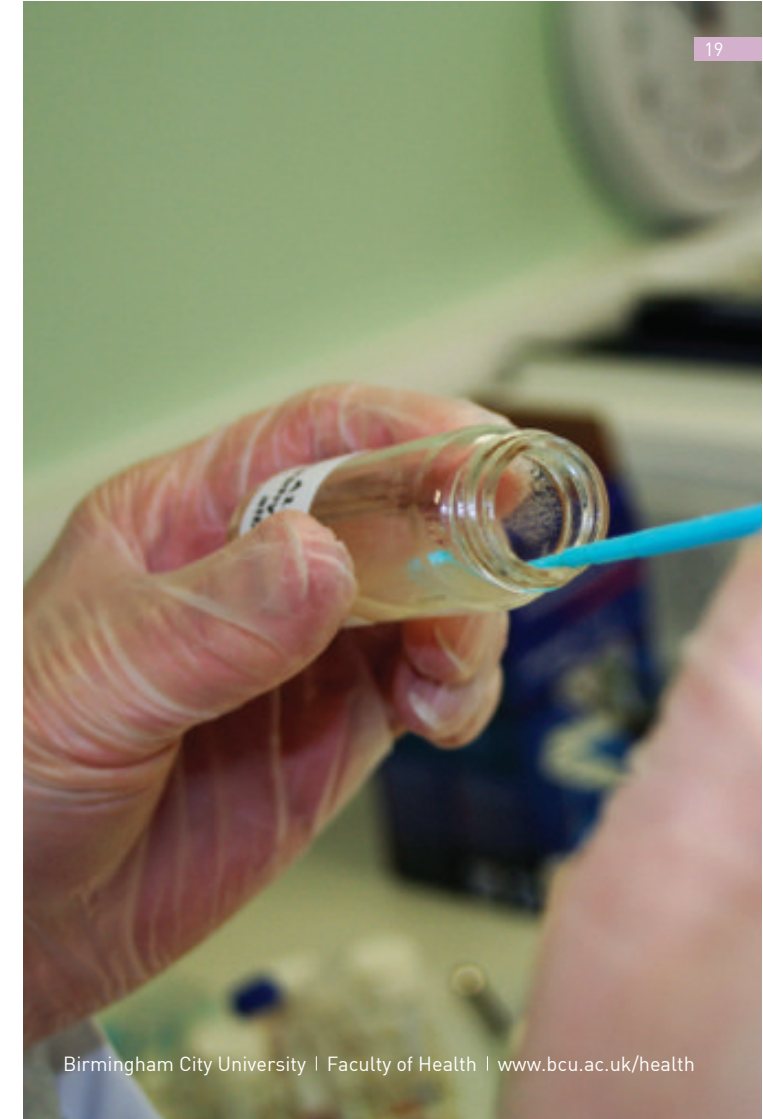
- Comparative failure rates in theoretical and practical assessments
- Practical and academic competence
- "Failure to fail" in practical assessments.

Her current research project is assessing student nurses in practice: a critique of the processes that influence assessors' decisions to fail students.

## Professor Mervyn Morris

Professor Morris's research interests predominantly focus on the field of mental health, including service provision and delivery (local, national and international), community-based mental health services, social inclusion, crisis resolution/home treatment, assertive outreach, voice hearing, recovery, and well-being.

Of major importance in his work and interest is service user inclusion and empowerment, including engaging service users as experts by experience to improve service delivery and provision. This also includes engaging and empowering service user-led organisations. Professor Morris also places major emphasis on alternatives to hospitalisation and medication, challenging stigma, 'labels' and the schizophrenia 'label'.



## WHAT OUR STUDENTS HAVE TO SAY ABOUT THEIR PROGRAMME;

“Very quickly from starting the course we went on placement, and from the first hour of the first day I was x-raying patients. I learned quickly there is no such thing as a text book patient, from the first day you realise people are varied and different. It’s hard work but I never wake up and dread going to work - I very much enjoy it, it is very rewarding. If we weren’t radiographers we would be detectives, our job is to find out what is going on.”

