

## Foundation Year in Social Care Programme Specification

| Entry year: 2026/2027     |                                                       |
|---------------------------|-------------------------------------------------------|
| Programme property        | Details                                               |
| Level 3 target award      | Foundation Certificate                                |
| Target award title        | Foundation Certificate                                |
| Specified variant         | <a href="#">Full time, 1 year (Ucas code B007)</a>    |
| 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) |

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.

## Changes Schedule

1. Jun 26 – New programme

## Programme Aims

The Social Care Foundation Year is a pre-degree programme designed to prepare students for successful progression to undergraduate study in social work and related professional fields. It is intended for students who wish to gain the entry requirements for a social work degree or who would benefit from additional academic and study preparation.

The programme introduces key concepts and approaches within social work and the social sciences, while developing the academic confidence and skills needed for university-level study. Students complete four modules across the year, including two modules focused on social sciences and social care, alongside an applied project that enables students to explore a social care or social work-related topic of interest.

The Academic Literacy and Digital Competence module supports students in developing effective academic reading, writing, and research skills, alongside critical and responsible use of AI and digital technologies, and confidence as independent learners.

The programme provides a supportive route into higher education at the University of Bradford, equipping students with the foundational knowledge, academic skills, self-awareness, and future-focused capabilities required for successful progression to Level 4 social work study.

## **Programme Learning Outcomes**

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

### **Subject knowledge and skills**

1. Demonstrate knowledge and understanding of key concepts, theories, and frameworks within social care and the social sciences, their application to contemporary social issues and practice.
2. Show awareness of a range of academic, professional, and career pathways within social care and related fields.

### **Practical and transferable skills**

3. Apply core academic and research skills, including structured enquiry, locating and evaluating information sources, and recognising ethical responsibilities in social care research and practice.
4. Communicate ideas clearly and appropriately in a range of formats for different audiences, using relevant digital tools effectively.

### **Professional behaviours and qualities**

5. Recognise and reflect on professional and personal responsibilities in social care contexts, including ethical practice, equality, diversity and inclusion, safe conduct, and ongoing personal and professional development.

## **Student journey**

This Foundation Year course of study is one year long (full time) which provides the foundation for students to continue onto an undergraduate degree programme in Social Work. It is structured around 1200 hours of study, with each 300 hours constituting one module. In line with UK standards, one academic credit equates to 10 hours of study. The Foundation Year consists of four equally weighted modules, each worth 30 credits, giving a total of 120 credits at RQF Level 3 upon successful completion.

The academic year is divided into two semesters of approximately 12 weeks, with modules running in either Semester 1 or Semester 2, providing a structured and manageable progression through the programme.

The Level 3 Foundation Year is designed to support students as they transition into higher education by building confidence, academic skills, and subject understanding in a structured and

supportive way. The programme aligns with the Bradford Curriculum, a framework that promotes the value of inclusive, future focused and research informed learning.

At the start of the programme, students develop essential academic literacy and digital competencies, including understanding of academic integrity and ethical practices. This module focuses on core skills such as academic reading and writing, research skills, effective use of digital tools, time management, reflection, and independent learning. It underpins all other modules and prepares students for common assessment formats including written assignments, presentations, and portfolios.

Alongside this, students undertake the Understanding Crime and Punishment module which introduces key ideas in criminology and the criminal justice system, exploring how crime is defined, understood, and regulated. It examines criminological theories, the role of law and justice, and the social and cultural forces shaping crime

Students also complete an applied project module that draws together learning from across the year. This module supports students to investigate a social care or social work-related topic of personal interest, developing independence, research planning, and problem-solving skills within a Level 3 framework. The project introduces students to structured inquiry and project management, preparing them for future undergraduate research and practice-focused study.

Assessment across the programme is designed to support inclusive learning and progression to Level 4. A range of assessment methods is used, including portfolios, presentations, reflective and academic writing, and multimedia tasks. Formative assessment and feedback are embedded throughout the programme, allowing students to reflect on their progress, recognise strengths, and identify areas for development.

By the end of the Foundation Year, students are equipped with foundational knowledge of social work and social care, increased academic confidence, and the study and professional awareness needed for successful progression to Level 4 undergraduate study, with a clear understanding of academic expectations and their own learning journey.

This programme provides a strong foundation for progression onto [a Social Work degree](#) for further study.

**Modules List 1: All modules are core for this programme.**

| Module Code | Module Title                             | Credit | Study Period | Level |
|-------------|------------------------------------------|--------|--------------|-------|
| SAC3021-C   | Core Concepts in the Social Sciences     | 30     | Semester 1   | RQF 3 |
| SAC3022-C   | Academic Literacy and Digital Competence | 30     | Semester 1   | RQF 3 |
| SAC3023-C   | Understanding Crime and Punishment       | 30     | Semester 2   | RQF 3 |
| SAC3024-C   | Applied Project                          | 30     | Semester 2   | RQF 3 |

# Learning, teaching and assessment strategy

## Programme teaching and learning

Our integrated foundation stages bring together students looking to progress to programmes in law, psychology, criminology, social care and archaeology. Together, students on this route will enhance their academic understanding of theory and practice and consider its relationship to social care. Our priority is for all students to gain the qualification they need to confidently progress, learning with personal tutors and our outstanding support services including the library, student skills and careers service.

The student experience is underpinned by the Bradford Curriculum and mapped to the learning outcomes for the programme. That means our teaching considers students' whole learning journey, not only each module, so they can begin Level 4 with the academic and personal competencies required to complete your degree.

