University of Hertfordshire UH Hertfordshire International College

PROGRAMME SPECIFICATION

School of Health and Social Work **University Foundation Health and Social Work**	**FHEQ 0**

Version	Current Version	1.1	January 2020
	Prior Version/s	1.0	April 2019

PATHWAY/s

Pathway Type	**Undergraduate**			
Pathway Areas	Health and Social Work			
Pathways/s	Health and Social Work	-	-	-
University Quercus Code/s	Refer to Quercus	-	-	-
HIC MAZE Code/s	U6HC		-	-
Pathway Provision	College: FHEQ Level/s	3		
	University: FHEQ Level/s	4, 5 and 6		
Awarding University	University of Hertfordshire			

Awards by Pathway	Degree awards	FHEQ Award Level
	BSc (Hons) Adults Nursing	6
	BSc (Hons) Children's Nursing	6
	BSc (Hons) Mental Health Nursing	6
	BSc (Hons) Learning Disability Nursing	6
	BSc (Hons) Midwifery	6
	BSc (Hons) Physiotherapy	6
	BSc (Hons) Diagnostic Radiography and Imaging	6
	BSc (Hons) Radiotherapy and Oncology	6
	BSc (Hons) Paramedic Science	6

Subject Benchmark Statements	Reference, where appropriate, to the following overall degree Leaning Outcomes: *Bioscience 1272 11/15; Biomedical science 1373 11/15; Health Studies 1733 10/16; Psychology 1736 10/16; Event, hospitality, leisure, sport and tourism 1771 11/16; Engineering 1084 02/2015;*
College Status	Associate College
College Location	College Lane Campus
University Location	College Lane Campus
University School/s	School of Health and Social Work
Rationale	The University Foundation in Health and Social Work supports the educational needs of international students. The rationale for this programme is to provide its students with a structured sequence of modules through which they can develop their knowledge and understanding of topics at university foundation level (FHEQ Level 0) in Health and Social Work. The Programme prepares the students for progression to undergraduate study in their chosen bachelor's degree, by developing key aspects and methods in the Health and Social Work subject areas. Additionally, study of the modules will expand the students' knowledge and understanding of topics in English Language and specifically focus upon improving wider communication skills. The Programme is designed to recruit international students who have achieved the university's English Language entry requirements and studied to the same level as the UK's GCSEs.

	The structure of the programme is designed such that students have the opportunity to study with students from different specialisms in the Interactive Learning Skills and Communications and Information and Communications Technology modules. The other six modules are subject specific covering Mathematics, Biology and Chemistry. Graduates are equipped for a variety of careers in wide-ranging areas including those traditionally open to Health and Social Work Graduates, such as: Nursing, Physiotherapist, Midwifery, Paramedic and Radiologist. 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 important pedagogic issues: 1. To ensure that international students have a dedicated period of time, in a familial and 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 customer service 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 and administrative systems and processes. 8. Facilitate effective and efficient, low risk public/private partnership in line with the University's strategic research mission. 9. Enhance the global reach of the University into previously untapped markets and market segments. 10. Add resource, human and financial, to the University's marketing process. 11. Facilitate access to a global recruitment process. 12. Assist in the diversification of the student body. 13. Make available the benefits derived from access to Navitas' global reach and corporate marketing arm.
Educational Aims	The programme, University Foundation in Health and Social Work, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see CPR 5, and the nominated outcomes desired by the University of Hertfordshire, School of Health and Social Work, to impart a high quality of education in the disciplines required. The educational aims of the programme are to: 1. 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. 2. 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. 3. 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. 4. 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. 5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent 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. 6. 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, and therein a minimum 6.0 IELTS equivalent. 7. 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.

PROGRAMME

Title	University Foundation in Health, Human and Life Sciences	
FHEQ	3	
Credit Points	120	
Duration of Study	Two (2) semesters	
Weeks of Study	24 weeks	
Mode of Study	Full-time	
Mode of Delivery	Face to Face	
Notional Hours	1200	
Contact Hours	336	
Directed Study Hours	N/A	
Self-directed Study Hours	864	
Delivery Model	Standard Delivery Model (SDM)	
Language of Delivery	Delivery	English
	Assessment	English
	Council of Europe	Common language reference level B2 Independent User
	ACL Accreditation	Interactive Learning Skills and Communication

Intended Learning Outcomes

Generic:

All modules have a set of Generic Learning Outcomes (LOs) attached to them, see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency.

