



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	JACS:
	ISIS2: Primary Award-B90019 Primary Target (FT)-B90019	HESA:
Relevant QAA Subject Benchmark Statements		
Valid from	September 2018	

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.

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

Part 2: Educational Aims of the Programme

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 (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

Part 2: Educational Aims of the Programme

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

Learning Outcomes:	Module No:UZ YRFK-15-0	Module No:UZ YRGS-15-0	Module No:UZ YRF8-15-0	Module No:UZ YRGT-15-0	Module No:UZ YREU-15-0	Module No:UZ YRGU-15-0	Module No: UZ YRGW-15-0	Module No: UZ YRHK-15-0
---------------------------	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------	-------------------------	-------------------------

Part 3: Learning Outcomes of the Programme

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				✓					✓
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			✓						

Part 3: Learning Outcomes of the Programme

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, 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.

Part 4: Student Learning and Student Support

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

		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	Module No UZYRFK-15-0	A (70)						B (30)			


Part 5: Assessment

Modules Level 0	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

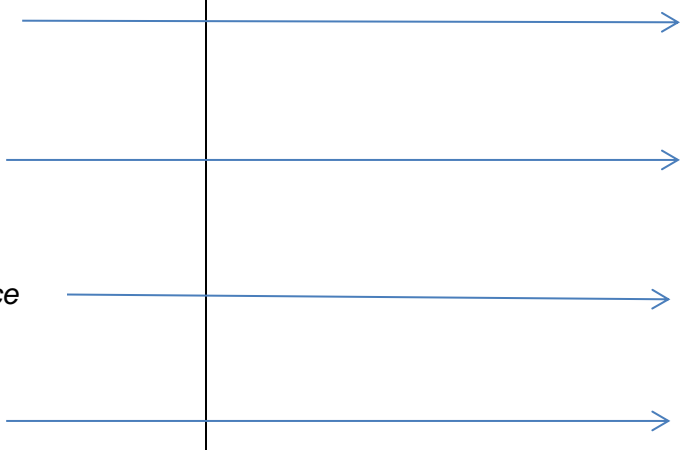
This structure diagram demonstrates the student journey from Entry through to Progression into chosen Professional Programme

ENTRY		Compulsory Modules	Optional Modules	Interim Awards	
	Year 1 Level 0	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>	

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.

Additional selection criteria:

Health assessment/declaration/vaccinations: Applicants must be in good health and be up-to-date with routine immunisations e.g. tetanus, diphtheria, polio and MMR. Applicants who are offered a place will be required to complete a questionnaire and must be prepared to undergo a medical examination. Applicants will also be required to confirm their status in respect of a number of infectious diseases and immunisations (tuberculosis, measles, mumps, rubella, chicken pox, varicella, hepatitis B, hepatitis C, HIV antibodies) and be prepared to have all required vaccinations. If vaccinations are not up-to-date this will affect ability to continue on the course. Concerns with regards to vaccinations should be raised at the point of

Part 7: Entry Requirements

application.

Disclosure of Criminal Background: the Rehabilitation of Offenders Act 1974 does not apply and all convictions, including those which are spent, must be disclosed. This is in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Applicants who are offered a place must undergo a Disclosure and Barring Service (DBS) check and will be required to complete a Disclosure Application Form. All information will be treated in confidence and only taken into account when absolutely necessary.

Interview: shortlisted applicants will be invited to attend an interview.

Applicants whose first language is not English must meet the English Language requirements of their agreed UG programme.

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

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.

FOR OFFICE USE ONLY

First CAP Approval Date	2003			
Revision ASQC Approval Date	27 June 2018	Version	4	Link to RIA 12613
Next Periodic Curriculum Review due date	2019			
Date of last Periodic Curriculum Review	December 2013			