

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	City of Bristol College
Delivery Location	Majority of learning will take place at City of Bristol College with several sessions taking place at UWE Glenside Campus
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Department of Allied Health Professions
Modular Scheme Title	
Professional Statutory or Regulatory Body Links	None
Highest Award Title	Foundation Programme for Health Professions
Default Award Title	None
Fall-back Award Title	N/A
Interim Award Titles	
UWE Progression Route	For UWE Federation foundation degrees and some collaborative programmes where a specific progression route has been agreed within UWE.
Mode(s) of Delivery	Full -time
Codes	UCAS: B900 ISIS2: B90019
	JACS: HESA:
Relevant QAA Subject Benchmark Statements	
CAP Approval Date	2/6/2015
Valid from	September 2003
Periodic Curriculum Review	December 2013
Valid until Date	December 2019
Version	3.1

Part 2: Educational Aims of the Programme

Accessing university to study for a chosen health career is not always possible for some people – life events and lack of opportunity can preclude this.

The Foundation Programme for Health Professions – is a unique, alternative route into higher education. It offers a widening participation opportunity to more mature people who have little or no academic background. It is designed to up-skill the individual to the appropriate entry level for studying for a degree in the chosen health profession.

Part 2: Educational Aims of the Programme

The Programme offers the developing of new skills and refreshing of existing skills in underpinning sciences, investigative and communication skills. It also offers the student the opportunity of exploring working as a health professional and preparing to develop professional behaviours.

Students are admitted to the Programme and grouped into professional pathways:

*BSc(Hons) Diagnostic Imaging
BSc(Hons) Radiotherapy and Oncology
BSc(Hons) Occupational Therapy
BSc(Hons) Physiotherapy
BSc(Hons) Nursing
BSc(Hons) Midwifery
BSc(Hons) Sports Therapy & Rehabilitation*

On successfully completing the Programme the student automatically progresses to their chosen health profession degree programme.

The design of the Programme enables the student to:

- become familiar with student-centred approach to learning*
- develop effective self-management skills*
- explore individual learning styles and learn how to study and learn effectively*
- learn how to work collaboratively with other students*
- recognise and value collaborative learning*
- become confident in contributing to discussions and making presentations*

The specific aims of the Programme are to:

- Provide educational environments which are friendly, supportive and contemporary which will enable students to:
 - develop the necessary foundation sciences and concepts which underpin undergraduate programmes in the Allied Health Professions, Nursing and Midwifery.*
 - develop the underpinning skills, knowledge and behaviours for the student to progress to a professional programme*
 - appreciate the broader context of health and social care provision*
 - gain an understanding of the use of investigative skills in relation to evidence-based professional practice*
 - continue to develop these investigative skills as a life-long learner*
 - be effective in study and self-management approaches*
 - develop and promote a value base that respects diversity*
 - be self-aware and sensitive to the needs of others*
 - develop appropriate interpersonal skills and function effectively within a team**
- Provide a curriculum which is enhanced by a strong working relationship between the City of Bristol College and the University of the West of England and is informed by the individual health profession's Programmes delivered at UWE, Glenside.*

This Programme has been developed as an alternative route into Higher Education for those individuals who have few or no formal qualifications but who can demonstrate a clear commitment to pursuing a career within an Allied Health Profession, Nursing or Midwifery. Progression onto the selected health profession's Programme is subject to satisfactory Disclosure and Barring Service (DBS) report and Occupational Health assessment.

Programme requirements for the purposes of the Higher Education Achievement Record

Part 2: Educational Aims of the Programme

(HEAR)

The Programme offers the developing of new skills and refreshing of existing skills in underpinning sciences, investigative and communication skills. It also enables the student to explore working as a health professional and to prepare to develop professional behaviours. Students are required to pass all modules on the programme. On successful completion the student automatically progresses to their chosen health profession degree programme – subject to satisfactory DBS and Occupational Health reports. The design of the Programme enables the student to become familiar with student-centred approaches to learning, to develop effective self-management and study skills and to learn how to work collaboratively with others.

