

Clinical Technology Foundation Year Programme Specification

Entry year: 2026/2027	
Programme property	Details
Level 3 target award	Foundation Certificate
Target award title	Foundation Certificate
Specified variant	Full time, 1 year (Ucas code H902)
Admissions	UK and home students
Programme Start Month	September
Certificate Awarding Body	The University of Bradford
Main Location	City Campus
Qualifications Framework	Regulated Qualifications Framework (RQF: Ofqual 2015)

Changes Schedule

1. Jun 26 – New programme

Programme Aims

The Clinical Technology Foundation Year is a pre-degree programme designed to prepare students for successful progression to undergraduate study in clinical technology and related fields. It is intended for students who wish to gain entry requirements for a degree in Clinical Technology or who would benefit from additional academic preparation before entering higher education.

Clinical Technology is the application of engineering principles to healthcare technology, with a particular focus on roles within the health service. Clinical technologists work in the NHS to provide rehabilitation services, manage hospital equipment, and support radiology, as well as roles within the medical devices industry.

The Foundation Year in Clinical Technology provides essential grounding in scientific principles, technical skills and study methods, helping students build confidence before progressing to undergraduate-level learning. Graduates of Clinical Technology courses are increasingly important to the UK healthcare system, particularly within the NHS and the medical technology sector, where there is growing demand for skilled staff who understand both technology and clinical need.

The year aims to build the academic and personal foundations for successful progression into the [BSc in Clinical Technology](#), equipping students with the confidence and adaptability to thrive in higher-level study. Cultivate core intellectual skills such as analytical thinking, problem-solving, creativity, and effective communication, enabling students to address complex challenges across technical domains.

The foundation year shares modules with other programmes in the School of Computing and Engineering and encourages interdisciplinary awareness by helping students recognise the connections between engineering and computing, preparing them for future industries shaped by emerging technologies and multi-disciplinary teams.

The foundation year also promotes independent learning and lifelong development, ensuring graduates of the foundation year are prepared to adapt to emerging tools, methods, and ideas throughout their careers.

Programme Learning Outcomes

Upon successful completion of this programme, students will be able to demonstrate achievement of the following learning outcomes:

Subject knowledge and skills

1. Understand the role of clinical technology professionals in modern society, and the challenges of entering a profession shaped by rapid technological change and global impact on human welfare.
2. Demonstrate the knowledge and understanding of mathematics, mechanics, physics, and materials required to progress to a CEng-accredited engineering programme
3. Developed the quantitative/numerical methods knowledge and ICT/computing skills needed to model and analyse real-life engineering problems via the selection and application of appropriate principles of data collection and manipulation methods/tools and comment upon their results/findings.

Practical and transferable skills

4. Acquire the communication and presentation skills, in both written and verbal forms, needed to express complex ideas to audiences with differing levels of subject expertise.
5. Become an independent learner, able to undertake lifelong learning through the acquisition of transferable skills in problem-solving, applying the scientific method, teamwork, critical/reflective thinking, and time management.

Professional behaviours and qualities

6. Recognise and reflect on professional and personal responsibilities in Clinical Technology contexts.

Student journey

Foundation Year in Clinical Technology is an undergraduate programme. At Bradford, the academic year is split in three parts where most students study modules in two Semesters a year of academic taught content: (Sem 1 and Sem 2). In line with UK higher education conventions, one academic credit equates to 10 hours of study. The Foundation Year consists of six equally weighted modules, each carrying 20 credits. Successful completion of the Foundation Year awards 120 credits at Regulated Qualifications Framework (RQF) Level 3.

The curriculum seeks to provide an experience from which students from a diverse range of backgrounds can benefit and which will facilitate equality of opportunity via the programmes it

provides access to. In addition, the curriculum is designed in accordance with the principles of professionally accredited programmes which mandate an understanding of the core principles of sustainability and renewable resources. Across all pathways, computing modules and effective learning are integrated to complement the main subject focus, and all students are encouraged to explore connections between technology, creativity, and innovation.

Students study core subjects in Mathematics, Physics, and Materials at an academic level comparable to A-level, alongside computing and effective learning modules. This pathway builds the scientific and technical foundations needed for progression to the Clinical Technology programme.

Modules List 1 (RQF Level 3): Study 5 core modules, select 1 module option in Semester 2.

