



UNIC PROGRAMME OF STUDY SPECIFICATION SCIENCE FHEQ LEVEL 3

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Awarding Institution	The University of Northampton
Teaching Institution	The University of Northampton International College (UNIC)
Programme of Study FHEQ Level	FHEQ Level 3
College: FHEQ Level/s	FHEQ Level 3 and 4
University: FHEQ Level/s	FHEQ Level 5 and 6
Final Award	FHEQ Level 6
Title of Programme/Route/Pathway	BSc (Hons) Biology BSc (Hons) Human Bioscience BSc (Hons) Mental Health Nursing BSc (Hons) Occupational Therapy BSc (Hons) Podiatry BSc (Hons) Psychology and Counselling BSc (Hons) Psychology BSc (Hons) Sport and Exercise Science BSc (Hons) Environmental Science BSc (Hons) Leather Technology (Leather Science) BSc (Hons) Leather Technology (Marketing) BSc (Hons) Leather Technology (Business) BSc (Hons) Adult Nursing BSc (Hons) Child Nursing BSc (Hons) Biomedical Science
Benchmarking Group	QAA: Bioscience 205 12/07 Biomedical Science 04 12/07 Computing 170 03/07 para. 3 ff. (indirect) MSOR 212 12/07 para 3 ff. (indirect)

Programme of Study	
Title	University Foundation in Science
FHEQ	3
Credit Points	120
Duration of Study	Two (2) semesters
Weeks of Study	Twenty Six (26) weeks
Mode of Study	Full-time

Mode of Delivery	Face to Face
Notional Hours	1,200
Contact Hours	400
<i>Self-directed Study Hours</i>	800
Delivery Model	Standard Delivery Model (SDM)
Please Note Notional Hours for BSc Hons Mental Health Nursing, BSc Hons Podiatry, BSc Hons Occupational Therapy	1,324
Contact Hours	424
<i>Self-directed Study Hours</i>	900
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

Rationale

The partnership between the College and The University of Northampton 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 pedagogical issues:

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.

1. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for progression purposes.
2. Facilitate access to a pathway that leads to a University degree award.
3. Protect the entry tariff of the University to its degree courses and ensure that the University does not need to lower its entry tariff in order to increase its international student population.
4. Widen access and participation in higher education in line with the University's internationalisation agenda.
5. Commit to the provision of best practice student experience for international students and thus add value to the University's award winning student lifestyle.
6. Support the integrity of the University's QAA commitment by adopting and adapting the University's

quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes.

7. Assist in the diversification of the student body.

Management

The University Foundation in Science is delivered by UNIC on the Park campus of The University of Northampton. This scenario seeks to provide the necessary resources to ensure that all students enrolled with UNIC 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 Academic Registry 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 Academic Registry.

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

The UNIC Director of Academic and Student Services or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring.

UNIC 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 UNIC academic teaching staff module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the UNIC Director of Academic Services or nominee in consultation with the Academic Registry Navitas UK, the Dean(s) of Faculty (or their nominee) at The University of Northampton for Science and Technology and Health and associated appropriate Programme Directors/Leaders and/or Link Tutor.

Educational aims

This programme of study, University Foundation in Science, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see the Navitas Quality Manual, and the nominated outcomes desired by The University of Northampton, the Dean(s) of Faculty (or their nominee) at the University of Northampton for Science and Technology and Health and associated appropriate Programme Directors/Leaders and/or Link Tutor 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 their prescribed First Year of a Degree at FHEQ Level 4.
2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the science, life science and leather technologies sectors their future careers at both a national and international level.
3. Develop in students a fundamental knowledge and understanding that demonstrates knowledge and understanding of science, life science and leather technologies sectors so as to support their transfer into their prescribed First Year of a Degrees at FHEQ Level 4.

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 60% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent. * Please note for Occupational Therapy and Podiatry the pass mark will be 70% with a minimum of 7.0 IELTS equivalent.