**BSc (Hons) Diagnostic Radiography;**  
**Adam Robinson**

“The course is perfect for me; I’d much rather have the practical learning than sit in a lecture theatre. This way I can see what I’m doing practically and back it up with the theory after. I’m really enjoying the course, all the different modules are fantastic and so is the help behind it all.

Radiotherapy is the perfect job to work in a team, and it mixes biology and physics, my two favourite subjects.”

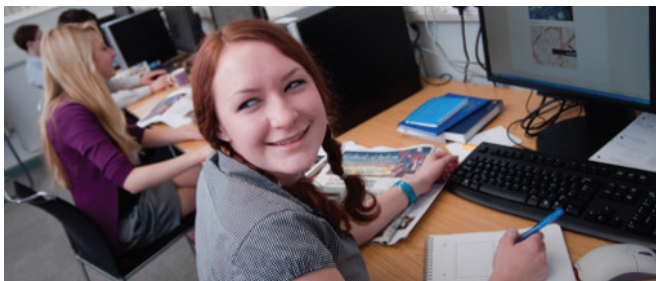
**FdSc Health and Social Care (Radiotherapy Pathway);** **Thomas Netherwood**

“I wanted a change of career and decided to go for it... Seeing my first actual birth was a big highlight, it was an amazing experience and solidified the reasons why I wanted to be a midwife.”

**BSc (Hons) Midwifery;** **Melanie Green**

“BCU has an excellent reputation especially with health studies; I came along to one of the open days, had a good look round the facilities, and was really impressed. The building is really well laid out, lots of green spaces and natural light, the library is brilliant, IT suite is really big and there is always someone around to give you a helping hand.”

**BSc (Hons) Health and Wellbeing (Nutritional Science);** **Michael Teeling**



“I previously [studied] nursing here, and was impressed with the facilities, skills rooms and the use of SIM man before practice. The Lecturers are really supportive and it’s a very friendly environment. From talking to students from other universities out on practice, our facilities with regards to the library and resources are excellent. ”

**BSc (Hons) shortened (18 month) Midwifery;**  
**Phern Adams**

“I’m really looking forward to qualifying as a nurse because that way I can be helping people and doing my bit for society as well. I’ve always been a very loving, caring person and I hope to make a difference. I’m really enjoying all the work and finding it very, very interesting.”

**BSc (Hons) Nursing – Adult;** **Faye Hatcliffe**

“I felt Birmingham City University offered the best facilities and the course design suited me better. I found the hands-on learning more helpful. The placements have been very beneficial as I was able to use the skills I had learnt at university.”

**BSc (Hons) Nursing – Child;** **Alison Mervish**

“I attended an interview and really liked the way the interview was structured, especially how service users were involved in the interview process.

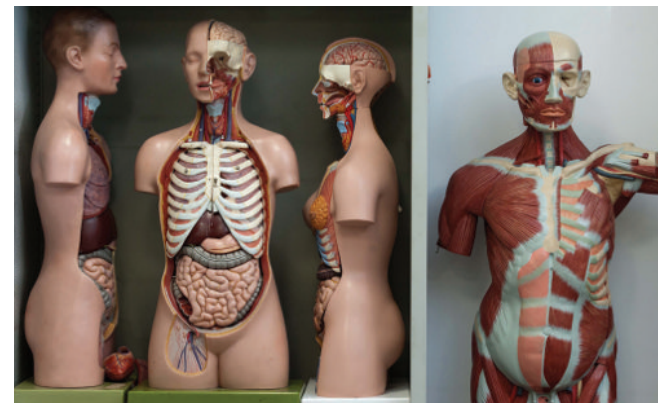
I’m so excited as I know LD nursing is an exciting profession where there are endless possibilities for specialising; it’s a job that will tick all the boxes for me and I can’t wait to get out there when I’m registered. There are so few LD nurses that graduate annually yet such a high need for them. It’s going to be hard work, but ultimately such a fun and rewarding job where no two days will ever be the same.”

