



BIRMINGHAM CITY
University
International College

**First Year in Health, Education and
Life Sciences**
(Integrated Delivery)
Programme Specification

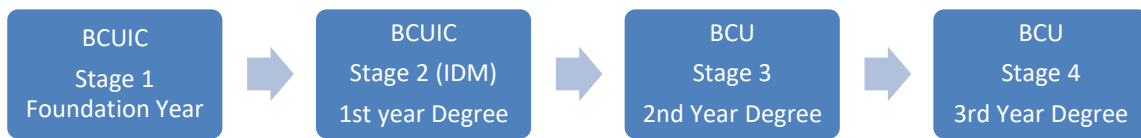
Disclaimer:

BCUIC has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

Pathway Programme Information

Pathway Type	Undergraduate		
Pathway Areas	Health, Education and Life Sciences		
Pathways/s	First Year Degree in Life Sciences	First Year Degree in Sports Science	First Year Degree in Education
NAVIGATE Code/s	UGHS	UGHS	UGHS
Pathway Provision	College: NQF Level/s: 4		
Title	First Year Degree in Health, Education and Life Sciences		
NQF (FHEQ)	4		
Credit Points	Two (2) Semester =120		
Duration of Study	Two (2) semesters		
Weeks of Study	Two (2) Semester thirty three (33) weeks		
Mode of Study	Full-time		
Mode of Delivery	Face to Face		
Notional Hours	Two (2) Semester = 1,350		
Contact Hours	Two (2) Semester = 450		
Self-directed Study Hours	Two (2) Semester = 900		
Delivery Model	Integrated Delivery Model (IDM)		
Teaching Institution	Birmingham City University International College & Birmingham City University		
Awarding Institution	Birmingham City University		
Faculty	Health Education and Life Sciences		
Teaching Location (Campus)	BCUIC, 15 Bartholomew Row, Birmingham B5 5JU City South Campus Westbourne Road Edgbaston B15 3TN		
2-semester intake	September		
Subject Benchmarks Statements	QAA: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf?sfvrsn=7a35c881_4 ; https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-early-childhood-studies.pdf?sfvrsn=7e35c881_8 ; https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5		

Stage(s) of Study



Articulation Programmes

Pathway	Degree awards	FHEQ Award Level
<i>Health Sciences</i>	BSc (Hons) Biomedical Sciences	6
	BEng (Hons) Biomedical Engineering	6
<i>Sport</i>	BSc (Hons) Sports Coaching and Physical Education	6
	BSc (Hons) Sport and Exercise Science	6
<i>Education</i>	BA (Hons) Early Childhood Studies	6

First Year in Health, Education and Life Sciences (Two Semesters)

First Year in HELS						
Core Modules			Credit Points	Pass Mark %	Exam %	Coursework %
Contact Hrs/Week	College Module Code	Module Name				
Semester 1						
4	ILSC	Interactive Learning Skills and Communication	15	50	40	60

For subject modules per degree, visit the individual degree pages via the links below and select the 'Course in Depth' tab.

Health Sciences

[BEng \(Hons\) Biomedical Engineering](#)

[BSc \(Hons\) Biomedical Sciences](#)

Sports Science

[BSc \(Hons\) Sport and Exercise Science](#)

[BSc \(Hons\) Sports Coaching and Physical Education](#)

Education

[BA \(Hons\) Early Childhood Studies](#)

Strategic Rationale for the Programme

The partnership between Birmingham City University International College (BCUIC) and Birmingham City University (BCU) facilitates the acquisition of Select level degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree schemes. The programme has therefore been developed to satisfy important pedagogical issues:

1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment.
2. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purpose.
3. Facilitate access to a programme leading to a University degree award.
4. Widen access and participation in higher education in line with the University's internationalisation agenda.
5. Commit to the provision of best practice customer service and student experience for international students and thus add value to the University's award-winning student lifestyle.
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.

Educational Aims

The programme, First Year Degree in Health, Education and Life Sciences, has been developed in accordance with Navitas UK general educational aims along with those formulated for the College and the nominated outcomes desired by Birmingham City University, Faculty of Health, Education and Life Sciences 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 the prescribed Birmingham City University degrees at FHEQ Level 5 within the faculty of HELS.
2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in built environment at both a national and international level.
3. Develop in students a fundamental knowledge and understanding that can demonstrate an understanding of the technological related factors in their chosen sector so as to support their transfer on successful completion therein into Birmingham City University prescribed degrees schemes at FHEQ Level 5 within the Faculty of Health Education and Life Sciences.
4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision-making.
5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale.
6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 50% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.5 IELTS equivalent.

