University of Hertfordshire UH

School of Health and Social Work

Title of Programme: Initial Year for Extended Degree in Health Care – HIC

Programme Code: HICIYHC

For Collaborative: External Validation at Hertfordshire International College

Programme Specification

This programme specification is relevant to students entering:
23 September 2024

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

Signature *C. J. H�*

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.

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Summary of amendments to the programme:

Section	Amendment
Programme-specific assessment regulations	Added HIC progression routes for successful completion of HIC programme to UH Level 4 programmes.

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

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

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

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.	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	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.

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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 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.

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.

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.

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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**

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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.

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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 Applicable

Work-Based Learning, including Sandwich Programmes
Not Applicable

Student Exchange programme
Incoming Exchange
Not Applicable

Study Abroad
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	0FBS0001	15	English	30	70	0	AB

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Module	Code	Credits	Language				Grade
Chemistry A	0FHH0036	15	English	60	40	0	AB
Mathematics 1	0FHH0034	15	English	70	30	0	AB
Biology A	0FHH0083	15	English	60	40	0	AB
Preparation for a Career in Health Care	0FHH0081	0	English	0	0	100	AB
Foundation Academic English	0FHH0082	15	English	0	100	0	BC
Physics 1	0FTC1032	15	English	70	30	0	BC
Biology B	0FHH0084	15	English	60	40	0	BC
Principles of ICT	0FTC1029	15	English	60	40	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 0FHH081 preparation for a Career in Health Care (completion of a satisfactory personal statement and successful interview), a satisfactory Occupational Health clearance and Enhanced Disclosure and Barring Service (DBS) check. Students are not offered a re-enrolment opportunity for 0FHH081 preparation for a Career in Health Care

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%		
BSc (Hons) Children's Nursing	60%		Numeracy test, literacy test. Work or voluntary experience with children.
BSc (Hons) Mental Health Nursing	60%		Numeracy test, literacy test.
BSc (Hons) Learning Disability Nursing	60%		Numeracy test, literacy test.
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) Therapeutic Radiography	60%	60% in Biology B 55% in Mathematics 1	Clinical visit to Radiography department is normally required but may be waived in exceptional circumstances
BSc (Hons) Paramedic Science	60%	60% in Biology B 60% in Chemistry A	

Table 1b Final and interim awards available
No final award, grade transcript issued by HIC on request.

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Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been approved by the University:

Progression routes:

a)   All progression routes outlined below are currently valid; however available progression will be updated on an annual basis in accordance with changes in UH provision.

b)   Entry is to the UH Level 4 programmes.

Awards included in the Articulation Agreement:

BSc (Hons) Nursing (Adult)
BSc (Hons) Diagnostic Radiography and Imaging
BSc (Hons) Nursing (Child)
BSc (Hons) Nursing (Learning Disabilities)
BSc (Hons) Nursing (Mental Health)
BSc (Hons) Paramedic Science
BSc (Hons) Physiotherapy
BSc (Hons) Pre-Registration Midwifery
BSc (Hons) Therapeutic Radiography

For some of the modules listed above that include student presentations, video recordings of these presentations will be made for moderation purposes.

These recordings will be managed in accordance with Navitas' Data Protection & Privacy Policies.

We will share the videos with internal moderators at HIC and external moderators at the University of Hertfordshire securely and destroy these in accordance with our Records Management, Retention and Disposal Policy.

Should you have any questions around this process and privacy please contact privacy@navitas.com.

E. Management of Programme & Support for student learning.

Management
The programme is managed and administered through:
- A Head of Teaching and Learning to help students understand the course / programme structure
- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee
- Student Representatives on the College Learning and Teaching Board
- A designated Academic Services Coordinator / Academic and Student Services Officer
- Module Leaders
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

Support
Students are supported by:
- Attractive modern study environments in two Learning Resource Centres, incorporating libraries and computer centres

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- StudyNet, a versatile on-line inter-active intranet and learning environment
- Moodle, 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 Head of College Services and a Manager of Academic and 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
- A Collaborative Partnership Leader (CPL) who is the link between the Business School and HIC and helps to ensure that students have a seamless transition to the Business School.
- College 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/.

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,

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Academic references are required for all courses.

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: AskHIC AskHIC (ask@hic.herts.ac.uk).