Code	Module Title	Credit	Study Period	Type
COS3011-B	Computer Skills and Applications	20	Semester 1	Core
ENM3003-B	Foundation Mathematics	20	Semester 1	Core
ENG3500-B	Professional and Independent Learning for Engineering and Computing	20	Semester 1	Core
MAE3003-B	Fundamentals of Materials	20	Semester 2	Core
COS3003-B	Introduction to Computing	20	Semester 2	Core
GAV3001-B	Introduction to Computer Visualisation	20	Semester 2	Option 1
COS3009-B	Introduction to Coding	20	Semester 2	Option 2

Learning, teaching and assessment strategy

The Foundation Year in Clinical Technology is designed in accordance with the Bradford Curriculum, which prioritises equality, diversity, inclusion, and social mobility, enabling all students to realise their full potential. This commitment is embedded through inclusive curriculum design, shared learning experiences across pathways, and a supportive learning environment.

The curriculum design and delivery is also relevant to the [United Nations Sustainable Development Goals](#) in respect of (4) Quality education, (5) Gender Equality, (10) Responsible Consumption and Production.

The programme is taught by an experienced academic team with expertise in engineering, computing, and creative technologies, supported by guest speakers from industry who provide insights into current developments across both technical and creative sectors.

Students benefit from a suite of digital and collaborative platforms supported by the University, including the Canvas VLE, our remote access platform Horizon, collaboration and video lectures through Microsoft Teams and Echo360, 3D design in SolidWorks, analysis and development in MATLAB, a range of integrated development environments (IDEs), and licensed access to Microsoft 365 Office. All students have access to the University computer network and extensive library resources of online books, journals, and other learning materials.

The teaching, learning, and assessment strategy recognises the wide range of academic backgrounds and experiences that students bring.

The programme is designed to build skills and knowledge progressively, starting from first principles, and to help students gain, or regain, confidence in their academic abilities. Learning is supported by a problem-solving approach, with lecturers working through examples step-by-step, and by integrating hands-on activities that allow students to apply knowledge in practical contexts. While some sessions focus on engineering experiments and technical analysis, others involve coding, computer visualisation, creative design, and philosophical or cultural inquiry depending on the pathway. Teaching and learning takes place through a range of environments, including lectures, tutorials, laboratories, design studios, and digital workshops. Diagnostic tests are used at the start of some modules to identify existing strengths and target additional support where needed.

Key features of the teaching and learning strategy include:

- Developing practical skills through "hands-on" activities - such as engineering experiments, coding projects and challenges, or creative design projects - supported by academic and technical staff.
- Building cognitive and personal skills through open-ended problem-solving, creative problem generation, and design exercises, often in small groups supported by academic, technical, and library staff.
- Using individual and group project work to integrate learning across subjects, foster collaboration, and enhance critical and reflective thinking.
- Providing supporting materials on Canvas, including presentation slides, recommended reading, and lecture recordings for flexible study.
- Encouraging students to use the University's Academic Skills workshops and drop-in services to develop study techniques and academic confidence.
- Preparing students for their chosen degree pathway by using learning activities and group work styles that reflect stage-one of undergraduate study - such as engineering "Design, Build and Test" projects.

Programme assessment

The assessment strategy is a key aspect of the student learning process and as with the teaching and learning strategy, is designed to allow for a more gradual acquisition of knowledge and skills. There are two forms of assessment; formative and summative, and both are used to complement the learning experience of students. The former provides an opportunity for students to receive feedback and to monitor their progress.

All modules on the Foundation Year include formative activity which may take several forms, including class discussions and questions from lecturers, classroom tests/quizzes, presentations, and practical activities. Such activities enable students to make the most effective use of their learning and to prepare for summative assessment.

Summative assessment which does contribute towards the grading of module performance similarly uses a variety of approaches, including, coursework, written examinations (both open and closed book), formal individual/group presentations and online tests. The assessments are designed to assess not only subject-specific knowledge, but the personal transferable skills that students will acquire during the programme.

Programme regulations

This programme follows the Assessment, Continuation and Award regulations for undergraduate taught courses published on the University's Website ([Regulation 2](#)).

Entry and admission 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.

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](#).

The programme is taught in English, so all applicants are required to have proficiency at GCSE Grade 4 (national grade C) or above in English Language. Alternative, equivalent RQF Level 2 qualifications like Key Skills are also acceptable.

A typical offer to someone seeking entry to the programme would be **64 UCAS points**:

- A-Levels DDE
- T-Levels Pass (D or E)
- BTEC Extended Diploma MPP

Profiles in other qualifications are listed on the online course webpage. If you studied overseas, examples of other equivalent international qualifications are provided on the [University of Bradford webpage 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-in-clinical-technology/>

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