



University of the
West of England

PREQUALIFYING MODULAR PROGRAMME

Foundation Programme for Health Professions

Enrolment is at City of Bristol College

PROGRAMME SPECIFICATION

Original Validation May 2003

University of the West of England

Programme Specification

Section 1: Basic Data	Version 4
Awarding institution/body	University of the West of England
Teaching institution	City of Bristol College
Faculty responsible for programme	Faculty of Health and Life Sciences School of Health and Social Care
Programme accredited by	
Highest award title	Foundation Programme for Health Professions (enrolment is at City of Bristol College)
Default award title	
Interim award title	
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	
Valid until	
Valid from (insert date if appropriate)	September 2011
Authorised by...	Date:...
Version Code	1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The programme aims to enable students to:

- Acquire the science foundation to underpin undergraduate programmes in the Allied Health Professions, Nursing and Midwifery
- Acquire the underpinning skills and knowledge for the student to progress to a professional programme
- Appreciate the broader context of health and social care activities
- Gain an understanding of the use of research in relation to evidence-based professional practice
- Facilitate the progressive development of investigative skills
- Be effective in study and self management approaches
- Develop and promote a value base that respects diversity
- Develop key and transferable skills
- Be self aware and sensitive to the needs of others
- Develop appropriate interpersonal skills and function effectively within a team

Section 3: Learning outcomes of the programme

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding of:	Teaching/learning methods and strategies:
1. General Science that underpins the scientific aspects of the undergraduate programmes	A variety of learning methods will be employed designed to move the student towards taking responsibility for their own learning e.g. lectures, demonstrations, laboratory work, student-led discussions, small group work and self-directed study (1-6)
2. Human Biology that provides a foundation for specific professional knowledge	
3. Research methods and their contribution to evidence-based health care	Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being learnt/taught and to broaden their individual knowledge and understanding of their chosen vocation.
4. Key concepts in Psychology and Sociology and their application to health and social care	
5. Numbers and how to manipulate them effectively	Assessment:
6. Study skills and the use of IT	The assessment of knowledge and understanding will be undertaken by a variety of means including laboratory reports (1,3,5), written assignments (2,4-6), written examinations (1-6), projects presentations and portfolios (3,4,6)

B Intellectual Skills

B Intellectual Skills

1. Analyse and present information in an appropriate format.
2. Engage in discussion and explore alternative viewpoints
3. Apply theoretical knowledge to the context of health and social care
4. Demonstrate the capacity for enquiry
5. Demonstrate a range of approaches to problem solving
6. Organise and manage their own learning
7. Reflect on and evaluate their own performance

Teaching/learning methods and strategies

Intellectual skills are developed through the use of projects, self-directed study, student-led discussions, small group work, tutorials.(1-6)

Completion of a portfolio will enable the student to maintain a record of their education and develop their ability to reflect on situations that have contributed to their personal development (1-4, 6-7)

Assessment

A variety of assessment methods are employed e.g. written examination (1-3), laboratory reports (1), assignments (1-4), presentations (1-5), individually-negotiated project, portfolio (1-7)

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills

1. Undertake experimental work and document findings appropriately
2. Utilise basic information retrieval skills
3. Solve problems by a variety of means

Teaching/learning methods and strategies

Practical skills will be developed through the use of demonstrations (1-2), laboratory work (1), practical sessions (1-2), workshops (1-2), tutorials (2-3), small group work (2-3) and IT sessions (2)

Assessment

Practical skills are assessed by the research process (2,3), written assignments (1-3), lab reports (1) and portfolios (2)

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
1. Communicate effectively, via the relevant media, utilising appropriate language	These general skills will be acquired through the range of learning methods used throughout the programme and action planning and goal setting portfolio development, workshops (4,7)
2. Organise and clearly present relevant information to suit purpose, subject and audience	The acquisition of key and transferable skills will be acquired during IT sessions (3,6), small group work and during the development of portfolio (1-7)
3. Utilise numerical skills effectively and appropriately	The investigative skills are developed in the undertaking of research tasks (1-7) and other assignments (1-3)
4. Plan own work schedule, set priorities and manage time effectively	
5. Develop effective study skills	
6. Use a range of IT packages competently and effectively	Assessment
7. Reflect on own practice and learning	Transferable skills are assessed by the vocational study (1-7), laboratory and experimental reports (1-3), presentations (1-2,4-7), word processed assignments (6) and portfolio (1-7)

Section 4: Programme structure

All modules are compulsory and have been designed to enable students to raise their academic profile and prepare them for the intensity and demands of vocational training.

