



## STUDENT AND ACADEMIC SERVICES

### PROGRAMME SPECIFICATION

Part 1: Basic Data					
<b>Awarding Institution</b>	University of the West of England				
<b>Teaching Institution</b>	City of Bristol College				
<b>Delivery Location</b>	Majority of learning will take place at City of Bristol College with several sessions taking place at UWE Glenside Campus				
<b>Faculty responsible for programme</b>	Health and Applied Sciences				
<b>Department responsible for programme</b>	Department of Allied Health Professions				
<b>Modular Scheme Title</b>					
<b>Professional Statutory or Regulatory Body Links</b>	None				
<b>Highest Award Title</b>	Foundation Programme for Health Professions				
<b>Default Award Title</b>	None				
<b>Fall-back Award Title</b>	N/A				
<b>Interim Award Titles</b>					
<b>UWE Progression Route</b>	For UWE Federation foundation degrees and some collaborative programmes where a specific progression route has been agreed within UWE.				
<b>Mode(s) of Delivery</b>	Full -time				
<b>Codes</b>	<table border="1"> <tr> <td><b>UCAS:</b> B900</td> <td><b>JACS:</b></td> </tr> <tr> <td><b>ISIS2:</b> Primary Award-B90019 Primary Target (FT)-B90019</td> <td><b>HESA:</b></td> </tr> </table>	<b>UCAS:</b> B900	<b>JACS:</b>	<b>ISIS2:</b> Primary Award-B90019 Primary Target (FT)-B90019	<b>HESA:</b>
<b>UCAS:</b> B900	<b>JACS:</b>				
<b>ISIS2:</b> Primary Award-B90019 Primary Target (FT)-B90019	<b>HESA:</b>				
<b>Relevant QAA Subject Benchmark Statements</b>					
<b>Valid from</b>	September 2019 (v5)				

#### 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 behaviours.*

## **Part 2: Educational Aims of the Programme**

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

*BSc(Hons) Diagnostic Radiography  
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 explore working as a health professional and to prepare to develop professional behaviours. Students are required to*

## Part 2: Educational Aims of the Programme

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

<p><b>Learning Outcomes:</b></p>	<p>Module No: UZYRFK-15-0</p>	<p>Module No: UZYRGS-15-0</p>	<p>Module No: UZYRF8-15-0</p>	<p>Module No: UZYRGT-15-0</p>	<p>Module No: UZYREU-15-0</p>	<p>Module No: UZYRGU-15-0</p>	<p>Module No: UZYRGW-15-0</p>	<p>Module No: UZYRHK-15-0</p>
<p><b>A) Knowledge and understanding of:</b></p>								

### Part 3: Learning Outcomes of the Programme

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>(B) Intellectual Skills</b>								
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			✓					✓
<b>(C) Subject/Professional/Practical Skills</b>								
Undertake experimental work and document findings appropriately		✓			✓			
Utilise basic information retrieval skills		✓						✓
<b>(D) Transferable skills and other attributes</b>								
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			✓					✓
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### 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 5: Assessment

<b>Compulsory Modules Level 0</b>	<b>Module No</b> UZYRGS-15-0	A (70)						B (30)			
	<b>Module No</b> UZYRF8-15-0					A(25)	A (25)				B (50)
	<b>Module No</b> UZYRGT-15-0	A (50) B (50)									
	<b>Module No</b> UZYREU-15-0	A(70)							B (30)		
	<b>Module No</b> UZYRGU-15-0	A(100)					B (pass/fail)				
	<b>Module No</b> UZYRGW-15-0	A (50)						B (50)			
	<b>Module No</b> 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  <b>Credit requirements:</b> 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.*

### 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 application.

## Part 7: Entry Requirements

**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**

<b>First CAP Approval Date</b>	2003			
<b>Revision ASQC Approval Date</b>	27 June 2018	<b>Version</b>	4	<a href="#">Link to RIA 12613</a>
	16 January 2019		4.1	<a href="#">Link to RIA 12842</a>
<b>Next Periodic Curriculum Review due date</b>	2019			
<b>Date of last Periodic Curriculum Review</b>	December 2013			