Learning Outcomes and teaching, learning and assessment strategies

A	Knowledge and Understanding	Teaching/learning methods and strategies:	Assessment methods and strategies are tested via...
	To obtain a knowledge and understanding:		
A1	Demonstrate knowledge and understanding of the fundamentals and applications of basic mathematics.	Acquisition of Intended LOs via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing). Teaching is interactive with opportunities for individual and group formative exercises. Teaching rooms will have access to electronic/online resources to support the lecture. Each student is expected to undertake a minimum number of hours in individual study per week in order to support and build the skills, knowledge and understanding presented in each lecture and seminar groups. It is expected that students will increase the number of individual study hours as they approach summative assessment events. The ability for students to expand their learning by creating effective self-directed study patterns is a transferable skill deemed fundamental to further academic success as well as a key time-management tool. All students have access to the University Library which supports learners through a range of services. The library is well stocked with books and journals and citation indexes for researching further primary and secondary sources. There are also bookable group study rooms and access to specialist Librarians who can help with any enquiries. The library is also open 24/7 enabling students to be flexible in their personalised learning preferences. Electronic journals and electronic books are available through the University's e-resources gateway. As appropriate, students can access NILE, the University Virtual Learning environment. All students are provided with access to a range of on line learning resources through the college student portal/learning environment.	A.1 to A.13 – a combination of summative (closed-book) examinations and in-coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals. All students are required to maintain an 85% attendance record.
A2	Demonstrate knowledge and understanding of the principles of general biology		
A3	Demonstrate knowledge and understanding of the principles of general, organic and physical chemistry		
A4	Demonstrate knowledge and understanding of the concepts of ICT skills in the context of science applications and reporting mechanisms.		
A5	Demonstrate knowledge and understanding of the structure and function of the basic types, properties and classifications of microorganisms.		
A6	Demonstrate knowledge and understanding of the structure and function of micro-organisms and the factors concerned with the growth, survival and death of micro-organisms as well as the positive and negative associations of microbes with humans.		
A7	Demonstrate knowledge and understanding of what a business is and its internal and external operating processes, inclusive of planning and strategy, growth, marketing, products/services, finance and accounting systems, information systems, and the management and development of human resource within organisations.		
A8	Demonstrate knowledge and understanding of methodologies for problem solving, creative/innovative and analytical thinking		
A9	Demonstrate knowledge and understanding of a range of methods of investigation relevant to chosen profession		
A10	Demonstrate knowledge and understanding of the relationship between cells, tissues and organ systems.		
A11	Demonstrate knowledge and understanding of		

	the importance of structure for function in the cardiovascular, respiratory, lymphatic and immune, urinary, digestive, musculoskeletal, integumentary, nervous, endocrine and reproductive systems.	<p>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.</p> <p>The Programme Specification, DMDs, Module Content Guides, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal.</p> <p><i>Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically ILSC. Additional interviews are made with the tutor and/or the College academic services to evaluate and discuss any emerging learning issues and therein students options.</i></p>	
A12	Apply 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, see benchmarking documentation of this document for reference.		
A13*	Understand relevant UK national standards and best practice guidelines for the provision of care and support of vulnerable people		
A14*	Apply relevant care practices to a practical interview		
	*Please Note Learning outcomes specific to for BSc Hons Mental Health Nursing, BSc Hons Podiatry, BSc Hons Occupational Therapy		
B	Cognitive/Intellectual Skills To obtain intellectual/cognitive skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
B1	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.	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.
B2	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.	<p>All students have access to the University Library which supports learners through a range of services. The library is well stocked with books and journals and citation indexes for researching further primary and secondary sources. There also bookable group study rooms and access to specialist Librarians who can help with any enquiries. The library is also open 24/7 enabling students to be flexible in their personalised learning preferences. Electronic journals and electronic books are available through the University's e-resources gateway. As appropriate, students can access NILE, the University Virtual Learning environment.</p> <p>Acquisition of B.2 to B.5 via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing).</p> <p>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.</p>	<p>All students are required to maintain an 85% attendance record.</p>
B3	Integrate oral, 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.		

C	Practical Skills		
	To obtain practical skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
C1	Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, 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, under pinned by the ILSC module.	Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments.
C2	Employ analytical skills and methodologies as a basis to further study.		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.
C3	Ability to begin to engage critically with regard to the underlying challenges facing the Science sectors.	Application of the central science themes throughout all core modules of the programme via examples and topics for assessment regimes.	Integrated themes used across the continuous assessment framework for the programme to test robust copability skills in a number of environments.
D	Transferable Skills		
	To obtain transferable skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
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.	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 (oral and written, group and individual) used within the programme to demonstrate competence in presentation, reports, long and short essays (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, oral and speaking skills and enhanced language acquisition.	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 (oral/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills.
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 wider context.		

Key skills strategy

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 of study 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 oral 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 oral 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.

