

International Year One (Incorporated Bachelor's) IY1 Programme Specification

PROGRAMME DETAILS	
Academic Year	2021-22
Awards at Framework for Higher Education Qualifications (FHEQ) Level:	
Interim Award	Certificate of Higher Education (FHEQ Level 4)
Target Award	Undergraduate degree of the University of Bradford (and any further interim awards thereof, at FHEQ Levels 5 to 6)
Admissions	January 2022 September 2022
Degree Awarding Body	The University of Bradford
Faculty	University of Bradford International College
Delivery Organisation	Oxford International Education Group
External Frameworks/ Reference Points	Framework of Higher Education Qualifications (FHEQ) Common European Framework of Reference for Languages (CEFR)
Date of Original Approval	March 21
Date of Publication	December 21

Please note: This programme specification 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. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

REVIEW/MODIFICATION SCHEDULE	
Date	Review/Modification Activity Since Last Publication
September 21	Initial publication for UoB International Foundation
December 21 V2	Initial publication for UBIC International Year One. Added module codes, corrected curriculum structure & added programme regulations

PROGRAMME AIMS

The International Year One (IY1) represents the first year of a bachelor's degree which caters specifically for the needs of international students and, as such, is taught separately in the University's International College. This bespoke programme provides an opportunity for students to take part in a year of study in a university environment before joining home students and direct entry international students on the second year of their chosen degree programme.

The international students enhance their English language capabilities, develop academic study skills appropriate to the UK Higher Education environment and acclimate to living and studying in another country and cultural context very different from their own. Students on the IY1 study subject specific modules which map against the modules of the University's standard first year in terms of subject content and learning outcomes. Alongside these subject modules the students are supported in their studies by receiving tuition in English language and academic study skills. They are therefore able to join the other students on their degree programme in second year (FHEQ Level 5) with increased confidence in both their language and study skills and subject knowledge. The main programme aims are to:

- Provide an appropriate route for international learners who want to study at a university undergraduate level but who, on joining the IY1, may lack either the necessary academic or linguistic qualifications for direct entry access. They may additionally have pursued their studies beyond the normal 12 years of high school and be capable of being considered for acceptance onto a level of study higher than the Foundation Programme or International Year Zero.
- Develop in learners the intellectual, practical and linguistic skills and confidence necessary to demonstrate successful achievement of stated learning outcomes at FHEQ Level 4.
- Create a learning experience within measured and validated outcomes that is of the rigour and quality to secure entry to Level 5 of specified undergraduate degree programmes.
- Underpin academic work with the development of English language and university study skills which will not only sustain students through the IY1 but also provide them with the tools for continuing success in their further studies at undergraduate level and beyond.
- Allow students to meet the language criteria specified by the Common European Framework of Reference as appropriate for study at levels equivalent to those defined by public standardised tests (such as IELTS and TOEFL) for participation in undergraduate degree programmes.
- Through provision of flexible entry points onto the IY1, to allow students from different school systems to begin their studies at undergraduate level at a time in the year which suits them.

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. Demonstrate a sound knowledge of key concepts and fundamental principles associated with study of the degree subject at FHEQ Level 4.
2. Apply a wide knowledge base of relevant information to key approaches and themes relevant to their degree subject.
3. Use specialised terms and vocabulary appropriate to their studies accurately and appropriately according to context.
4. Evaluate information and use it to plan and develop investigative strategies.
5. Demonstrate a critical awareness of theories studied within subject areas.

PROGRAMME LEARNING OUTCOMES

6. Show an ability to determine the strengths and weaknesses of multiple perspectives within the subject areas.
7. Communicate orally and in writing with peers and teaching staff in such a way as to indicate preparedness to study effectively at FHEQ Level 5.
8. Show ease and confidence in demonstrating a range of academic study skills necessary for success at degree level and beyond.
9. Develop fully referencing skills in line with standard conventions and practice within the University of Bradford.

Practical and Transferable Skills

10. Show the ability to construct an organised, and well-developed argument, acknowledging a range of views.
11. Apply knowledge and deploy critical capabilities to make reasoned judgements on issues and problems.
12. Demonstrate the ability to undertake practical and creative work, to a high standard of accuracy and some innovativeness, with guidance.
13. Exercise judgement in planning, selecting and employing information, methods and resources
14. Be comfortable in the use of information technology, including word processing, spreadsheets, social media, email, the Internet and the virtual learning environment to enhance studies.
15. Undertake practical work, as required, safely and in an organised fashion.