**BSc (Hons) Nursing – Learning Disabilities;**  
**Ross Golightly**

“The resources appear to be unlimited! All staff are so approachable, from lecturers to librarians... even the lovely girl who works in Costa! I had spoken to people who had studied [at BCU] and heard great things about the lecturers [all of which turned out to be true!].

[The programme] has given me the opportunity to work with a wide variety of teams that MH services provide [for], from older adult, acute, rehab, community. The experience is preparing me for the prospect that as a mental health nurse I will be working with people with severe and complex needs in a number of settings. [The] lecturers are so knowledgeable and passionate, my placements have been incredibly varied and relevant. The content on the modules has been interesting, and the Library is amazing!”

**BSc (Hons) Nursing – Mental Health;** **Emma Linden**





“Two years ago I never thought I would be in a theatre, standing there handing instruments to the surgeon, it’s fantastic. Whilst training you are learning so many different aspects of an ODP’s role, it’s challenging.”

**Dip HE Operating Department Practice; Patrick Power**

“The facilities and equipment available for learning are second to none and the library facilities are absolutely brilliant too. Staff [are] extremely knowledgeable, very approachable and very helpful.”

**Dip HE Paramedic Science; Mark McDonagh**

“I have really enjoyed the planning side of the course, it’s quite a new thing as it used to be done by doctors, and BCU was one of the first universities to start doing planning with undergraduate students. All the staff are brilliant and really helpful. Always on the other end of phone if you have a problem. [I have found the course] hard work you need to be organised, [I have] really enjoyed it, really rewarding, patients are fantastic really friendly, lovely to see how they progressed through their treatment and you have been there to help them through it.”

**BSc (Hons) Radiotherapy; Katherine Redding**

“What interests me most about SLT is being able to help people make the most of their lives. Communication is so important to the decisions we make every day, the way we interact with other people, helping people to be able to access that is an amazing feeling. The mechanisms behind speech fascinate me, it’s so complex and the way people acquire it amazes me.”

**BSc (Hons) Speech and Language Therapy (SLT); Clara MacDonald**

“Best course of my life, they give you such fantastic opportunities, now I feel that I am a speech therapist. [I’ve had] so much support and confidence, that I feel I can go out and practice. [It’s] hard work, but loved every minute of it.”

**BSc (Hons) Speech and Language Therapy; Francesca Buckman**

“For almost ten years I was a recruitment consultant. I just wanted to do something more worthwhile, something that’s going to help people out more. I have two young children, and I really wanted to be a good role model for them and make them think ‘Daddy’s going to help people get better today’. I went to an open day, the facilities were all fantastic, the staff were amazing and I just decided: ‘Right, now or never, go for it!’

**BSc (Hons) Nursing – Mental Health; Ian Lockley**

“I was previously working for a college and thought I need to do something a bit more challenging, why not be a nurse? I visited a BCU open day and my heart skipped a beat when I saw all the facilities.”

**BSc (Hons) Nursing – Adult; Roshida Begum**

“Previously worked in a corporate environment, needed to move onto a more fulfilling career. I have four children [so] have to get that balance of family and university life, flexibility of the course I was able to complete the course in a shorter time than first envisaged... [It’s been a] real challenge but provided a lot of opportunities to experience clinical placements.”

**BSc (Hons) Speech and Language Therapy; Una Carney**

“I was working in an office doing admin, when a friend suggested radiotherapy. I really enjoyed the mix of science and also the patient care that it involves. I’ve already got a job sorted out for when I finish my degree, I can’t wait.”

**BSc (Hons) Radiotherapy; Kerrie Wilkins**

“I worked in debt collection, and I wanted to do something else, I went to an open day. The University has excellent facilities and the staff are amazing.”

**BSc (Hons) Nursing – Child Nursing; Jamie Wyton**

“I was working in schools whilst my children were little; I decided to have a complete change, and I really enjoyed radiotherapy . You learn at university everything you are going to do on your placement; we have a VERT machine and you learn how to use the handsets and the different treatments before going onto placement.”

