University of Hertfordshire UH

School of Health Care

Title of Programme: University Foundation in Health and Social Work

Programme Code: <insert programme code> (refer to School Administration Manager for this)

For Collaborative: External Validation at Hertfordshire International College

Programme Specification

This programme specification is relevant to students entering:
23 September 2019

Associate Dean of School (Academic Quality Assurance):
Cheryl Holman

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification University Foundation in Health Care

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	Hertfordshire International College
University/partner campuses	College Lane
Programme accredited by	Not Applicable
Final Qualification	Not Applicable
All Final Award titles (Qualification and Subject)	Not Applicable
FHEQ level of award	Not Applicable
UCAS code(s)	Not Applicable
Language of Delivery	English

A. Programme Rationale

The partnership between the College and University of Hertfordshire facilitates the acquisition of an undergraduate degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree courses. The pathway has therefore been developed to satisfy:

1. To ensure that international students have a dedicated period of time, in a safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment.
2. To satisfy the University's Policies and Regulations, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purposes.
3. Facilitate access to a pathway leading to a University degree award.
4. Protect the entry tariff of the University to its degree courses and to increase its international student population.
5. Widen access and participation in higher education in line with the University's internationalisation agenda.
6. Commit to the provision of best practice and student experience for international students and thus add value to the University's award winning student lifestyle.
7. Support the integrity of the University's QAA commitment by adopting and adapting, where possible, the University's quality regime to form the basis of a robust, quality driven, academic provision.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:

- Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into UH, School of Health and Social Work, at FHEQ Level 4 of the prescribed undergraduate degree schemes.
- To endow each individual with an educational pathway that augments opportunities for professional employment and development in the life sciences sector at both a national and international level.

- Develop in students a fundamental knowledge that can demonstrate an understanding of the skills and appropriate techniques in life sciences so as to support their transfer into FHEQ Level 4 of the prescribed degree schemes.
- Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making.
- Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level C1 'Proficient User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale.
- Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 50% in the ACL accredited module Interactive Learning Skills and Communication.
- Incorporate the university's aspiration to achieve the following graduate attributes in addition to their subject expertise and proficiency: professionalism, employability and enterprise; learning and research skills; intellectual depth, breadth and adaptability; respect for others; and, social responsibility.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Bioscience; Biomedical Science; Health Studies; Psychology; Engineering and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
A1- The basic concepts of Life Sciences/Health Sciences and their relevance to a functional environment. A2- Comprehension of the core scientific principles of the biological sciences and chemistry. A3- The integration of science across a range of disciplines. A4- The importance of coherent scientific ideas. A5- How to apply and use basic scientific notation. A6- How to construct clear, logical arguments inter alia demonstrating the difference between experimental evidence and proof, and between an implication and its converse. A7- Modelling and its importance to scientific thinking. A8- How to manipulate elementary scientific constructs	Acquisition of knowledge and understanding is through a combination of small group lectures, class and workshop instruction, small group-based tutorial coursework (verbal and written presentation) and individual coursework (verbal and written presentation) and summative examination. Additional support is provided through formative assessment and the provision of small peer-led tutorial group work; [College] module-specific subject specialists; guest speakers (industry/topic specific); monitoring and appraisal by [College] academic management as well as NVT UK management. Ensuring all candidates acquire grounding in UH and associated end-user ICT platforms for academic study. The opportunity to interface regularly with noted platforms in College (StudyNet and Moodle), UH LRC and independent environments to develop an understanding of the	Knowledge and understanding are assessed through A1, A2, A3, A4 to A13 – a combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports and presentations. A4 – summative examination paper/s under closed-book regulations. A14 and A15 – summative interview/written statement elements. All candidates are expected to maintain an 85% attendance record.

A9- The application of numerical techniques to the decision making process with an emphasis on statistical and sampling methods and the description of theories and models.
A10- The purpose and processes of basic recording of data in order to carry out performance monitoring within the context of Life Sciences/Health Sciences and adherence to regulatory standards.
A11- The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information in a variety of relevant forms, and distributing data and information via a range of channels and formats.
A12- The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe.
A13- The role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area.
A14- Comprehension of relevant national standards in health care and social work.
A15- Understanding of the core NHS values.

implications of the use of different computer and ICT systems for research.

Support summaries of all lecturers/classes are available, after each class/session via email and Moodle.

Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules. Additional interviews are made with the sessional academic and/or the College Director/Principal (or nominee) to evaluate and discuss any emerging learning issues and therein candidates options.

All teachers preferably have a strong Life Sciences and/or Health Sciences - related background as well as academic and teaching credentials to ensure that the programme satisfies the generic outcomes required by the QAA benchmarks inclusive of the relevancy and application of concepts to the work environment.