The Generic LOs for the programme are tabled below:

Key knowledge will be demonstrated by::	Key skills will be demonstrated by the ability to:
Personal organisation and time-management skills to achieve research goals and maintain solid performance levels.	Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.
Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study.	Communicate clearly using appropriate nomenclature to enhance meaning in all verbal and written assessments with no recourse to collusion or plagiarism.
Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures.	Present clearly, coherently and logically in a variety of verbal and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.
Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study.	Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.
Understanding of the rules applying to plagiarism and collusion.	Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts.
Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence.	Meet and succeed in each of the varied assessments presented.

Specific:

Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Guide (MG).

Intended:

Each programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below.

A	Knowledge and Understanding		
	To obtain a knowledge and understanding:	Teaching/learning methods and strategies:	Assessment methods and strategies are tested via...
1	The basic concepts of Life Sciences and their relevance to a functional environment	Acquisition of Intended LOs via 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 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. Students are encouraged throughout the programme 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 - 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.	A.1, A.2, A.3, A.4 to A.13 – 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. A.4 – summative examination paper/s under closed-book regulations. All candidates are expected to maintain an 85% attendance record.
2	Comprehension of the core scientific principles of the biological sciences and chemistry		
3	The integration of science across a range of disciplines		
4	The importance of coherent scientific ideas		
5	How to apply and use basic scientific notation		
6	How to construct clear, logical arguments inter alia demonstrating the difference between experimental evidence and proof, and between an implication and its converse		
7	Modelling and its importance to scientific thinking.		
8	How to manipulate elementary scientific constructs		
9	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.		
10	The purpose and processes of basic recording of data in order to carry out performance monitoring within the context of Life Sciences and adherence to regulatory standards.		
11	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.		
12	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.		
13	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.		
B	Cognitive/Intellectual Skills		
	To obtain intellectual/cognitive	Teaching/learning methods and	Assessment methods and

		skills with the ability to:	strategies	strategies via...
	1	Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.	Acquisition of B.1 and B.2 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 B.2 to B.5 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.	B.1 to B.5 – 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.
	2	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.		
	3	Integrate verbal, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.		
	4	Ability to analyse data and various modes of information using appropriate techniques.		
	5	Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.		
	C	Practical Skills		
		To obtain practical skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
	1	Employ key communication skills appropriate to undergraduate study, inclusive of written, verbal, reading, numerical, graphical and diagrammatic manipulation and presentation of information.	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.	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.
	2	Employ analytical skills and methodologies as a basis to further study.		
	3	Ability to begin to engage critically with regard to science.		
	D	Transferable Skills		
		To obtain transferable skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
	1	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.	Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities. 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	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
	2	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.	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.	and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills.
	3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.		
	4	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.		
	5	Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider context.		

Assessment Regulations

<u>Summary:</u>

The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS9.

Each module within the programme/stage of study has an associated Module Outline that may be broadened into a Definitive Module Document (DMD) either of which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject/s under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events.

Each module has an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed Module Guide (MG) which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and submission/completion requirements. Contained is also a detailed lecture-by-lecture schedule of subjects students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme.

In-course written, reading, listening and verbal assessment is built in to all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.

All written assessments must follow certain criteria in style and submission as noted in the relevant Module Guides and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency.

All assessments are required to be repeated when re-enrolling onto a module. Only in extenuating circumstances, such as sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, with any extraordinary conditions decided by the College Management Team, Teaching and Learning Board or Module Panel, see CPR QS9.

Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve a grade B in the Interactive Learning Skills and Communication (see DMD ILS001). The assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each

	module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster. Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9. <u>Demonstration of achievement:</u> Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum, see Progression Criteria, below. <u>Categories of performance and grading levels</u>**:** A and A*(High Distinction) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event. B and B* (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the student's application and result can be commended. C (Credit) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the student is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks without plagiarism or collusion. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions. D (Pass) – Evidence of basic competence to meet requirements of the assessment task and event without plagiarism or collusion. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions. F (Fail) – The student's application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks. <u>Generic marking criteria:</u> Response – the response must address all parts of the question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted. Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data. Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion. Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style. Illegible material will not be given due credit, specified as a percentage of the marking criteria. Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer. Sources – the student should provide accurate referencing; it is essential that a student does not plagiarise from any source, see CPR QS9.
Moderation	Summary: 10% sample of all assessment components by a subject specialist. External Examiner where necessary.
Progression Criteria	Summary: minimum pass mark of 50% achieved for each module listed.
Failure to Progress	Summary: a student may not retake a module on more than two (2) occasions, failure of the module

<table>
<tr><td></td><td>may require an assessment re-sit, or that a student repeats the entire module at full cost. The University will not be incumbent to progress a student who fails. Refer to NPR QS9. Students are only eligible to enrol once on the HSK100 module.</td></tr>
<tr><td rowspan="5">Associated Documentation</td><td>Definitive Module Documents (DMDs) as follows: DMD ILS001; DMD BUS107; DMD SCI104; DMD SCI124; DMD SCI120; DMD SCI121; DMD PHY101; DMD HSK100</td></tr>
<tr><td>Module Guides (MGs) as follows: MG ILS001; MG BUS107; MG SCI104; MG SCI124; MG SCI120; MG SCI121; MG PHY101; MG HSK100</td></tr>
<tr><td>Associated teaching aids for a module as required</td></tr>
<tr><td>Associated Student Handbook</td></tr>
<tr><td>College Policies and Regulations (CPRs)</td></tr>
<tr><td>Human Resource</td><td>Sessional academics (tutors) – with appropriate qualifications, experience and abilities.
Guest speakers – relevant industries as requested by the College.</td></tr>
<tr><td>Built Environment</td><td>All lectures/classes and small group tutorials are held in the designated HIC class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use the University of Hertfordshire's library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required.</td></tr>
<tr><td>E-learning</td><td>College Portal; University Moodle; Library</td></tr>
<tr><td>Library</td><td>University of Hertfordshire Library</td></tr>
<tr><td>Programme Framework</td><td>Two (2) semesters:
<table>
<tr><td colspan="5">University Foundation in Health and Social Work</td></tr>
<tr><td colspan="2">Core Modules</td><td rowspan="2">Credit Points</td><td rowspan="2">% Examination</td><td rowspan="2">% Coursework</td></tr>
<tr><td>Module Code</td><td>Module Name</td></tr>
<tr><td colspan="5">Semester 1:</td></tr>
<tr><td>ILS001</td><td>Interactive Learning Skills and Communication</td><td>15</td><td>30%</td><td>70%</td></tr>
<tr><td>SCI104</td><td>Mathematics 1</td><td>15</td><td>100%</td><td>-</td></tr>
<tr><td>SCI120</td><td>Biology A</td><td>15</td><td>70%</td><td>30%</td></tr>
<tr><td>SCI124</td><td>Chemistry A</td><td>15</td><td>100%</td><td>-</td></tr>
<tr><td>HSK100</td><td>Preparation for a Career in Healthcare</td><td>0</td><td>-</td><td>100%</td></tr>
<tr><td colspan="5">Semester 2</td></tr>
<tr><td>FAE</td><td>Foundation Academic English</td><td>15</td><td>-</td><td>100%</td></tr>
<tr><td>PHY101</td><td>Physics 1</td><td>15</td><td>100%</td><td>-</td></tr>
<tr><td>SCI121</td><td>Biology B</td><td>15</td><td>70%</td><td>30%</td></tr>
<tr><td>BUS107</td><td>Principles of ICT</td><td>15</td><td>80%</td><td>20%</td></tr>
<tr><td colspan="2">Undergraduate Stage 1: Health and Social Work</td><td colspan="3">120 Credit Points</td></tr>
</table></td></tr>
<tr><td>Management</td><td>The University Foundation in Health and Social Work programme is delivered by HIC on the College Lane Campus of the University of Hertfordshire. This scenario seeks to provide the necessary resources to ensure that all students enrolled with HIC are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience.