**BSc (Hons) Radiotherapy; Katherine Redding**



“I originally worked in IT fixing computers, I decided I wanted to do something more rewarding; I started looking around and found SLT. I came here as I had read good things about the course; it has a really good reputation. I really enjoyed the course; lots of work; placements were excellent, really useful. I love every minute of it, definitely worth it; I would recommend you come to BCU.”

**BSc (Hons) Speech and Language Therapy; Mark Ashley**

# INTERNATIONAL STUDENTS

The University currently has approximately 2,000 international students coming from 80 countries around the world, so it is very likely that you will meet students from your home country, and there will be many opportunities to meet and make friends with people from different countries and cultures.

As an international student at Birmingham City University, we're sure that you will feel right at home in this welcoming environment. You can also expect:

- Competitive fees and a range of bursaries
- Priority allocation of our accommodation
- Free English language support
- Help with settling in through our Meet and Greet service and Orientation programme
- Social events running throughout the year.

The Faculty of Health warmly welcomes international students to a range of programmes at undergraduate to doctoral level. Unfortunately, not all of our programmes are open to international students as we are commissioned to provide health care professionals for the NHS that provides funding for the home students accessing these programmes.

Please visit our website at [www.bcu.ac.uk/healthinternational](http://www.bcu.ac.uk/healthinternational) for more information about the programmes open to international students where you will find a welcome from the Programme Leader and testimonials from some of the international students studying with us.

## ENGLISH LANGUAGE REQUIREMENTS

All tuition, examinations and subject material will be in English, therefore you will need a minimum proficiency in English language of **IELTS 6.5** (International English Language Testing System) score. For further information with regards to IELTS please visit [www.ielts.org](http://www.ielts.org) or your British Council Office.

We may require you to have gained a recognised English qualification before commencing your studies. A full list of the minimum accepted qualifications is available at [www.bcu.ac.uk/international](http://www.bcu.ac.uk/international).

If you fall below the minimum English language entry requirements of IELTS 6.5 we may make you a conditional offer subject to attendance at one of our English language programmes prior to starting your main studies. These vary from a five-week or 10-week course to bring your language skills up to scratch to a full time one-year programme, the Foundation Certificate in English for Academic Purposes (FCEAP). Alternatively if you have an IELTS score of 6, you will be eligible to undertake the Faculty's



own 10-week Preparation for International Students undertaking Study in the Faculty of Health programme.

It aims to help you to settle into your new environment and to give you the background information that will assist you during the modules of study you will undertake. The English language and academic study skills will be contextualised to health and social care in the UK. Successful completion of this programme will increase your IELTS score from 6 to 6.5.

Our Personal Development Department can provide continuing English language and academic study support throughout your time with us.



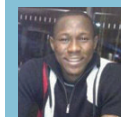
**MSc Public Health: Sansanee Chanthasukh, Thailand**

**Previous qualification: BSc in Pharmacy. Chulalongkorn University, Bangkok, Thailand**

"I have found the modules very interesting, and was attracted by the student-to-tutor ratio at the University. The support and help I have received has exceeded my expectations, both from my programme director and the Personal Development Department.

"I have found the flexibility in teaching delivery fits well with my lifestyle and have enjoyed learning in a friendly and supportive teaching atmosphere with help from tutors and library staff. The location as well is ideal.

"You will never be alone if you study in BCU, particularly if you are an international student. Help from your tutors and staff is always available."



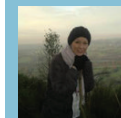
**MSc Public Health: Uwagboe E. Emmanuel, Nigeria**

**Previous qualification: Bachelor in Medical Laboratory Science/Nigeria.**

"I was attracted to studying Public Health by the idea of preventing disease and promoting health. I have enjoyed the course's diversity and ability to make me think critically and be critical of almost everything with regards to the health and well-being of the public.

"I have found studying in Birmingham has been a great experience, being a large multicultural city, I didn't feel too isolated from home, which is important and I have found the staff to be very supportive.