Part 3: Learning Outcomes of the Programme

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

Knowledge and Understanding (subject specific)

- 1. General Science that underpins the scientific aspects of the undergraduate programmes.*
- 2. Human Biology that provides a foundation for specific professional knowledge.*
- 3. Rudimentary research methods and their contribution to evidence-based health care*
- 4. Key concepts in Psychology and Sociology and their application to health and social care*
- 5. Numbers and how to manipulate them effectively*
- 6. Study skills and the use of IT*

Intellectual Skills (generic)

- 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 provision*
- 4. Demonstrate the capacity for enquiry*
- 5. Demonstrate a range of approaches to problem solving*
- 6. Organise and manage own learning*
- 7. Reflect on and evaluate own performance*

Subject/Professional/Practical Skills (subject specific)

- 1. Undertake experimental work and document findings appropriately*
- 2. Utilise basic information retrieval skills*

Transferable Skills and other attributes (generic)

- 1. Communicate effectively, via the relevant media, utilising appropriate language*
- 2. Organise and clearly present relevant information to suit purpose, subject and audience*
- 3. Utilise numerical skills effectively and appropriately*
- 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*
- 7. Reflect on own practice and learning*

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	Module No: UZYRFK-15-0	Module No: UZYRGS-15-0	Module No: UZYRF8-15-0	Module No: UZYRGT-15-0	Module No: UZYREU-15-0	Module No: UZYRGU-15-0	Module No: UZYRGW-15-0	Module No: UZYRHK-15-0
A) Knowledge and understanding of:								
General Science that underpins the scientific aspects of the undergraduate programmes.					✓			
Human Biology that provides a foundation for specific professional knowledge.	✓	✓						
Research methods and their contribution to evidence-based health care						✓		✓
Key concepts in Psychology and Sociology and their application to health and social care							✓	
Numbers and how to manipulate them effectively				✓				
Study skills and the use of IT	✓		✓					
(B) Intellectual Skills								
Analyse and present information in an appropriate format					✓	✓		
Engage in discussion and explore alternative viewpoints							✓	
Apply theoretical knowledge to the context of health and social care provision							✓	
Demonstrate the capacity for enquiry								✓
Demonstrate a range of approaches to problem solving			✓					
Organise and manage own learning			✓					
Reflect on and evaluate own performance			✓					✓
(C) Subject/Professional/Practical Skills								
Undertake experimental work and document findings appropriately		✓			✓			
Utilise basic information retrieval skills		✓						✓
(D) Transferable skills and other attributes								
Communicate effectively, via the relevant media, utilising appropriate language			✓					
Organise and clearly present relevant information to suit purpose, subject and audience				✓				✓

Part 3: Learning Outcomes of the Programme

Utilise numerical skills effectively and appropriately				✓					
Plan own work schedule, set priorities and manage time effectively			✓			✓			
Develop effective study skills			✓						
Use a range of IT packages competently and effectively			✓						
Reflect on own practice and learning			✓						✓

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

This Programme is designed to enable students from non-traditional backgrounds to access higher education health care programmes. In order to support students in their aspirations, teaching support is intensive – particularly in the module ‘Managing Numerical Data’. Whereas the module ‘Introduction to Evidence in Practice’ students are expected to start to demonstrate their abilities as independent learners. This approach to graded lessening of teaching support has been demonstrated to work well with these students – evidenced by the good numbers of successful students who have gone on and graduated with good honours degrees.

Throughout the Programme the student is encouraged to undertake independent reading both to supplement and consolidate what is being learned and to broaden their individual knowledge and understanding of their chosen vocation.

All information on curriculum and assessments including assessment submission dates and dates of work returned to students, are contained within the Programme Handbook – a hard copy is given to each student at the start of the academic year. In addition a hard copy of the UWE Glenside specific sessions is given to each student at the same time. In addition it is planned to provide module handbooks in line with UWE Regulations.

Students receive regular formative feedback in class based activities to facilitate the development of confidence in learning. Use of learning tools is also encouraged eg. MyMaths enables students to log and monitor their own progression. Students are given advice on how to improve marks -module and topic specific - and develop study skills required for undergraduate study. Students have access to the libraries of both institutions and similarly for access to Student Advisors.

The Well-being Service at UWE is available for counselling, mentoring and individual health related support. There are similar health and welfare support services at CoBC.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Foundation Programme for Health Professions teaching is a mix of scheduled and independent learning. Placement learning is not a feature of this programme.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration,

Part 4: Student Learning and Student Support

practical classes and workshops.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion and individual project activities

Description of any Distinctive Features

A variety of learning methods will be employed designed to move the student towards taking responsibility for their own learning and developing them as life-long learners.

Students can access UWE Glenside-based lecturers and facilities while undertaking this Programme of study – Glenside Campus has one of the best Libraries for Health and Social Care in South West of England. This is in addition to the tutors and facilities based at City of Bristol College at Ashley Down campus.