Programme of study Framework Structure

Core Modules			Credit Points	Pass Mark %	Exam %	Course work %	Core Module
Contact Hrs/Wk	Module Code	Module Name					
Semester 1							
4	ILS003	ILSC	15	60	30	70	C
4	SCE100	Science	15	50	100	-	C
4	SCE101	Introduction to Life Systems 1	15	50	70	30	C
4	BUS101	Business Studies	15	50	60	40	C
Semester 2							
4	STE101	Analytical and Numerical Techniques	15	50	100	-	C
4	STE102	ICT Skills	15	50	50	50	C
4	STE106	Problem Solving, Creative and Analytical Thinking	15	50	-	100	C
4	SCE102	Introduction to Life Systems 2	15	50	70	30	C

Programme of study Framework Structure

*Please Note Module specific to for BSc Hons Mental Health Nursing, BSc Hons Podiatry, BSc Hons Occupational Therapy, BSc (Hons) Adult Nursing and BSc (Hons) Child Nursing

Core Modules			Credit Points	Pass Mark %	Exam %	Course work %	Core Module
Contact Hrs/Wk	Module Code	Module Name					
Semester 1							
4	ILS003	ILSC	15	60	30	70	C
4	SCE100	Science	15	50	100	-	C
4	SCE101	Introduction to Life Systems 1	15	50	70	30	C
4	BUS101	Business Studies	15	50	60	40	C
2	SCE103	Preparing for a Career in Health Care*	0	TBC	100	-	C
Semester 2							
4	STE101	Analytical and Numerical Techniques	15	50	100	-	C
4	STE102	ICT Skills	15	50	50	50	C
4	STE106	Problem Solving, Creative and Analytical Thinking	15	50	-	100	C
4	SCE102	Introduction to Life Systems 2	15	50	70	30	C
2	SCE103	Preparing for a Career in Health Care *	0	TBC	100	-	C

Admissions Policy and criteria

5 GCSE passes or equivalent, including a pass in Maths and a Science subject
 IELTS 5.5 (with minimum 5.5 in all bands) or equivalent

Please note for Occupational Therapy, Podiatry and Mental Health Pathways

5 GCSE passes at A-C grade or equivalent, including Maths and a Science subject
 IELTS 6.0 (with minimum 5.5 in all bands) or equivalent

ILSC module grade of 80% and above

Value based recruitment selection process which is made up of an interview process – failure to pass the interview process will result in students being ineligible for progression

DBS and Occupational Health Screening

Assessment Regulations

Progression Criteria

See CPR QS9 Assessment Regulations – summary: minimum overall pass mark of 50% to be achieved in each module with a minimum pass mark of 40% in assessments weighted over 30% of a module assessment regime; with the exception of ILSC which requires a minimum pass mark of 60% achieved overall.

In order to progress from the UNIC Foundation in Science and Healthcare to the BSc Adult Nursing, BSc Mental Health Nursing, BSc Occupational Therapy, BSc

	<p>Podiatry a student is required to obtain a pass in the Preparing for a Degree in Healthcare module. A student who does not pass the Preparing for a Degree in Healthcare module after first sit and resit attempts does not have the ability to repeat the module and is therefore not eligible to progress to the University of Northampton. The outcome of the Preparing for a Degree in Healthcare module overrides outcomes in all other modules, for example a student who passes all modules and achieves a grade of 80% or higher in the ILSC module but does not meet the pass criteria for the 'Preparing for a Career in Healthcare' module is not eligible for progression.</p>
<p>Failure to Progress</p>	<p>See CPR QS9 Assessment Regulations – summary: where a student fails a module assessment, they have the opportunity to re-sit that assessment; if the student fails the re-sit assessment then they are deemed to have failed the module; on failure of the module a student may re-take the entire module, at full cost; failure of a student to meet the Progression Criteria on the re-take of a module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail.</p>
<p>Summary</p>	
<p>The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS9.</p> <p>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.</p> <p>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.</p> <p>Each module has an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed Module Content 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.</p> <p>In-course written, reading, listening and oral 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, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.</p> <p>All written assessments must follow certain criteria in style and submission as noted in the relevant Module Content 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.</p> <p>Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as</p>	

they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rational. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS9. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place.

Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more Abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated in the relevant DMDs cannot be referred.

Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9.

Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any give module:

Coursework	Examination
100%	0%
80%	20%
70%	30%
60%	40%
50%	50%
40%	60%
30%	70%
20%	80%
0%	100%

Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve a grade C* in the Interactive Learning Skills and Communication (see DMD ILS003). 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.

Demonstration of achievement:

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.

Categories of performance and grading levels:

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 and 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.

Generic marking criteria:

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.