"I look forward to getting a good job after qualifying, and hope to go onto complete my PhD."



**BSc (Hons) Health and Wellbeing: Simona Shaygan, Lithuania**

"As an EU student, studying in English at degree level is a great opportunity for me to develop my language and communication skills. Birmingham City University is well known for its health studies. My placement took place within "Drug Services" operating in the West Midlands, it was a great experience as it has helped me realise where I want to get to with my degree."

# ALUMNI AND HONORARY DOCTORATES

We are extremely proud of our alumni and Honorary Doctorates are presented each year to selected health and social care professionals for their contribution into the sector.

In 2009, the Chairman of the West Midlands Strategic Health Authority and Regional NHS Chairman **Elisabeth Buggins**, CBE, joined our alumni of honorary doctoral degrees.

Elisabeth's career in health care has spanned three decades and she received her award in recognition of her services to the National Health Service. Throughout her career, Elisabeth has focused on supporting the design and delivery of better patient care by focusing attention on the insights and expressed needs and wishes of patients and carers.

In 2010, Chief Executive of the Care Quality Commission **Cynthia Bower**, also an alumna of the University was awarded an Honourary Doctorate. She has worked in social care and has held chief executive level positions since 2000.

Multi-award winning actress **Julie Walters** was also honoured. Julie began nursing training with us before leaving the programme to follow her dream and begin her acting career.

In 2011, **Professor Steve Field CBE** was honoured in recognition of his outstanding achievements within the NHS. In addition to being a local GP, he chaired the NHS Future Forum, an independent body set up by the government, to lead

a listening exercise across England to inform the proposed way forward for the NHS.

In recognition of her outstanding achievements in the field of nursing and midwifery, **Yana Richens** a previous student who completed her first degree, and Masters with us. Yana is a practising midwife who has worked tirelessly her whole career to champion the interests of women from minority and underprivileged backgrounds. In 2011 Yana became the first midwife ever to be awarded a National Institute for Health and Clinical Excellence (NICE) fellowship and was recognised with an OBE in the New Year's Honours list for services to nursing and midwifery.



Julie Walters



Bethann Siviter

**Bethann Siviter**, graduated from the University in 2002 with a Dip HE in Adult Nursing, and was honoured for her work in Community Engagement and Leadership. After overcoming sudden illness and disability in 2006, Bethann is well published (The Student Nurse Handbook, and The Newly Qualified Nurse's handbook). She is also editor of the Royal College of Nursing Work Injured Nurses' Group (WING) forum newsletter, and is a member of the Nursing and Midwifery Council's expert panel on disability as well as the British Standards Group Disability Expert Reference Group.

**Victoria Mulleady**, graduated in 2006 with a degree in Clinical Nursing Studies, and was honoured as part of a team of medics for her heroic work saving the lives of British troops injured in Afghanistan and named 'Woman of Year'. Victoria now works as part of the trauma team at Queen Elizabeth Hospital, Birmingham.





# ANNUAL HEALTH AND SOCIAL CARE AWARDS

The Health and Social Care Awards were launched in 2007 to celebrate and recognise achievement over the preceding academic year for our students, within practice and our practice partners, and a Dean's award recognising significant contributions from select staff members.

The awards were originally inspired by a staff visit to the School of Nursing at the University of Pittsburgh in 2006. The University had demonstrated its commitment to the advancement and promotion of the nursing profession through strong alumni activity and an event called the Cameos of Caring Awards Gala.

Birmingham City University staff agreed that this initiative should be adapted for introduction here, but felt that the focus of our awards night should be wider than solely nursing.

The Health and Social Care Awards recognises three distinct areas:

- Student awards
- Practice awards
- Dean's awards.

Reward and recognition is given to all those involved in the student journey during their time at the University.

This increasingly high-profile event also helps enhance existing professional contacts and helps us to build new relationships within the profession.