The programme is taken full-time over 1 year and successful completion will lead to an automatic progression onto one of the Honours Degree Programmes available at the Faculty of Health and Life Sciences, School of Health and Social Care, namely:

BSc (Hons)/Dip HE Adult Nursing
BSc (Hons)/Dip HE Childrens Nursing
BSc (Hons)/Dip HE Mental Health Nursing
BSc (Hons)/Dip HE Learning Disabilities Nursing
BSc (Hons) Midwifery
BSc (Hons) Diagnostic Imaging
BSc (Hons) Occupational Therapy
BSc (Hons) Physiotherapy
BSc (Hons) Radiotherapy

Code	Title	Comments
UZYZHA-10-0	Core Skills 1	Compulsory
UZYZHB-10-0	Core Skills 2	Compulsory
UZYZHC-10-0	Human Biology 1	Compulsory
UZYZHD-10-0	Human Biology 2	Compulsory
UZYZHE-20-0	Introduction to Research	Compulsory
UZYZHF-10-0	Psychology	Compulsory
UZYZHG-10-0	Sociology	Compulsory
UZYZHH-10-0	Study Skills	Compulsory
UZYZHJ-10-0	Vocational Study	Compulsory
UZYZH8-10-0	Combined Science 1	Compulsory
UZYZH9-10-0	Combined Science 2	Compulsory

Credit requirements: 120 credits at level 0 or above

Section 5: Entry requirements

The programme is aimed at individuals with few formal qualifications but who can demonstrate a clear commitment to pursuing a career within the Allied Health Professions, Midwifery or Nursing. Personal, professional and educational experiences will be considered to determine an applicant's motivation and ability to progress through Further Education into Higher Education. Applicants would normally be expected to have relevant life experiences since leaving full-time education.

Suitability for the course will be determined through a short informal interview, which will involve staff from both institutions, and a numeracy and English assessment. Health assessment/declaration and disclosure of criminal background will also be required at this point.

Applicants will need to indicate the undergraduate programme or professional pathway they wish to study at the Faculty of Health and Life Sciences, Health and Social Care at UWE. Progression to applicants' chosen professional pathway is automatic following successful completion of the programme and subject to a satisfactory health screening questionnaire. It is not normally possible to change professional pathway following recruitment to the programme.

Section 6: Assessment Regulations

Assessment will be in accordance with Academic Regulations and Procedures (2008) with the additional of the following: A student must achieve a pass in all the Foundation modules in order to be eligible to progress to any of the Allied Health Professions, Midwifery or Nursing undergraduate programmes.

Section 7: Student learning: distinctive features and support

The distinctive features of the student learning within this programme are:

Delivery:

Teaching will take place at City of Bristol College, which has considerable experience of providing a supportive environment for non-traditional students, allowing individuals to commence studies from varying levels and progress towards the required levels and credits to enter Higher Education.

All the modules in this programme have been specifically designed to enable students to build personal confidence, to raise their academic profile and focus on key areas that provide a sound foundation for undergraduate programmes in the Allied Health Professions, Midwifery and Nursing.

Design:

The programme design facilitates the acquisition of study and key transferable skills as well as providing the opportunity to acquire the essential science knowledge that underpins the undergraduate awards.

An essential aspect of a successful Further Education programme for non-traditional learners is the provision of frequent feedback on performance throughout the

programme. This is a key factor in building confidence, advising of developmental needs and reinforcing strengths. Feedback plays a vital role in facilitating students to control their own learning. The use of 10 credit modules provides for regular assessment, which is phased throughout the module delivery. The variety of assessment method utilised provides a range of experiences for the student. The overall assessment strategy has been designed to ensure that the student has met the specified learning outcomes of specific modules, and in addition, the key transferable and study skills required for the Higher Education setting.

Academic Level:

All modules are at Further Education level 3, which is equivalent to Higher Education level 0. A variety of learning and teaching methods are employed, which forms part of the developmental nature of the programme. Active exploration, feedback and teamwork are expected from the students in all aspects of the programme. A change in the level of support that students receive during the programme is designed to move the students towards taking responsibility for their own learning and to promote lifelong learning. This culminates with the Vocational Study module, which requires the student to develop, plan and implement an area of study related to their chosen vocation. This module requires the demonstration of action planning, target setting, review and time management, whilst developing IT and information retrieval skills.

Collaboration:

Liaison lecturers from the Departments of Allied Health Professions, Midwifery and Nursing will provide input about future professional roles and will provide problem-solving learning material, to facilitate application of knowledge to health and social care context.

Alternative Qualifications:

The programme has been designed to follow the existing Access provision in some areas. This will enable students who are not achieving or who decide that this is not an appropriate route to transfer to an alternative programme that could still prepare them for Higher Education.

Student support will be offered in a number of ways:

- Through personal tutorial scheme at City of Bristol College
- Vocational support and guidance available from liaison lecturers at the Departments of Allied Health Professions, Midwifery and Nursing
- Through negotiation and discussion of contents of learning contract with personal tutor
- An induction programme for City of Bristol College and an introduction to the Faculty of Health and Life Sciences, School of Health and Social Care, UWE
- Provision of Faculty, Programme and Module handbooks.
- Through Module leaders and joint programme co-ordinators.
- Student Union membership

Section 8 Reference points/benchmarks

Academic agreement with City of Bristol College