Professional Behaviours

16. Use problem solving skills to produce recommendations and actions, some of which are innovative.
17. Work independently within broad general guidelines.
18. Work co-operatively and within groups, including allocation of roles to self and others

ADMISSION AND PROGRESSION REQUIREMENTS

Admission

The University of Bradford International College welcomes applications from all prospective students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this programme and their intended progression degree. Consideration of applications will be based on a combination of formal academic qualifications, English language level and other relevant experience.

Typically, students entering the IY1 will have studied beyond the standard 12 years of schooling or to have achieved grades in their final high school examinations that allow entry to the IY1 rather than the International Year Zero or Foundation Programme and will have achieved at least 5.5 IELTS (or equivalent) in a test recognised by the University.

Progression

Progression into the second year of a student's intended undergraduate degree is dependent on them successfully completing the IY1 programme at the appropriate level. Any specific entry, study or progression requirements for a student's degree route will be listed in their offer letter and detailed in the course information for the IY1. Students can seek advice and support with the study and progression requirements for their intended degree route from the Admissions Team prior to arrival and/or the Programme Team once enrolled onto the IY1.

PROGRAMME STRUCTURE

The structure of the IFP is based on students achieving 120 credits at FHEQ Level 4.

The IY1 is taught across three 10-week terms. All students study a mix of core and subject specific modules. The former support the development of English language and academic study skills, while the latter are aligned to the subject area of the students' chosen degree programme and reflect the content and learning outcomes of modules on the University's standard first year.

The IY1 programme is currently available in the areas of Business, Computing or Engineering, the structures of which are included below:

IY1 in Business

Term 1	Term 2	Term 3
English for Academic Purposes (20 credits)		Professional and Academic Practice (10 credits)
Global Issues and Responsible Management (20 credits)	Accounting and Finance for Business (20 credits)	Understanding People, Work and Organisations (20 credits)
Quantitative Methods and Data Analytics (10 credits)	The Economic Environment (10 credits)	Fundamentals of Marketing (10 credits)

IY1 in Computing

Term 1	Term 2	Term 3
English for Academic Purposes (20 credits)		Professional and Academic Practice (10 credits)
Mathematics for Engineering and Informatics (20 credits)		Software Engineering (20 credits)
Fundamentals of Programming (20 credits)	Computer Systems (20 credits)	Introduction to Web Development (10 credits)

IY1 in Engineering

Term 1	Term 2	Term 3
English for Academic Purposes (20 credits)		Professional and Academic Practice (10 credits)
Mathematics for Engineering and Informatics (20 credits)		Mechanical Principles (20 credits)
Principles of Computer Aided Engineering (20 credits)	Electronics and Mechanics (20 credits)	Mechanics of Materials (10 credits)

PROGRAMME STRUCTURE

Module Details

The modules taught as part of the IY1 are as follows:

FHEQ Level	Module Title	Credit Value	Study Period	Module Code
Core Modules				
4	English for Academic Purposes	20	Term 1 and 2	BIC4001-B
4	Professional and Academic Practice	10	Term 3	BIC4006-A
Discipline-Specific Modules				
4	Global Issues and Responsible Management	20	Term 1	BIC4002-B
4	Quantitative Methods and Data Analytics	10	Term 1	BIC4003-A
4	Accounting and Finance for Business	20	Term 2	BIC4004-B
4	The Economic Environment	10	Term 2	BIC4005-A
4	Understanding People, Work and Organisations	20	Term 3	BIC4007-B
4	Fundamentals of Marketing	10	Term 3	BIC4008-A
4	Fundamentals of Programming	20	Term 1	BIC4010-B
4	Computer Systems	20	Term 2	BIC4011-B
4	Software Engineering	20	Term 3	BIC4012-B
4	Introduction to Web Development	10	Term 3	BIC4013-A
4	Mathematics for Engineering and Informatics	20	Term 1 and 2	BIC4009-B
4	Principles of Computer Aided Engineering	20	Term 1	BIC4014-B
4	Electronics and Mechanics	20	Term 2	BIC4015-B
4	Mechanical Principles	20	Term 3	BIC4016-B
4	Mechanics of Materials	10	Term 3	BIC4017-A

Further detail about each module is included in the relevant module specification published online at: <https://www.bradford.ac.uk/teaching-quality/modules/>

LEARNING, TEACHING AND ASSESSMENT STRATEGY

Teaching and Learning

The International Year One programme is taught full-time on campus and is delivered in three terms during a single academic year. If for whatever reason it is not possible to deliver teaching face-to-face as outlined, a contingency plan is in place to provide either on-line learning and teaching if the University is closed or blended learning if the University is taking students onto the

LEARNING, TEACHING AND ASSESSMENT STRATEGY

campus with special regulations in place to safeguard the health and well-being of students and staff.