# UNDERGRADUATE PROGRAMMES:

## DIPLOMA PROGRAMMES

Diploma in Higher Education Operating Department Practice  
Diploma in Higher Education Paramedic Science

## UNDERGRADUATE PROGRAMMES

Foundation Degree in Health and Social Care (Acute Care, Children, Diagnostic Radiography, End of Life Care, Long Term Conditions, Mammography, Mental Health and Radiotherapy pathways)

BSc (Hons) Diagnostic Radiography

BSc (Hons) Health and Well-Being (Nutritional Science)

BSc (Hons) Midwifery

BSc (Hons) Midwifery (Shortened Programme)

BSc (Hons) Nursing; Adult, Child, Learning Disabilities or Mental Health fields

BSc (Hons) Public Health (subject to approval, proposed first intake September 2013)

BSc (Hons) Radiotherapy

BSc (Hons) Social Work

BSc (Hons) Speech and Language Therapy

## HOW TO APPLY:

If you meet or expect to meet the entry requirements of your chosen programme, you can apply via UCAS for all UG full-time programmes at [www.ucas.ac.uk](http://www.ucas.ac.uk) from mid September, but before 15 January, which is when the first round of applications close for all UG programmes commencing the following September. Late applications can be made after that date, however the University does NOT have to consider these applications if they have already filled the places on the programme.

For places which are available in August (on the day of A Level results) you can apply through Clearing [www.ucas.ac.uk/clearing](http://www.ucas.ac.uk/clearing). However you would need to be already registered with UCAS, and hold the qualifications stated in the entry criteria.

You will need to submit an enhanced CRB check and Occupational Health assessment, Health admissions will advise how to do this. You can call Faculty Admissions on 0121 331 5595 or email [health.admissions@bcu.ac.uk](mailto:health.admissions@bcu.ac.uk).

## Exceptions include:

Apply directly to the Health Admissions team for foundation programmes in health and social care.

# POST REGISTRATION / POSTGRADUATE / CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMMES

## UNDERGRADUATE POST REGISTRATION PROGRAMMES

- BSc (Hons) Dimensions in Health Care
- BSc (Hons) Mental Health Studies
- BSc (Hons) Professional Studies in Health and Social Care, online delivery – subject to validation
- BSc (Hons) Specialist Community Public Health Nurse (Health Visiting/School Nurse)
- BSc (Hons) Community Health Nursing Specialist Practitioner
- Return to Practice
- Overseas Nursing Programme
- Practice Teacher Preparation
- Preparation of Supervisors of Midwives
- Supporting Learning and Assessment in Practice
- Non-Medical Prescribing for Health (V100, V150, V300)

## POSTGRADUATE PROGRAMMES

- PgCert Dimensions in Health Care (various pathways)
- PgDip Community Health Nursing Specialist Practitioner
- PgDip Specialist Community Public Health Nurse (Health Visiting/School Nurse)
- PgDip/MSc Advanced Health Care; (Nursing) or (Midwifery)
- PgDip/MSc Advanced Practice; (Health) (Nursing) (Midwifery) or (Radiotherapy subject to approval)
- PgDip/MSc Health and Social Care
- PgDip/MSc Health and Social Care (Leadership)
- PG Dip/MSc Nursing (Adult/Child/Learning Disabilities Mental Health - subject to validation)
- PgDip/MSc Public Health
- PgCert/PgDip/MSc Medical Ultrasound
- PgCert/PgDip/MSc Mental Health
- PgCert/PgDip/MSc Mental Health (Higher Specialist Social Work) Incorporating AMHP available module Deprivation of Liberty Safeguarding
- PgCert/PgDip/MSc Pain Management
- PgCert/PgDip/MSc Radiography

# OPPORTUNITIES FOR INTERNATIONAL STUDENTS

[www.bcu.ac.uk/healthinternational](http://www.bcu.ac.uk/healthinternational)

- BSc (Hons) Professional Studies in Health and Social Care (online) – subject to validation
- BSc (Hons) Dimensions in Healthcare
- A portfolio of Continuing Professional Development programmes
- BSc (Hons) Health and Wellbeing (Nutritional Science)
- MSc Public Health
- MSc Health and Social Care
- PgDip Health and Social Care (Leadership)
- MSc Advanced Health Care (Nursing)
- MSc Advanced Health Care (Midwifery)
- MSc Pain Management
- MPhil and PhD research degrees.