UWE Glenside lecturers are skilled practitioners, registered with either Health and Care Professions Council (HCPC) or Nursing and Midwifery Council (NMC). They contribute a wealth of contemporary practice-based experience to the students' learning.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Summative Assessment:

The Programme recognises that adult learners seek assurance that their learning is appropriate and that they develop confidence in their developing knowledge and competences. The assessment of knowledge and understanding is undertaken by a variety of means including laboratory reports, written assignments, written examinations, projects, presentations and portfolios. Practical skills are assessed by the research process, written assignments, lab reports and portfolios. Transferable skills are assessed by vocational study, laboratory and experimental reports, presentations, word processed assignments and the production of a portfolio.

Formative Assessment:

Summative assessments are complimented by a variety of formative assessments in each module. These include short peer-reviewed tests, class quizzes and mini presentations. The outcome of these enhances the student's growing understanding of topics, self-esteem and communication skills, which ultimately contribute to the overall module assessment.

Assessment Map

*The programme encompasses a range of **assessment methods** including; essays, presentations, lab reports, portfolios and written examinations. These are detailed in the following assessment map:*

Assessment Map for Foundation Programme for Health Professions

Part 5: Assessment

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Investigative project	Portfolio
Compulsory Modules Level 0	Module No UZYRFK-15-0	A (70)						B (30)			
	Module No UZYRGS-15-0	A (70)						B (30)			
	Module No UZYRF8-15-0						A(25)	A (25)			B (50)
	Module No UZYRGT-15-0	A (50) B (50)									
	Module No UZYREU-15-0	A(70)							B (30)		
	Module No UZYRGU-15-0	A(100)					B (pass/fail)				
	Module No UZYRGW-15-0	A (50)						B (50)			
	Module No UZYRHK-15-0									A (100)	

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Progression into chosen Professional Programme

ENTRY	Year 1 Level 0	Compulsory Modules	Optional Modules	Interim Awards
↓		Module number: UZYRFK-15-0 Module name: <i>Foundation Human Biology</i>	None	Foundation Programme for Health Professions Credit requirements: 120 credits at level 0 or above
		Module number: UZYRGS-15-0 Module name: <i>Human Anatomy and Physiology</i>	None	
		Module number: UZYRF8-15-0 Module name: <i>Communication and Study Skills</i>	None	
		Module number: UZYRGT-15-0 Module name: <i>Managing Numerical Data</i>	None	
		Module number: UZYRGW-15-0 Module name: <i>Social Sciences</i>	None	
		Module number: UZYREU-15-0 Module name: <i>Combined Sciences</i>	None	
		Module number: UZYRGU-15-0 Module name: <i>Research Basics</i>	None	
		Module number: UZYRHK-15-0 Module name: <i>Introduction to Evidence in Practice</i>	None	

Student Journey through the Programme:

Some modules will run entirely within the first semester allowing students to evaluate their performance and gain experience in formative and summative assessments potentially achieving credits part way through the year. Other modules will start in Semester 1 and be completed in Semester 2. The Programme is planned to distribute delivery and assessment

throughout the year of study. The diagram below represents how the sequencing of modules is planned:

First Semester	Second Semester
<p><u>Start and complete Semester 1:</u></p> <p>Module number: UZYRFK-15-0 <i>Foundation Human Biology</i></p> <p>Module number: UZYRGU-15-0 <i>Research Basics</i></p>	<p><u>Start and complete Semester 2:</u></p> <p>Module number: UZYRGS-15-0 <i>Human Anatomy and Physiology</i></p> <p>Module number: UZYRGW-15-0 <i>Social Sciences</i></p>
<p><u>Start Semester 1 and complete Semester 2:</u></p> <p>Module number: UZYRF8-15-0 <i>Communication and Study Skills</i></p> <p>Module number: UZYRGT-15-0 <i>Managing Numerical Data</i></p> <p>Module number: UZYRHK-15-0 <i>Introduction to Evidence in Practice</i></p> <p>Module number: UZYREU-15-0 <i>Combined Sciences</i></p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions:

Applicants are selected from non-traditional backgrounds in line with University of the West of England's Widening Participation Policy. As a result they do not hold standard entry requirements. They are assessed at interview in terms of their understanding of the profession they have selected, demonstration of care and compassion, and a strong commitment to engage in four years of full-time study.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

National qualification framework

Part 8: Reference Points and Benchmarks

Subject benchmark statements

[University strategies and policies](#)

Staff research projects

Any relevant PSRB requirements

Any occupational standards

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

The City of Bristol College works closely with the University of the West of England and other stakeholders at a strategic level to provide a strong focus for widening participation within the City.

Student evaluations through module feedback repeatedly indicate high levels of satisfaction of the Programme.

External Examiner reports indicate from 'broad confidence' to 'complete confidence' in academic standards.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).