Intended Learning Outcomes

Generic: All modules have a set of 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 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. For full details, see the programme Moodle site (<https://moodle.bcuic.navitas.com/mod/folder/view.php?id=4983>)

Learning and Teaching Strategy

BCUIC Learning and Teaching Strategy is informed by a variety of stakeholders including students.

To be a values-driven partner to BCU representing an academically excellent community of learning informed by the Navitas ethos. Our students have diverse starting points and therefore our core philosophy is that we will engage with them as partners and together provide an education that will maximise their chances of achieving excellent outcomes.

The Strategy therefore encompasses pedagogy and provision, curriculum, delivery, e-learning, student affairs, professional development, reporting, monitoring and review, quality and standards.

The Strategy is reflective of both current and informed good practice alongside future aspirations, aims and objectives. Keeping the Strategy current, and therefore relevant, is essential to the achievement of the desired long-term aims for BCUIC students.

The aim of the BCUIC's Learning and Teaching Board is to ensure openness and transparency in all matters concerning the student learning experience and academic performance standards. The Learning and Teaching Board is responsible to Navitas Learning and Teaching Committee for reporting on the maintenance, development and enhancement of high academic standards and an excellent taught student learning experience.

The acquisition of learning outcomes is via a combination of small group lectures, small group-based tutorial coursework (oral and written presentation) and individual coursework (oral and written presentation) and summative examination. Application of the central programme themes throughout all core modules of the stage of study via examples and topics for assessment regimes. Additional support is provided through the provision of small peer-led tutorial group work; the addition of individual tutorial support; BCUIC module specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by BCUIC academic management as well as Navitas Ltd (UK) management.

Students are encouraged throughout the stage of study 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. This can be through the use of the University's library and IT facilities for self-directed study and to use their private IT facilities where possible.

Assessment Strategy

The programme is compliant with both the generic assessment regulations of Navitas UK and those of the university. See BCU Academic Regulations: Assessment, Progression and Award.

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

Each module has an associated textbook, as prescribed by the University's Module Outlines 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. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme.

In-course written, reading, listening and oral assessment is built into 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.

All written assessments must follow certain criteria in style and submission as noted in the relevant Module Outlines 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.

Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as 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 rationale. 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. 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 BCU SENATE REGULATION. Marks indicated in the relevant MG's cannot be referred. Only in extenuating circumstances, sickness, and personal tragedy or in the possibility of a clerical error, will deferral take place, see BCU assessment regulations. (<https://bcuassets.blob.core.windows.net/docs/birmingham-city-university-academic-regulations-2018-19-first-edition-approved-140918-further-final-edit-091018-131840772710522149.pdf>)

Moderation, Progression and Award Requirements

This programme is delivered in two semesters full-time. Both the delivery and assessment of the programme is in English. The mode of delivery is standard delivery mode.

A subject specialist within the College moderates a ten percent sample of each assessment. Link tutors from the Birmingham University and University appointed external examiners are invited to review these samples.

Each module offered on the programme has a minimum overall pass mark. Please refer to definitive Module Guide (DMD). The College's Policy and Regulation (CPR) 9 explains all our assessment regulations for further details on the assessment regulations and failing to progress. (https://12b2eab6ac2abf102db7-69217b01da80406f811f173b9935de20.ssl.cf6.rackcdn.com/BCUIC_Assessment_update.pdf)

Categories of Performance

A (High Distinction, 80 - 100%) – 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 (Distinction, 70 - 79%) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively. 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 candidate's application and result can be commended.

C (Credit, 60 - 69%) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the candidate is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions

D (Pass, 50 - 59%) – Evidence of basic competence to meet requirements of the assessment task and event. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions

E (Pass 40- 49%) – The candidate's application and result shows that the level of competence being sought has just been achieved. The assessed work shows an acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks

F (Fail 0- 39%) – The candidate'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

NB: See individual Module Guides for details marks classification

Progression Criteria: minimum pass mark of 40% achieved for all modules: ILSC, which requires a minimum pass mark of 50% achieved in all assessment events.