Intellectual skills	Teaching and learning methods	Assessment strategy
B1- Make full use of library and College/University e-learning search (catalogue and bibliographic) resources. B2- Apply basic research techniques to sourcing and selecting appropriate academic data and literature. B3- Integrate verbal, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication. B4- Ability to analyse data and various modes of information using appropriate techniques. B5- Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.	Intellectual skills are developed through B1 and B2 via topic specific small lab-based group lectures and the additional support and guidance provided via the provision of small peer-led tutorial group work in differing environments. Ensuring all students acquire grounding in the University of Hertfordshire and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, University of Hertfordshire library and independent environments to develop an understanding of the implications of the use of different e-learning for research. Acquisition of B2 to B5 via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (verbal, reading, listening and written presentation); and individual coursework (verbal, and written presentation) and summative examination (reading and writing). Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management. Throughout, the learner is encouraged to develop intellectual skills further by independent study	Intellectual skills are assessed through B1 to B5 – a combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals.

Practical skills	Teaching and learning methods	Assessment strategy
C1- Employ key communication skills appropriate to undergraduate study, inclusive of written, verbal, reading, numerical, graphical and diagrammatic manipulation and presentation of information. C2- Employ analytical skills and methodologies as a basis to further study. C3- Ability to begin to engage critically with regard to science.	Practical skills are developed through:- Communication skills are central to all teaching, class/lab-based learning and self directed study; these are tested out throughout all assessment practices. Students are encouraged to explore and develop variety of communication skills, underpinned by the ILSC module.	Practical skills are assessed through integrated themes used across the continuous assessment framework for the programme to test robust coping skills in a number of environments. A combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals.
Transferable skills	**Teaching and learning methods**	**Assessment strategy**
D1- Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy. D2- Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form. D3- Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion. D4- Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-	Transferable skills are developed through using a combination of all delivery and assessment styles (verbal and written, group and individual) used within the programme to demonstrate competence in presentation, reports, mini dissertation (to enhance summarisation techniques and limit collusion and plagiarism), timed-assignments (indicating knowledge, organisation, time management and clear communication ability), of the following: design a persuasive message from the audience's perspective; demonstrate effective presentation delivery skills in a variety of situations; leave effective voice-mail messages; write persuasive E-mails, memos letters; and write factual essays and reports in plain English. These skills are reflective of in-context reading, writing, speaking skills and enhanced language acquisition. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.	Transferable skills are assessed through a combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports, portfolios and presentations. Indicating an ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (verbal/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills.

management and self-discipline within the academic and professional environments. D5- Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider context.		

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full time mode.

Entry is normally at Level 0 for EU and international students who hold the equivalent of a High School certificate. Intake is normally in Semester A (September) and Semester B (January).

Professional and Statutory Regulatory Bodies

Not Applicale

Work-Based Learning, including Sandwich Programmes

Not Applicable

Erasmus Exchange programme

Not Applicable

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full Time

Entry point Semester A or Semester B

Level 0

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Interactive Learning Skills and Communication	ILS001	15	English	30	70	0	AB
Chemistry A	SCI124	15	English	100	0	0	AB
Mathematics 1	SCI104	15	English	100	0	0	AB
Biology A	SCI120	15	English	70	30	0	AB
Preparation for a Career in Health Care	HSK100	0	English	0	0	100	AB
Foundation Academic English	FAE	15	English	0	100	0	BC
Physics 1	PHY101	15	English	100	0	0	BC
Biology B	SCI121	15	English	70	30	0	BC
Principles of ICT	BUS107	15	English	80	20	0	BC

For all programmes, progression to level 4 requires a minimum of 120 credits, the meeting of tariff grades (overall and module where specified), a pass in module HSK100 (completion of a satisfactory personal statement and successful interview), a satisfactory Occupational Health clearance and Enhanced Disclosure and Barring Service (DBS) check.

All programmes have their own further specific requirements as outlined in the table below:-

Programme	**Overall Mean**	**With a minimum**	**Other**
BSc (Hons) Adult Nursing	60%		Numeracy test, literacy test.
BSc (Hons) Children's Nursing	60%		The same as Adult Nursing plus: Work or voluntary experience with children.
BSc (Hons) Mental Health Nursing	60%		The same as Adult Nursing.
BSc (Hons) Learning Disability Nursing	60%		The same as Adult Nursing.
BSc (Hons) Midwifery	60%	60% in Biology A 60% in Biology B	Satisfactory second reference.
BSc (Hons) Physiotherapy	65%	70% in Biology A 70% in Biology B	
BSc (Hons) Diagnostic Radiography and Imaging	60%	60% in Biology B 55% in Mathematics 1	Clinical visit to a Radiology dept.
BSc (Hons) Radiotherapy and Oncology	60%	60% in Biology B 55% in Mathematics 1	Clinical visit to a Radiotherapy dept.
BSc (Hons) Paramedic Science	60%	60% in Biology B 60% in Chemistry A	

Award classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14, Section D.

Table 1b Final and interim awards available

No final award, grade transcript issued by HIC on request.