We have a range of long and short programmes, both credit bearing and non-credit bearing. To view and select the course information you are interested in please visit [www.bcu.ac.uk/healthcpd](http://www.bcu.ac.uk/healthcpd). A brochure providing further detail is available on request.

## RESEARCH DEGREES

You can study for a research degree part-time or full-time. We will provide full support from a supervisory team, whichever way you choose to learn.

### Registering

You will normally register for an MPhil initially, transferring over to PhD at a later date. The transfer is subject to an approval process and will be endorsed by the Faculty and University Research Degrees Committees.

### Assessment

You will be assessed by means of a thesis of approximately 40,000 words (MPhil) and 80,000 words (PhD) and by viva voce examination.

### MPhil

MPhil applicants should normally hold an outstanding undergraduate degree, but you will also be considered if you can demonstrate appropriate experience. The course can be studied alone or as a useful training ground for the PhD. The MPhil involves about half the work of a PhD. Students are normally expected to apply for transfer to PhD after about one year (full-time) or two years (part-time).

### PhD

Students applying directly to the PhD must have completed a good Master's degree in an area relevant to their project. You must be able to convince an interview panel that you are ready to embark on study at this level.

We welcome research proposals in any subject area within the Faculty of Health, visit [www.bcu.ac.uk/health/research](http://www.bcu.ac.uk/health/research) for further information.

### **Heritage Statement:**

Our contribution to the education of the citizens of Birmingham and beyond stretches back through a succession of predecessor institutions for over 160 years. We achieved university status in 1992 as the University of Central England, changing our name to Birmingham City University in 2007, reflecting our commitment to, and pride in, our home city.

### **Employability Statement**

Birmingham City University is committed to preparing students for successful employability and professional careers.

We have an innovative approach to employability that will help you obtain an interesting and well-paid graduate job. Read our Employability Statement to find out more: [www.bcu.ac.uk/courses/employability-statement](http://www.bcu.ac.uk/courses/employability-statement)

### **Disability Statement**

Birmingham City University's Disability Service aims to enable students with disabilities or learning support needs to make the most of their time at university. To discuss any aspect of disability, contact the Disability Service on 0121 331 5588, or email [disability@bcu.ac.uk](mailto:disability@bcu.ac.uk)

### **Legal Statement**

The information in this leaflet is intended as a general guide to the University and forms no part of any contract between you and the University. For full terms and conditions please visit:

[www.bcu.ac.uk/about-us/policies-and-procedures](http://www.bcu.ac.uk/about-us/policies-and-procedures)

### **Equal Opportunities**

Birmingham City University promotes equality of opportunity in respect of every aspect of its provision. For full details of our Equal Opportunities Policy, please visit [www.bcu.ac.uk/about-us/policies-and-procedures/equality-scheme-action-plan](http://www.bcu.ac.uk/about-us/policies-and-procedures/equality-scheme-action-plan)

## **USEFUL LINKS:**

[www.bcu.ac.uk/health/about-us/health-and-social-care-awards](http://www.bcu.ac.uk/health/about-us/health-and-social-care-awards)

[www.bcu.ac.uk/healthinternational](http://www.bcu.ac.uk/healthinternational)

[www.bcu.ac.uk/healthstudenttalk](http://www.bcu.ac.uk/healthstudenttalk)

[www.bcu.ac.uk/healthvirtualtours](http://www.bcu.ac.uk/healthvirtualtours)

[www.bcu.ac.uk/opendays](http://www.bcu.ac.uk/opendays)

[www.bcu.ac.uk/pgevents](http://www.bcu.ac.uk/pgevents)

[www.bcu.ac.uk/simman](http://www.bcu.ac.uk/simman)

[www.bcu.ac.uk/tissueviability](http://www.bcu.ac.uk/tissueviability)

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