

## Course Specification

Course Summary Information			
1	<b>Course Title</b>		Foundation Year (Health Sciences Pathway) Leading to BSc (Hons) Speech and Language Therapy with Foundation Year
2	<b>Course Code</b>	<b>UCAS Code</b>	US0701F      B62F
3	<b>Awarding Institution</b>		
4	<b>Teaching Institution(s)</b> (if different from point 3)		
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable)		

6	Course Description
	<p><b>Why choose a foundation year course?</b></p> <p>By studying a foundation year in the Health Sciences pathway, your first year will be spent learning a wide range of broad subject areas which then open up opportunities for you to specialise further in your next year – which would be the first year of a full degree course.</p> <p>As a student you will undertake a foundation year situated at level 3 study. Your study will be broad in subject focus and has been designed a prelude to degree study and not just one particular BSc degree. The course provides opportunities for you to develop your knowledge, skills, understanding and the expectations of learning in higher education. Your learning journey through your foundation year will provide a secure platform on which you can build throughout your academic career in higher education.</p> <p>As part of the foundation year, you will explore and develop a number of essential academic, interpersonal and professional skills that will help you succeed in your future degree level studies. Your foundation year includes four core modules and two subject pathway (Health Sciences) modules.</p> <p><b>Core Modules</b> Academic Skills for Success Interpersonal Skills and Professional Behaviours Equality, Diversity and Inclusivity Negotiated Studies</p> <p><b>Health Sciences Pathway Modules</b> Introduction to Human Biology Health and Well-being in Society</p> <p>When studying on the core modules during the foundation year, classes will consist of a mixture of fellow students from two additional foundation year pathways:</p> <p>Society, Childhood and Education Sport and Physical Activity</p>

	<p>This has been done to provide you will opportunities to learn and share knowledge from within a diverse learning community. For subject pathway modules you can expect to study alongside fellow students with similar subject interests, allowing for the development and sharing of discipline-based knowledge. Right from the start you will be asked to consider the all-inclusive nature of the roles played within the Health Sciences pathway.</p> <p><b>Please note: entry requirements for degree course</b></p> <p>Upon completion of your Foundation Year, if your chosen course is regulated by a professional body such as the Nursing and Midwifery Council, Health and Care Professions Council or the National College for Teaching and Leadership, you will be required to successfully complete the University's selection process for the specific course which will include an interview in order to proceed onto year one of the full degree course. Entry onto year one of the degree course will also be subject to a satisfactory DBS and Occupational Health Assessment if these are required for your chosen course.</p>
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<b>7</b>	<b>Course Awards</b>		
<b>7a</b>	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
<b>7b</b>	<b>Exit Awards and Credits Awarded</b>		
	Foundation Certificate in Health Sciences	3	120

<b>8</b>	<b>Derogation from the University Regulations</b>
	Not applicable

<b>9</b>	<b>Delivery Patterns</b>		
	<b>Mode(s) of Study</b>	<b>Location</b>	<b>Duration of Study</b>
	Full Time	City South	1 year
			<b>Code</b>
			US0701F

<b>10</b>	<b>Entry Requirements</b>
	<p>The admission requirements for this course are stated on the course page of the BCU website at <a href="https://www.bcu.ac.uk/">https://www.bcu.ac.uk/</a> or may be found by searching for the course entry profile located on the UCAS website.</p>

<b>11</b>	<b>Course Learning Outcomes</b>
	<b>By the end of your course you will:</b>
<b>1</b>	Have a broad and deep knowledge of education in all areas of life, both in and outside schools.
<b>2</b>	Understand how education interacts with other disciplines, including history, law, politics, sociology, and psychology.
<b>3</b>	Become a confident, ambitious learner with a reflective approach to your learning and development.
<b>4</b>	Be a critical, rational and innovative thinker, who is confident, adaptable and capable of independent enquiry.
<b>5</b>	Conceive, develop and investigate research questions using appropriate methods.
<b>6</b>	Have the ability to critically engage with, organise, and analyse information from a range of sources.
<b>7</b>	Be able to apply effective time management and organisational skills.
<b>8</b>	Demonstrate confident communication skills and cultural competence.
<b>9</b>	Be ready to take your place as an active, co-operative and responsible citizen in local and global society.
<b>10</b>	Be readily employable, and well-equipped for active lifelong learning and professional practice.
<b>11</b>	Conduct yourself in a manner that is consistent with the values of your future profession.
<b>12</b>	Become an autonomous learner, who is confident, adaptable and capable of independent enquiry
<b>13</b>	Demonstrate a commitment to continuing personal and professional development and career planning.
<b>14</b>	Demonstrate an ability to adapt behaviours in accordance with diverse cultural needs.
<b>15</b>	Show sensitivity to contextual and interpersonal behaviours.
<b>16</b>	Have a wide range of intellectual and key skills, and reflective approach to learning.
<b>17</b>	Demonstrate excellent communication skills through a variety of modes and cultural awareness.
<b>18</b>	Exhibit skills of academic writing and presentation results.
<b>19</b>	Demonstrate a wide-range of transferable skills to appropriately prepare for higher levels of study and employment (e.g. communication and literacy, problem solving, numerical techniques, independent learning and working, teamwork, ICT etc.).
<b>20</b>	Be able to apply effective time management and organisational skills.
<b>21</b>	Be able to work effectively in a multidisciplinary team and adopt a partnership approach.
<b>22</b>	Adopt and integrate multiple perspectives and explore the relationships between them.

<b>12</b>	<b>Course Requirements</b>																						
<b>12a</b>	<p><b>Level 3:</b></p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Module Code</th> <th style="background-color: #ffff00;">Module Name</th> <th style="background-color: #ffff00;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>HEL3000</td> <td>Academic Skills for Success</td> <td>20</td> </tr> <tr> <td>HEL3001</td> <td>Interpersonal Skills and Professional Behaviours</td> <td>20</td> </tr> <tr> <td>HEL3002</td> <td>Equality, Diversity and Inclusivity</td> <td>20</td> </tr> <tr> <td>HEL3003</td> <td>Negotiated Studies</td> <td>20</td> </tr> <tr> <td>HEL3006</td> <td>Introduction to Human Biology</td> <td>20</td> </tr> <tr> <td>HEL3008</td> <td>Health and Well-being in Society</td> <td>20</td> </tr> </tbody> </table>		Module Code	Module Name	Credit Value	HEL3000	Academic Skills for Success	20	HEL3001	Interpersonal Skills and Professional Behaviours	20	HEL3002	Equality, Diversity and Inclusivity	20	HEL3003	Negotiated Studies	20	HEL3006	Introduction to Human Biology	20	HEL3008	Health and Well-being in Society	20
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HEL3006	Introduction to Human Biology	20																					
HEL3008	Health and Well-being in Society	20																					

## 12b Structure Diagram

### Level 3

SEMESTER ONE	SEMESTER TWO
HEL3006: Introduction to Human Biology (20 credits)	HEL3008: Health and Well-being in Society (20 credits)
HEL3000: Academic Skills for Success (20 credits)	HEL3002: Equality, Diversity and Inclusivity (20 credits)
HEL3001: Interpersonal Skills and Professional Behaviours (20 credits)	HEL3003: Negotiated Studies (20 credits)

## 13 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

### Level 3

#### Workload

#### % time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	488
Directed Learning	144
Private Study	568
<b>Total Hours</b>	<b>1200</b>

#### Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	0
In-Person	0