University of the West of England
BRISTOL

PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Delivery Location(s)	Frenchay Campus
Faculty responsible for programme	Health and Life Sciences
Modular Scheme title	Science Foundation Year
Professional Statutory or Regulatory Body Links (type and dates)	N/A
Highest award title	Pass Science Foundation Year
Default award title	None
Interim award titles	None
UWE progression route	BSc Programmes – Department of Applied Sciences/Department of Psychology (level 1)
Mode(s) of delivery	Full-time
Codes	
UCAS code BCF0	**JACS code**
ISIS code Y120	**HESA code**
Relevant QAA subject benchmark statements	N/A
On-going/valid until* (*delete as appropriate/insert end date)	On-going
Valid from (insert date if appropriate)	September 2011

Latest Committee Approval: Quality and Standards Committee **Date:** June 2011

Version Code: 2

Section 2: Educational aims of the programme

- The general aim of the course is to provide an alternative route to Higher Education for individuals not possessing the required entry qualifications for degree level awards but who are considered to be able, after a period of initial preparation, to benefit from, and to be successful in, a degree award in the Faculty.

- The course has been planned to achieve the general aim. A normal entry student will have obtained at least a grade C at GCSE level in Double Science, Mathematics and English together with a pass grade in a subject at A level and to have studied, although not necessarily passed, a science subject or mathematics at A level. Mature students, particularly those without the formal entry qualifications, are encouraged to apply.

- The general aim of the course is achieved through the modules studied by the students on the course and the specific aim of each module contributes to the attainment of the general aim for the course. The modules and their contents have been specially selected so that a student successfully completing the course has the necessary background to progress to any degree award in the Department of Applied Sciences and Department of Psychology.

- Students on the course have to state to which degree award they wish to progress and are registered on year 0 of that award and they are guaranteed a place on their chosen award when they successfully complete the course.

Section 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: …

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding of: 1. Chemistry 2. Biology 3. Physics 4. Mathematics 5. Information Technology and Learning Skills 6. Psychology	**Teaching/learning methods and strategies:** *Acquisition of 1 through to 6 is through lectures, tutorials, practicals and student-led activities.* *The subjects listed in A (1 to 6) have been identified as relevant background for students entering a degree award in the Faculty. The normal entry requirement for the course is at least a grade C at GCSE level in Double Science, Mathematics and English together with a pass grade in a subject at A level and to have studied, although not necessarily passed, a science subject or mathematics at A level. The modules relating to subjects 1 and 2 are designed to take the student beyond the entry requirement level of GCSE Double Science and contain topics in*

	these subjects at A-level standard, although only those topics that have been identified as key to the degree awards are studied and so not all the topics usually found in an A-level course in these subjects are studied. *The Module relating to subjects 3 and 4 is designed to strengthen the students' knowledge of, and ability to use, mathematics and physics, as well as to introduce the students to new material.* *Most students entering higher education now have some experience of Information Technology (subject 5) and the module related to this subject has been designed to consolidate the students' knowledge in this area and to show how it is used in scientific applications. The module is also easily accessible to mature or other students with little experience of IT. The Learning Skills part of this module is mainly private research and study undertaken by the students using IT that is then formally presented to the other students.* *Psychology has been introduced to the programme to address the fact that all other programmes, to which the students can progress from Foundation Year, are supported by the Foundation modules whilst this was not the case for Psychology.* *Additional support is provided through sources including: tutorials, lecture notes and other background material on the Faculty Intranet and Blackboard, and there is a daily, drop-in workshop in mathematics.* *Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.* **Assessment:** *Testing of the knowledge base is through assessed coursework (1-6), through a poster presentation (5) and through tasks undertaken under examination conditions (1-4 & 6).*

B Intellectual Skills

B Intellectual Skills	**Teaching/learning methods and strategies**
1. Synthesis of knowledge. 2. Problem solving 3. Application of knowledge 4. Critical thinking.	*Intellectual skills are developed through formal lectures and tutorials and problem-solving sessions.* **Assessment** *A variety of assessment methods is employed. Some/all test a learner's ability to demonstrate skills 1-4 through coursework and formal examinations. The students also have to give a presentation of a topic based on their own research and this also assesses skills 1-4.*

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills - *able to: …* 1. Use Information Technology skills in science 2. Demonstrate scientific laboratory skills. 3. Research a topic 4. Develop presentation skills.	**Teaching/learning methods and strategies** *Modules 1, 2, 5 & 6 in the course contain practical, laboratory sessions. These are designed to give the students experience in manipulating scientific equipment, making observations in experiments and the recording and processing of data.* *The IT classes are mainly practical classes using computers and designed to improve the practical skills of the students in this area.* **Assessment** *Skills 1, 3 and 4 are primarily assessed in the assessment requirements for the IT & Learning Skills module and they are tested to varying amounts in the assessments in the other modules.* *Skill 2 is assessed throughout the Biology and Chemistry modules and to varying amounts in all the other modules.*

D Transferable Skills and other attributes

D Transferable skills and other attributes	**Teaching/learning methods and strategies**
1. IT Skills. 2. Numeracy 3. Communication 4. Learning to learn	*The Matter and Energy module has been deliberately introduced to improve the numeracy (Skill 2) of the students and the other modules encourage this skill through numerical problem solving.* *The IT skills (Skill 1) are promoted through the IT & Study Skills module and these skills are used in other modules.* *Communication (Skill 3) is encouraged through the IT & Study Skills module.* *All the modules encourage the students in learning to learn (Skill 4).* ***Assessment*** *Skills 1, 3 and 4 are tested specifically in the assessment requirements for the IT & Learning Skills module and they are tested to varying amounts in the assessments in the other modules.* *Skill 2 is assessed throughout the Matter and Energy module and to varying amounts in all the other modules.* *Although the Science Foundation Year has been designed specially to enable a student to progress to a degree award in the Faculty, students have used their success in the course to enter degree awards in other Faculties in the University and in other universities: however, this move is generally not encouraged.*

Section 4: Programme structure

ALL COMPULSORY MODULES

Organic Molecules USSJHS-20-0	20 Credits
Chemical Reactivity and Bonding USSJ75-20-0	20 Credits
Biology USSJHQ-30-0	30 Credits
Matter and Energy USSJHR-30-0	30 Credits
Information Technology and Learning Skills USSJTK-10-0	10 Credits
Foundations of Psychology USPJVH-10-0	10 credits
TOTAL	**120 Credits**

↓

Progress to level 1 programmes in the Department of Applied Sciences/Department of Psychology

Section 5: Entry requirements

Normal Entry:
GCSE: Grade C in English, Maths and Double Science
A-level Pass in any subject (Tariff range: 120).
To have studied, but not necessarily passed, a Science Subject or Mathematics at A-level.

Section 6: Assessment Regulations

Approved to University Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

See Sections A, B, C and D.

Section 8: Reference points/benchmarks

The University's Mission Statement, 'Widening Participation' Action Plan Section 2.2.

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.