Each of the four modules in this foundation year concentrate on future focused learning, skills and contexts which prepare you for careers and next steps. We introduce you to Canvas, our digital learning environment, and digital literacy units which you will complete independently. In the first semester, tutors in the Academic Literacy and Digital Competence module will also guide students through the different assessments over the year, and they will scaffold your understanding of how to create a portfolio, presentation, infographic or report. Teaching in this module is adaptive and we personalise sessions according to student need.

Artificial Intelligence (AI) is acknowledged throughout our curriculum. Tutors will explain what AI is, when students can and can't use it (to protect core cognitive development), and there will be opportunities to explore the impact and ethics of AI in Social Care, careers and society through seminar discussion.

Our teaching focuses on active, liberated learning, meaning that students will be encouraged to interact in activities, for instance through quizzes, collaborating online and face to face, rather than only listening in lectures. Students will also participate in seminars, workshops and guided activities, with opportunities to book online or in person meetings with module teams.

The Understanding Crime and Punishment module takes a flipped approach to learning, meaning that students will be provided with reading and learning activities to complete in their own time, ahead of scheduled classes so that time spent in class can focus on deepening this knowledge and applying it to real world examples. Tutors will encourage students to think and reflect on their own understanding of crime and punishment, often in discussions with staff and student peers.

Lecturers seek to support every student with their own different needs, so our teaching is inclusive, representative and takes different modalities, ensuring accessibility throughout. Our approach encourages the development of emotional as well as academic intelligence, students' ability to communicate effectively, and how to respond to feedback in ways that support improvement over time. We facilitate this through formative feedback and feedforward, non-graded opportunities to identify strengths and areas for improvement, with tutors and sometimes peers.

Teaching on the Foundation year also takes a research informed approach. The Project module in semester two, further encourages creativity and confidence as students build on knowledge and skills gained throughout the year. Students will be invited to choose a topic within Social Care that

interests them, and to develop a planning proposal with a member of the staff team who has specialist knowledge of that area. Through lectures, seminars, group work and individual tutorials for personalised support and feedback, students will gain knowledge of project management techniques, problem-solving and the transferable skills essential for effective communication and careers.

### **Programme assessment**

Summative assessments are designed to reflect the **core academic and transferable skills required for study and practice in Social Work**. These assessments provide students with structured opportunities to demonstrate that they have met the **learning outcomes of each module** at Level 3 and will support skills consolidation while preparing students for progression to Level 4 study. Assessments across the year include:

- Written assessments, such as a case study commentary and essay
- A development portfolio that includes academic skills and a reflection on student progress
- Multimedia presentations
- An infographic

Where appropriate, assessments may also include creative or digital formats, such as posters, recorded presentations, aligned to social science themes.

To promote engagement and inclusivity, students are encouraged to choose topics for their assessments that reflect their interests within social care, supporting motivation and personal development. In some modules, students may be offered a choice of assessment mode (for example, presentation or written report), enabling them to demonstrate achievement of learning outcomes in a way that aligns with their strengths.

Formative assessments are designed to prepare students to succeed in their summative assessments and are included in all modules.

### **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](#).

## Qualifications

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 **88 UCAS points**:

- A-Levels CDD
- T-Levels Pass (C)
- BTEC Extended Diploma MMP

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](#).

All places are offered subject to demonstration of relevant Social Care work experience, satisfactory occupational health screening and satisfactory enhanced Disclosure and Barring Service (DBS) disclosure. As part of the selection process, the University of Bradford will interview short-listed candidates prior to making decisions.

The following requirements apply to the BA Social Work degree programme. Applicants to the Foundation Year may be able to enrol before completing all of these, but will not be able to progress to BA Social Work without them.

## Social care experience

We attach importance not only to the amount of experience students have gained, but crucially to the learning gained from it, and are able to bring to the course and their professional development. It is helpful for students to include their **roles and responsibilities** as well as **reflections on ways in which the experience has helped to prepare them for social work** in the personal statement.

Relevant social care experience includes direct work with people and could include:

- direct work with people who need practical or emotional help or support either through face-to-face work or on an individual or group basis or telephone work
- mentoring or counselling
- care work (such as working as a health care assistant)
- youth work
- working with children or young people who are socially excluded or have additional emotional and/or practical support needs
- placements through school or college undertaken within the last two years at the point of application
- personal experience of caring for a relative or friend where you have had first-hand experience of social services or social work intervention
- having a parent(s) who is a foster carer
- personal experience as a service-user of social work intervention

[Bradford Care Association](#) and [SkillsHouse](#) can help local applicants gain crucial health and social care work experience to help meet the entry requirements for the course. Both organisations can help prospective social work students and carers access a variety of roles, as well as progression opportunities, training, and support.

### **Occupational health screening**

All offers of places are made subject to satisfactory health clearance.

Students on social work programmes must be able to meet [Social Work England](#) standard regarding health and wellbeing. Occupational health screening and assessment will consider applicants' health and wellbeing and fitness to study and practice. Progress on the course is dependent on continued fitness.

This screening process complies with [UK Health Security Agency](#) requirements for the protection of the public and students and staff working in health and social care.

The University is obliged to make reasonable adjustments for students with disabilities to enable them to fulfil the required competencies of the programme. If an applicant is concerned about health issues, we strongly advise them to contact the Disability Service prior to applying.

### **DBS**

All places are also offered subject to a satisfactory enhanced Disclosure and Barring Service (DBS) (previously known as CRB check) disclosure.

This is because students will be required to work with children and at-risk adults on clinical placement in a future Social Work degree programme, and will need to demonstrate that they can safely work with these groups upon registration with Social Work England.

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-social-care/>

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