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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.

	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	0FBS0001											X	X	X			X	X	X		X	X	X	X	X	X	X	X	X
	Chemistry A	0FHH0036	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	0FHH0034					X	X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X
	Biology A	0FHH0083	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	0FHH0081														X	X	X	X	X	X	X	X	X		X	X	X	X	
	Foundation Academic English	0FHH0082	X	X	X	X												X	X				X	X	X	X	X	X		X
	Physics 1	0FTC1032	X	X			X	X	X	X										X	X	X	X	X		X	X	X	X	X
	Biology B	0FHH0084	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	0FTC1029									X		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X

Programme Learning Outcomes (as identified in section 1 and the following page): A1–A15 Knowledge & Understanding; B1–B5 Intellectual Skills; C1–C3 Practical Skills; D1–D5 Transferable Skills

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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.

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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.

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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	March 2019
Date of production/ last revision of PS	March 2024
Relevant to level/cohort	All students entering September 2024
Administrative School	School of Health and Social Work
Language of Delivery	English

Table 3 Course structure

Course details		
Course code	**Course description**	**JACS**
	Initial Year for Extended Degree in Adult Nursing Initial Year for Extended Degree in Children's Nursing Initial Year for Extended Degree in Mental Health Nursing Initial Year for Extended Degree in Learning Disability Nursing Initial Year for Extended Degree in Midwifery Initial Year for Extended Degree in Physiotherapy Initial Year for Extended Degree in Diagnostic Radiography and Imaging Initial Year for Extended Degree in Radiotherapy and Oncology Initial Year for Extended Degree in Paramedic Science	

Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
	A	Initial Year for Extended Degree in Adult Nursing	0	Hatfield	Full-time
	B	Initial Year for Extended Degree in Adult Nursing	0	Hatfield	Full-time
	C	Initial Year for Extended Degree in Adult Nursing	0	Hatfield	Full-time
	A	Initial Year for Extended Degree in Children's Nursing	0	Hatfield	Full-time
	B	Initial Year for Extended Degree in Children's Nursing	0	Hatfield	Full-time
	C	Initial Year for Extended Degree in Children's Nursing	0	Hatfield	Full-time
	A	Initial Year for Extended Degree in Mental Health Nursing	0	Hatfield	Full-time
	B	Initial Year for Extended Degree in Mental Health Nursing	0	Hatfield	Full-time
	C	Initial Year for Extended Degree in Mental Health Nursing	0	Hatfield	Full-time

	A	Initial Year for Extended Degree in Learning Disability Nursing	0	Hatfield	Full-time
	B	Initial Year for Extended Degree in Learning Disability Nursing	0	Hatfield	Full-time
	C	Initial Year for Extended Degree in Learning Disability Nursing	0	Hatfield	Full-time
	A	Initial Year for Extended Degree in Midwifery	0	Hatfield	Full-time
	B	Initial Year for Extended Degree in Midwifery	0	Hatfield	Full-time
	C	Initial Year for Extended Degree in Midwifery	0	Hatfield	Full-time
	A	Initial Year for Extended Degree in Physiotherapy	0	Hatfield	Full-time
	B	Initial Year for Extended Degree in Physiotherapy	0	Hatfield	Full-time
	C	Initial Year for Extended Degree in Physiotherapy	0	Hatfield	Full-time
	A	Initial Year for Extended Degree in Diagnostic Radiography	0	Hatfield	Full-time
	B	Initial Year for Extended Degree in Diagnostic Radiography	0	Hatfield	Full-time
	C	Initial Year for Extended Degree in Diagnostic Radiography	0	Hatfield	Full-time
	A	Initial Year for Extended Degree in Radiotherapy and Oncology	0	Hatfield	Full-Time
	B	Initial Year for Extended Degree in Radiotherapy and Oncology	0	Hatfield	Full-Time
	C	Initial Year for Extended Degree in Radiotherapy and Oncology	0	Hatfield	Full-Time
	A	Initial Year for Extended Degree in Paramedic Science	0	Hatfield	Full-Time
	B	Initial Year for Extended Degree in Paramedic Science	0	Hatfield	Full-Time
	C	Initial Year for Extended Degree in Paramedic Science	0	Hatfield	Full-Time

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