Support for Learning	
Associated Documentation	Definitive Module Documents (DMDs) as follows: DMD/SCE100; DMD/ SCE101; DMD/SCE102; DMD/STE101; DMD/STE101; DMD/BUS101; DMD/STE106; DMD/ILS003; DMDSCE103 (Please Note SCE103 specific to for BSc Hons Mental Health Nursing, BSc Hons Podiatry, BSc Hons Occupational Therapy)
	Module Content Guides (MGs) as follows: As above
	Associated teaching aids for a module as required
	Associated Student Academic Handbook
	College Policies and Regulations (CPRs)
Human Resource	UNIC academic teaching staffs (tutors) – with appropriate qualifications, experience and abilities. Guest speakers – relevant industries as requested by the College.
Built Environment	All lectures/classes/labs and small group tutorials are held in the designated UNIC class rooms, seminar rooms and dedicated IT laboratories; students are encouraged

	to use The University of Northampton University’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.
E-learning	College Portal; University Blackboard System (NILE)
Library	The University of Northampton Park Campus

Evaluation and quality enhancement

Moderation

See CPR QS9 Assessment Regulations – summary: moderation is normally applied to each main assessment point of a module; the main assessment of a module is that with the highest weighting; moderation is inclusive of the instruments of assessment and scripts; scripts are moderated from a 30% sample and includes those with the highest, lowest and borderline percentiles; moderation is undertaken by UNIC, with the exception of ILSC which is subject to moderation by a subject specialist from Navitas UK.

Summary

The University Foundation in Science is delivered by UNIC on the Park Campus of the University of Northampton. This scenario seeks to provide the necessary resources to ensure that all students enrolled with UNIC 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 of study operates under and according to the general compliance structures determined by the Academic Registry 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 Academic Registry.

The general operational management of the programme lies with UNIC’s academic services which assumes overall responsibility for the administrative and implementation functions. The UNIC Director of Academic and Student Services or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring.

UNIC 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 UNIC academic teaching staff module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the UNIC Director of Academic and Student Services or nominee in consultation with the Academic Registry Navitas UK, the Dean (s) of Science and Technology, Health 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 UNIC University Foundation in Science.

The University of Northampton International College has several methods of monitoring and enhancing academic quality and standards, these include:

- External Moderation
- Module Panels
- Progression Boards
- Annual Monitoring

Periodic Review – in line with the University of Northampton
Student Module Evaluation

Monitoring and Review

Formal review of the University Foundation in Science programme, takes place as an annual review in late July between UNIC, the Academic Registry Navitas UK and representation from the University of Northampton Science and Technology and Health subject teams/Link Tutors. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by the University of Northampton. Progression is determined via the UNIC Progression Board. For a details of this review and quality management of this and all UNIC programmes, see, CPR QS9 Assessment Regulations.

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 and data reports.

Date of approval or revision	Revision 2 nd November 2016
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Appendices	
Appendix 1	Programme Learning Outcomes (LOs) 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	DMDs

Appendix 1 Programme Learning Outcomes (LOs) in the Constituent Modules:

Development of Programme Learning Outcomes (LOs) in the Constituent Modules:

The tables below map where the intended LOs of the 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. **Key:** LOs which are assessed as part of a given module ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

(FHEQ 3)		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	A.14
ILSC	ILS003												✓✓		
Science	SCE100		✓✓	✓✓					✓	✓			✓		
Introduction to Life Systems 1 – Micro Biology	SCE100					✓✓	✓✓		✓	✓			✓		
ICT Skills	SCE102				✓✓				✓	✓			✓		
Numerical Techniques 1	STE101	✓✓							✓	✓			✓		
Business Studies	BUS101							✓✓	✓	✓			✓		
Problem Solving, Creative and Analytical Thinking	STE106								✓✓	✓✓			✓		
Introduction to Life Systems 2 – Physiology	SCI107								✓	✓	✓✓	✓✓	✓		
Preparing for a Career in Health Care	SCE103													✓	✓

Knowledge and understanding:

A.1	Recall, define and describe the fundamentals and applications of basic mathematics.
A.2	Recall and describe the principles of general biology
A.3	Recall and describe the principles of general chemistry
A.4	Recall, describe and apply the concepts of ICT skills and Microsoft packages in the context of science applications and reporting mechanisms.
A.5	Recall and explain the structure and function of the basic types, properties and classifications of microorganisms.
A.6	Recall and describe the structure and function of micro-organisms and the factors concerned with the growth, survival and death of micro-organisms as well as the positive and negative associations of microbes with humans.
A.7	Recall and define what a business is and its internal and external operating processes, inclusive of planning and strategy, growth, marketing, products/services, finance and accounting systems, information systems, and the management and development of human resource within organisations.
A.8	Demonstrate knowledge and understanding of methodologies for problem solving, creative/innovative and analytical thinking
A.9	Demonstrate knowledge and understanding of a range of methods of investigation relevant to the chosen scientific profession
A.10	Gain an appreciation of the relationship between cells, tissues and organ systems.
A.11	Recognise the importance of structure for function in the cardiovascular, respiratory, lymphatic and immune, urinary, digestive, musculoskeletal, integumentary, nervous, endocrine and reproductive systems.
A.12	Apply 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, see benchmarking documentation of this document for reference.
A.13	Understand relevant UK national standards and best practice guidelines for the provision of care and support of vulnerable people
A.14	Apply relevant care practices to a practical interview

(FHEQ 3)		Intended LOs												
UNIC Core Modules	Module Code	Intellectual Skills					Practical Skills			Transferable Skills				
		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
ILSC	ILS003	✓✓	✓✓	✓✓	✓	✓✓	✓	✓		✓✓		✓✓	✓✓	
Science	SCE100	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Introduction to Life Systems 1 - Micro Biology	SCE101	✓	✓	✓✓	✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓	✓	✓
ICT Skills	SCE102	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Numerical Techniques 1	STE101	✓	✓	✓✓	✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓	✓	✓
Business Studies	BUS101	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Problem Solving, Creative and Analytical Thinking	STE106	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Introduction to Life Systems 2 - Physiology	SCI107	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Preparing for a Career in Health Care	SCE103	✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓	✓	✓	✓

Intellectual skills:

B.1	Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.
B.2	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.
B.3	Integrate oral, written, listening, reading, 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, oral, 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 the underlying challenges facing the scientific sectors.

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 cognisance 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 wider context.

Appendix 3
Teaching Rotations: University Foundation in Science

Semester 1 – all pathways

Week	Total Hours											
	ILS003		SCE100		SCE101		SCE103		STE101		Contact hours/week	Self-directed study hours/week
	Interactive Learning Skills and Communication		Science		Introduction to Life Systems 1 - Micro Biology		Preparing for a Career in Health Care		Numerical Techniques 1			
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			
1	4	7	4	7	4	7	2	4	4	7	16	28
2	4	7	4	7	4	7	2	4	4	7	16	28
3	4	7	4	7	4	7	2	4	4	7	16	28
4	4	7	4	7	4	7	2	4	4	7	16	28
5	4	8	4	8	4	8	2	4	4	8	16	32
6	4	8	4	8	4	8	2	4	4	8	16	32
7	4	9	4	8	4	9	2	4	4	9	16	35
8	4	9	4	8	4	9	2	4	4	9	16	35
9	4	9	4	8	4	9	2	4	4	9	16	35
10	4	9	4	8	4	9	2	4	4	9	16	35
11	4	9	4	8	4	9	2	4	4	9	16	35
12	4	9	4	8	4	9	2	4	4	9	16	35
13	2	2	2	8	2	2	0	2	2	2	8	14
Total hours / module	50	100	50	100	50	100	12	50	50	100	212	450
Notional hours / module	150		150		150		62		150		662	
Credit Points	10		15		15		0		15		60	

Semester 2 – Foundation in Science

Week	Total Hours											
	STE103 ICT Skills		BUS101 Business Studies		STE106 PSCT		SCCE103 Preparing for a Career in Health Care		SCE102 Introduction to Life Systems 2 - Physiology		Contact hours/week	Self-directed study hours/week
	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		
1	4	7	4	7	4	7	2	4	4	7	16	28
2	4	7	4	7	4	7	2	4	4	7	16	28
3	4	7	4	7	4	7	2	4	4	7	16	28
4	4	7	4	7	4	7	2	4	4	7	16	28
5	4	8	4	8	4	8	2	4	4	8	16	32
6	4	8	4	8	4	8	2	4	4	8	16	32
7	4	9	4	8	4	9	2	4	4	9	16	35
8	4	9	4	8	4	9	2	4	4	9	16	35
9	4	9	4	8	4	9	2	4	4	9	16	35
10	4	9	4	8	4	9	2	4	4	9	16	35
11	4	9	4	8	4	9	2	4	4	9	16	35
12	4	9	4	8	4	9	2	4	4	9	16	35
13	2	2	2	8	2	2	0	2	2	2	8	14
Total hours / module	50	100	50	100	50	100	12	50	50	100	212	450
Notional hours / module	150		150		150		62		150		662	
Credit Points	15		15		15		0		15		60	