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13) and UPR AS14).

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- A Manager of Academic Services to help students understand the course / programme structure
- Student Representatives on the College Learning and Teaching Board
- A designated Academic Services Coordinator

Support

Students are supported by:
At university level, students are supported by:

- Attractive modern study environments in two Learning Resource Centres, incorporating libraries and computer centres
- StudyNet, a versatile on-line inter-active intranet and learning environment
- Access to extensive digital and print collections of information resources
- Office of the Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Medical Centre
- Careers Enterprise and Employment Services
- The Students' Union

At HIC, students are supported by:

- An induction week at the beginning of each academic semester
- Module tutors to provided academic support
- A Manager of Academic Services / Manager of Student Services to provide pastoral support and confidential academic and welfare advice
- A Student Services Team that provides advice on issues such as finance, accommodation, well-being, welfare, international student support, etc.
- Lunchtime Drop-in sessions for Mathematics, Accounting and Physics
- Academic Services Officers to deal with day-to-day administration associated with the modules within the programme

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The Ask Herts website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In

particular, UPR SA07 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147

G. Entry requirements

The normal entry requirements for the programme are:

UK/International:- 5 x A-C GCSE passes including Maths and a Science subject.
International - A/AS Level/Minimum UCAS 36 points with a Math and a science subject
IB:- MYP with five grades at level 4 or completion of IB Certificate including Maths a Health Science subject.
International - A/AS Level/Minimum UCAS 36 points with a Math and a science subject.

English language entry is at CEFR level B2, IELTS 6.0 or equivalent, in line with UKVI requirements for FHEQ6,

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: Karoline Giles, Head of College Services

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

University Foundation in Health Care

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

			Programme Learning Outcomes (as identified in section 1 and the following page)																										
			Knowledge & Understanding															Intellectual Skills					Practical Skills			Transferable Skills				
	Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4	D5
Level 0	Interactive Learning Skills and Communication	ILS001											X	X	X			X	X	X		X	X	X	X	X	X	X	X	X
	Chemistry A	SCI124	X	X	X	X	X	X		X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X
	Mathematics 1	SCI104					X	X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X
	Biology A	SCI120	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X
	Preparation for a Career in Health Care	HSK100														X	X	X	X	X	X	X	X	X		X	X	X	X	
	Foundation Academic English	FAE	X	X	X	X												X	X				X	X	X	X	X	X		X
	Physics 1	PHY101	X	X			X	X	X	X										X	X	X	X	X		X	X	X	X	X
	Biology B	SCI121	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X
	Principles of ICT	BUS107									X		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. The basic concepts of Life Sciences and their relevance to a functional environment

A2. Comprehension of the core scientific principles of the biological sciences and chemistry.

A3. The integration of science across a range of disciplines

A4. The importance of coherent scientific ideas

A5. How to apply and use basic scientific notation

A6. How to construct clear, logical arguments inter alia demonstrating the difference between experimental evidence and proof, and between an implication and its converse

A7. Modelling and its importance to scientific thinking.

A8. How to manipulate elementary scientific constructs

A9. The application of numerical techniques to the decision making process with an emphasis on statistical and sampling methods and the description of theories and models.

A10. The purpose and processes of basic recording of data in order to carry out performance monitoring within the context of science and adherence to regulatory standards.

A11. The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information in a variety of relevant forms, and distributing data and information via a range of channels and formats.

A12. The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B1 'Proficient User' as described by the Council of Europe, see p. 3 of this document for reference.

A13. The role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area.

A14. Comprehension of relevant national standards in health care and social work.

A15. Understanding of the core NHS values.

Practical Skills

C1. Employ key communication skills appropriate to undergraduate study, inclusive of written, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.

C2. Employ analytical skills and methodologies as a basis to further study.

C3. Ability to begin to engage critically with regard to science.

Intellectual Skills

B1. Make full use of library and IT search (catalogue and bibliographic) resources.

B2. Apply basic research techniques to sourcing and selecting appropriate academic data and literature.

B3. Integrate verbal, written, non-verbal and diagrammatic skills to effect clear communication.

B4. Ability to analyse data and various modes of information using appropriate techniques.

B5. Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.

Transferable Skills

D1. Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.

D2. Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.

D3. Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.

D4. Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.

D5. Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider context.

Section 2

Programme management

Relevant QAA subject benchmarking statements	Bioscience; Biomedical Sciences; Health Studies; Psychology; Engineering
Type of programme	Foundation
Date of validation/last periodic review	Click here to enter a date.
Date of production/ last revision of PS	May 2019
Relevant to level/cohort	All students entering September 2019
Administrative School	School of Health and Social Work

Table 3 Course structure

To complete Course details please use SEB - 351 - Course Details Programme Specifications <please delete>

Course details		
Course code	Course description	JACS/ HECOS
e.g. EIBENGAAE	e.g. BEng (Hons) Aerospace Engineering	e.g. Jacs Code/ HECOS Code