The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office.

The general operational management of the programme lies with HIC's academic services which assumes overall responsibility for the administrative and implementation functions.

The HIC College Director or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring.

HIC provides additional tutorial support to any student who may require it, to the amount of two (2) extra contact hours per week per enrolled student.

The various sessional academic module leaders/lecturers/tutors are responsible for the delivery and</td></tr>
</table>

	initial assessment of modules whilst appraisal of delivery and programme content is advised by the HIC College Director or nominee in consultation with the Quality and Standards Office Navitas UK, the Dean of the School of Life and Medical Sciences and associated appropriate Programme Directors/Leaders and/or Link Tutor. The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the HIC University Foundation in Health and Social Work.
Monitoring and Review	Formal review of the University Foundation in Health and Social Work programme, takes place as an annual review in November/December between HIC, the Quality and Standards Office Navitas UK and representation from the School of Life and Medical Sciences through AMER. Strategic, logistical and operational issues are developed within the remit of the Academic and Operational Advisory Committee (AAC) held on a trimester basis and chaired by the University of Hertfordshire. Progression is determined via the HIC Progression Board. For details of this review and quality management of this and all HIC programmes, see, CPR QS9. Informal Review takes place on a regular basis via interface between students, academic services and the teaching staff using both student surveys (inclusive of i-graduate) and teaching observation.
Entry Requirements	Standard and approved requirements for academic international benchmark qualifications see CPR 3. English language entry is at CEFR level B2 in line with UKVI requirements for FHEQ6.
Appendix 1	Intended Learning Outcomes in the constituent modules.
Appendix 2	Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme.
Appendix 3	College DMDs.

Appendix 1

University Foundation in Health, Human and Life Sciences - Development of programme LOs in the constituent modules

The table below maps where the LOs of a programme are assessed in the core/constituent modules. It provides an aid to (i) 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.

FHEQ Level 3 Programme		***Programme Intended LOs***												
		Knowledge and Understanding												
Core Modules	**Module Code**	**A.1**	**A.2**	**A.3**	**A.4**	**A.5**	**A.6**	**A.7**	**A.8**	**A.9**	**A.10**	**A.11**	**A.12**	**A.13**
Interactive Learning Skills and Communication	ILS001											✓	✓✓	✓✓
Principles of ICT	BUS107									✓✓		✓✓	✓✓	✓✓
Chemistry A	SCI124	✓✓	✓✓	✓✓	✓	✓✓	✓✓		✓✓	✓	✓			✓✓
Mathematics 1	SCI104					✓	✓	✓✓	✓	✓✓	✓			✓✓
Preparation for a Career in Healthcare	HSK100	✓✓	✓✓											
Biology A	SCI120	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓
Biology B	SCI121	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓
Foundation in Academic Writing	FAE	✓✓	✓✓	✓✓	✓✓									
Physics 1	PHY101	✓✓	✓✓			✓✓	✓✓	✓✓	✓✓					

FHEQ Level 3 Programme		***Programme Intended LOs***												
		Intellectual Skills					**Practical Skills**			**Transferable Skills**				
Core Modules	**Module Code**	**B.1**	**B.2**	**B.3**	**B.4**	**B.5**	**C.1**	**C.2**	**C.3**	**D.1**	**D.2**	**D.3**	**D.4**	**D.5**
Interactive Learning Skills and Communication	ILS001	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓	✓✓
Principles of ICT	BUS107	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓
Chemistry A	SCI124	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓
Mathematics 1	SCI104	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓	✓✓
Preparation for a Career in Healthcare	HSK100	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓	
Biology A	SCI120	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓
Biology B	SCI121	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓
Physics 1	PHY101			✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓	✓✓
Foundation in Academic English	FAE	✓✓	✓✓				✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓

Key:

Learning Outcomes which are assessed as part of a given Module ✓✓

Learning outcomes which are not explicitly assessed as part of a given Module ✓

Knowledge and Understanding

A.1 The basic concepts of Life Sciences and their relevance to a functional environment

A.2 Comprehension of the core scientific principles of the biological sciences and chemistry.

