

Foundation Year in Health and Life Sciences

Programme Specification

Academic Entry Year:	2026/2027
Qualification Awarding Body:	The University of Bradford
Main Location:	City Campus
Subject Benchmarks:	Biosciences; Biomedical Science and Biomedical Sciences (Quality Assurance Agency 2023); Quality assurance framework for nursing, midwifery and nursing associate education (Nursing and Midwifery Council 2024)
Qualifications Frameworks:	Regulated Qualifications Framework (RQF: Ofqual 2015); Common European Framework of Reference for Languages (CEFR: Council of Europe 2020)
Target Certificate Award:	Foundation Certificate (FDC) [RQF Level 3]
Intermediate/exit awards:	Certificate of Continuing Education (CCE) [RQF Level 3]
Programme Admissions:	UK and home students
Programme Start Date(s):	September
Programme Modes of Study:	Ucas code B006: 1 year full-time

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when an offer of a place on a programme of study at the University of Bradford is accepted. [View our Student Contract for further details](#). Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them.

Recent changes

1. May 2026: Annual changes for 2026 entry including new 30 credit curriculum.
2. October 2026: Restate key concepts in biomolecules and academic practice; admissions, academic level, AI considerations and must pass modules requirement for commencing honours added.

Programme aims

The Foundation Year provides an excellent introduction to university studies and equips students with essential knowledge, understanding, and transferable skills. This programme will support growth as an independent learner and prepares students for success at university and in future careers. It aims to:

- A1. Provide students with experience of university life before starting a full university degree.

- A2. Provide students with a comprehensive grounding in the fundamental principles of health and life sciences in preparation for subsequent study at Honours degree level.
- A3. Enable students to analyse their own strengths and weaknesses as a learner to build confidence and develop strategies to maximise their learning.
- A4. Develop students' understanding of diverse career paths within the health and life sciences sectors.

Programme learning outcomes

Students eligible to progress to a higher education degree programme at the University of Bradford will be able to:

- 1. Demonstrate a foundational understanding of key concepts in biology, maths, biomolecules, anatomy and other disciplines relevant to health and life sciences.
- 2. Describe the basic principles of scientific inquiry, including experimental design, data collection and analysis.
- 3. Identify the role of ethical considerations in scientific research and clinical practice within the health and life sciences.
- 4. Recognise the diversity of career pathways and professional roles within the health and life sciences sector
- 5. Appraise scientific and clinical information from a variety of sources
- 6. Communicate effectively, both orally and in writing, using appropriate terminology and formats.
- 7. Demonstrate proficiency in the use of relevant software and computer applications for data analysis, information retrieval and communication.
- 8. Use laboratory and clinical equipment safely and effectively.
- 9. Understand their personal strengths and weaknesses to facilitate growth and development.
- 10. Demonstrate good academic practices.

Teaching and learning methods

The Foundation Year provides students with a supportive and inclusive learning environment that caters a diverse range of needs and learning styles. The programme will also promote a sense of community through activities that encourage interaction and peer support. Resources are available to support the development of learning skills, such as time management, study techniques, and essay writing.

Learning is structured to integrate knowledge and skills across different scientific disciplines, promoting a holistic understanding of health and life sciences. Students will experience several

different teaching methods that encourage an active learning process, developing independence and critical thinking skills:

- **Lectures:** Provide a foundation of knowledge in core subject areas (biology, chemistry, etc.). Lectures will incorporate interactive elements, such as question-and-answer sessions, and the use of visual aids.
- **Laboratory Practical Sessions:** Offer hands-on experience with scientific and clinical techniques and equipment, developing students' practical skills and ability to apply theoretical knowledge.
- **Seminars:** Facilitate in-depth discussion of key concepts, problem-solving activities, and opportunities for students to clarify their understanding.
- **Workshops:** Promote critical thinking and communication skills through student-led presentations and discussions on relevant scientific topics.
- **E-Learning:** Utilise online platforms to provide access to learning materials, support independent study, and facilitate communication between students and instructors.
- **Tutorials:** A point of contact for students to discuss any challenges or concerns that may affect their studies. Personal tutors will review academic progress and signpost to other university support services, such as counselling, disability services, or financial aid as needed.

Assessment methods and practices

University level assessment is very different to A-level. The assessment on the foundation year is designed to provide students with authentic experience of the styles of assessment that will be encountered at higher levels of study. Early exposure to these different assessment methods, including formative assessments in all modules, with opportunities to reflect on these experiences provided through feedback and tutorial discussion will help build confidence in students' ability to succeed and to identify strategies for future success.

- **Written Examinations:** Assess students' understanding of core concepts and their ability to apply knowledge to solve problems.
- **Practical Reports:** Evaluate students' practical skills, data analysis abilities, and scientific writing.
- **Oral Presentations:** Assess students' communication skills and their ability to present scientific information effectively.
- **Essays:** Develop students' research, appraisal and writing skills.
- **Portfolio:** A collection of student work that demonstrates their learning and development throughout the programme.

Incomplete submissions will be penalised within the assessment rubric.

The use of large language models (LLMs) and other generatively assisted intelligence tools (AI) in assessment is governed by the University's "traffic light" system. Each assessment brief will state

which category applies, ranging from no permitted use, through to full permitted use. Students must read each brief carefully before beginning, as expectations may differ from one assessment to another.

Where any use of generative AI is permitted, students must acknowledge it in full using the University's **FAIR** model (**Find, Analyse, Inform, Reflect**). Every submission which permits the use of such software must therefore include a completed AI Checklist (the FAIR declaration), submitted via the Canvas virtual learning environment submission portal. A submission will be treated as incomplete (subject to penalties) without this declaration. Students remain responsible for factchecking and validating any permitted AI-generated content they rely on in a submission.

Any unpermitted or undeclared use of LLMs or gen AI tools will be treated in one of two ways:

- As poor academic practice, with penalties applied within the marking rubric; or
- As academic misconduct, as defined in Regulation 5 (Academic Misconduct Regulations), with penalties applied in line with standard University policies.

Placement and study abroad options

Most University of Bradford undergraduate programmes provide an integrated or elective placement or study abroad opportunity as part of the course or as an additional year of the programme. Placements are a fantastic way of building on the professional skills developed during the programme and boosting students' practical industry experience prior to graduating. Equally, study abroad opportunities can be very valuable in giving students experience of academic and/or industrial contexts in other countries.

Foundation year courses and stages are not eligible for opportunities to study in work or in another country. To find out about international and work opportunities during the follow-on degree programme, further information about [internships and placements](#) and [study abroad opportunities](#) is published on the University's website.

Programme structure

The Foundation in Health and Life Sciences course is one "academic year" long (approximately 9 months of study) and provides an opportunity to join an undergraduate programme within the University of Bradford. This foundation year will be equivalent to Stage 0 of an undergraduate degree programme comprising 3 or 4 further Stages.

- We organise this academic year across 1200 hours, where each 300 hours represents one 'module' unit of the programme. One academic 'credit' is attached to 10 hours of study. So, each module on the foundation year programme has 30 credits rated on the UK Regulated Qualifications Framework (RQF) at level 3.
- Study is alongside students from various degree programmes and foundation year courses, with opportunities to support each other's development and success. The foundation year also offers chances to get involved in the Faculty community and to talk with students in a chosen degree programme to learn more about future studies and better prepare students for university life.

All Foundation Year modules are studied over the full academic year of the course:

Table 1: Foundation in Health and Life Sciences Core Modules (RQF Level 3)

Module Code	Module Title	Credit	Selection
BIS3009-C	Professional Practice in Health and Science	30	Core
BIS3010-C	Scientific Inquiry and Data Analysis	30	Core
BIS3011-C	Anatomy, Physiology, and the Human Body	30	Core
CLS3006-C	Chemistry	30	Option 1
BIS3012-C	Public Health, Society and Wellbeing	30	Option 2

All students study the three "core" modules and select a "module option" from the choices:

- Students who wish to commence degree programmes in Applied Biomedical Science, Biomedical Sciences, Forensic Anthropology, Forensic Science or Pharmaceutical and Cosmetic Science must take the Chemistry module.
- Students who wish to commence degree programmes in Nursing, Public Health or Occupational Therapy should take the Public Health module but may take Chemistry if (for example) they have studied health and care before starting this course.
- Students who wish to commence other degree programmes can select either option. It's not possible to complete the programme without the full 120 credits from four modules.

Assessment, continuation and award regulations

Normally students will commence degree study after completing this programme. If students leave the University of Bradford, the exit award for successfully completing the foundation year is worth 120 credits according to the Regulated Qualifications Framework (RQF) Level 3.

This programme follows the Assessment, Continuation and Award regulations for undergraduate taught courses published on the University's Website ([Regulation 2](#)) with variance from the regulations as outlined below and documented in the [Variance Register](#):

- **4.2 (Module Pass Requirements):** Students must pass specified individual components within modules at the pass-mark stated in the module descriptor.
- **6.1/6.2 (Eligibility to continue):** Students must pass all modules at 40% before commencing Stage 1 of an undergraduate honours degree programme. To progress to Stage 1 of certain degree routes, students will need to achieve higher academic marks and/or complete additional progression activities (for example, to participate in an interview).

A full list of degree routes and progression requirements is available on the [course page for the Foundation Year](#) in Health and Life Sciences.

Admissions requirements

We are proud to be [one of the most inclusive universities in the UK](#). All our students have potential, and we believe that as many people as possible should have the chance to benefit from

higher education, no matter what their background or circumstances. We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

We are committed to raising aspirations and widening access to higher education, regardless of your background. The [University of Bradford Progression Scheme](#) welcomes applicants from a number of groups including adult learners who are 21+ on the first day of term, British armed forces families, carers and care experienced learners, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller family members.

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the [request support form](#).

English, Maths and Science requirements

As the programme is taught in English, all applicants are required to have proficiency at GCSE Grade 4 (national grade C) or above in English Language. Alternative RQF Level 2 qualifications such as Functional Skills are also acceptable.

For UK and home status students whose first language is not English, a score of 6.5 is required in the International English Language Testing System (IELTS), applicants should have at least 6.0 in each sub-test. If applicants do not meet the IELTS requirement, there is an option to take a [University of Bradford pre-session English course](#).

The Foundation Year course is not designed for international students whose first language is not English. Please consider instead taking a pathway with our [International College](#) from one term to a year before starting a University of Bradford degree.

There are no GCSE Maths or GCSE Science requirements for the Foundation Year, but some onward degree programmes will require having GCSE and/or another Level 2 qualification in these areas. Interested and potential applicants can [complete an enquiry form](#) to check with our Admissions team about which course they are interested in progressing to find out the current requirements for these courses.

Academic requirements

Applicants applying to the Foundation Year through Ucas typically have 64 Ucas points from any combination of qualifications. From A Levels, this is equivalent to DDE. If applicants studied high school or college overseas, examples of other equivalent international qualifications are provided on the [University of Bradford page for a country or region](#).

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page: <https://www.bradford.ac.uk/courses/ug/foundation-health-life-sciences/>