A.3 The integration of science across a range of disciplines

A.4 The importance of coherent scientific ideas

A.5 How to apply and use basic scientific notation

A.6 How to construct clear, logical arguments inter alia demonstrating the difference between experimental evidence and proof, and between an implication and its converse

A.7 Modelling and its importance to scientific thinking.

A.8 How to manipulate elementary scientific constructs

A.9 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.

A.10 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.

A.11 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.

A.12 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.

A.13 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.

Skills and Attributes

Intellectual/Cognitive Skills

B.1 Make full use of library and IT search (catalogue and bibliographic) resources.

B.2 Apply basic research techniques to sourcing and selecting appropriate academic data and literature.

B.3 Integrate verbal, written, non-verbal and diagrammatic skills to effect clear communication.

B.4 Ability to analyse data and various modes of information using appropriate techniques.

B.5 Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.

Practical skills

C.1 Employ key communication skills appropriate to undergraduate study, inclusive of written, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.

C.2 Employ analytical skills and methodologies as a basis to further study.

C.3 Ability to begin to engage critically with regard to science.

Transferable skills

D.1 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.

D.2 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.

D.3 Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.

D.4 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.

D.5 Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider context.

Appendix 2

Delivery Schedule: hours of study applied to the University Foundation in Health and Social Work.

Week		**Total Hours**									
	ILS001		**HSK100**		**SCI104**		**SCI120**		**SCI124**		
	Interactive Learning Skills and Communication		Preparation for a Career in Healthcare		Mathematics 1		Biology A		Chemistry A		
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir study	Contact hours	Self-dir study	Contact hours	Self-dir study	**Contact hours/week**	**Self-directed study hours/week**
1	4	10	2	5	4	10	4	10	4	10	18	45
2	4	10	2	5	4	10	4	10	4	10	18	45
3	4	10	2	5	4	10	4	10	4	10	18	45
4	4	10	2	5	4	10	4	10	4	10	18	45
5	4	10	2	5	4	10	4	10	4	10	18	45
6	4	10	2	5	4	10	4	10	4	10	18	45
7	4	10	2	5	4	10	4	10	4	10	18	45
8	4	10	2	5	4	10	4	10	4	10	18	45
9	4	10	2	5	4	10	4	10	4	10	18	45
10	4	10	2	5	4	10	4	10	4	10	18	45
11		10		5		10		10		10		45
12 (Exam)												
Total hours / module	40	110	20	55	40	110	40	110	40	110	180	495
Notional hours / module	**150**		**75**		**150**		**150**		**150**		**675**	
Credit Points	**15**		**0**		**15**		**15**		**15**		**60**	

Week	Total Hours									
	FAE		**BUS107**		**SCI121**		**PHY101**		**Contact hours/week**	**Self-directed study hours/week**
	Foundation Academic English		Principles of ICT		Biology B		Physics 1			
	Minimum Contact hours	Self-dir Study	Contact hours	Self-dir study	Contact hours	Self-dir Study	Contact hours	Self-dir study		
1	4	10	4	10	4	10	4	10	16	40
2	4	10	4	10	4	10	4	10	16	40
3	4	10	4	10	4	10	4	10	16	40
4	4	10	4	10	4	10	4	10	16	40
5	4	10	4	10	4	10	4	10	16	40
6	4	10	4	10	4	10	4	10	16	40
7	4	10	4	10	4	10	4	10	16	40
8	4	10	4	10	4	10	4	10	16	40
9	4	10	4	10	4	10	4	10	16	40
10	4	10	4	10	4	10	4	10	16	40
11		10		10		10		10		40
12 (Exam)										
Total hours / module	40	110	40	110	40	110	40	110	160	440
Notional hours / module	**150**		**150**		**150**		**150**		**600**	
Credit Points	**15**		**15**		**15**		**15**		**60**	

Appendix 3

College Definitive Module Documents (DMDs)/Module Outlines provided separately