The initial cohort in each academic year commences its studies in September and its three terms of study run from September to December, January to March and April to June. A second cohort commences in January and its three terms run January to March, April to June and June to August. The college is therefore teaching academic programmes throughout the calendar year with short breaks between terms to all for internal assessment boards to meet at the end of each term and external assessment boards in March/April and August/September.

The international students on the IY1 are provided with a highly supportive and academically challenging environment in which to develop language and university study skills during a bespoke programme which also provides content modules benchmarked at Level 4, which are mapped against modules of the University's standard first year for the degree subjects related to the students' intended choices.

The International College shares the University's commitment to equality, diversity and inclusivity in its approach to teaching, learning, assessment and the student experience. The structure, content and delivery approach of the International College programmes have been designed to support all students to succeed on their degree programmes. Wherever possible, teaching, learning and assessment on the IY1 programme will be contextualized through discussion of diverse real-world global issues and will allow students to share and reflect upon their own interests, backgrounds and experiences. Students' progress on the programme will be closely monitored and comprehensive support for their studies will be available throughout their journey at the International College, during their transition onto their University programme and beyond.

During the application process, prospective students are encouraged to declare any conditions which might impact on their studies. This information provides the basis of a personalised plan to mitigate against perceived difficulties. The preparation of this plan may involve consultation with the University's relevant specialised services. Where a student's difficulties are only raised post-arrival, such consultation is initiated by the College Manager in order to work with the University in drawing up a suitable study plan.

The teaching approach recognises that the students will almost certainly have been used to a strongly didactic pedagogy in their own countries and that they will need to have an extended opportunity to experience a less formal approach, involving greater interactivity within classes and between students and teachers, more questioning of received opinion and a significant step towards supporting the transition to a level of learning characterised by an expectation of:

- Innovative response to problem solving
- Engagement in creative and non-routine activities
- Undertaking a greater proportion of self-directed activity
- Exercising judgement in academic activity within broad, general outlines
- Applying research and investigative skills

These learning strategies characteristic of the UK Higher Education sector are carefully introduced to students in a phased manner and reinforced within the tutorial and language and study skills support sessions. The overall aim is to develop the students as confident, autonomous learners.

Students will have come mainly from educational systems where English has not been the language of instruction and indeed has been studied as one subject among many. The IY1 provides formal instruction in English language and study skills covering around 25% of the students' contact hours across their programme. In these modules, students will be supported to actively engage in the development of good academic practice and an understanding of academic integrity and conventions within their intended field of study. This focus on establishing good academic practice and acclimating to the UK and its higher education system is reinforced as a specified and assessed element within all the IY1 modules.

Student Experience

Students' confidence is boosted through working in discrete and small (maximum of 18, all international, students) teaching groups, by the promotion of student participation in a supportive and encouraging environment, by devoting time in formal classes to reinforcement of material studied and skills developed and through frequent and detailed feedback on short-term formative assessments as well as the longer-term summative assessments, interim tests and examinations during and at the end of modules.

Whenever possible teaching is conducted within the College's dedicated space, but specialist facilities of the University, for example, computer labs or engineering workshops, are used as required, and when available, for practical work. Teaching is delivered by College staff, appointed by OIEG, on the basis of subject knowledge and expertise at the relevant level, but also with experience of and an interest in working with international students.

While confidence is boosted by working within the College, the students' social and cultural development is enhanced by participation from induction onwards in the full range of social, cultural, sporting, community and academic activities available through the University's on-campus facilities alongside other Bradford registered students.

Link tutor(s), appointed by the University from the Schools looking to accept students from the IY1, undertake a formal role in the quality assurance process but also liaise with College staff to provide information and advice and introduce IY1 students to the Schools' facilities, personnel and events. With progression levels in mind, the link tutor(s) support the efforts of the College staff to ensure the students feel an affinity with the University and so choose to progress onto their further years of study at Bradford.

To further support transition, the standard approach of seminars, tutorials and practical sessions are supplemented by occasional lectures in the university style and context to familiarise IY1 students with this form of delivery and introduce students to the Schools and their other first year students.

Pastoral groups are created to pass on College and University news and information and support students in their studies by reviewing their progress. Students elected from these groups form, with College staff, a Student Staff Liaison Committee as a forum for discussion of issues of interest and within which to make suggestions or to raise matters of concern.

Assessment

IY1 students are set a number of short-time assignments during each module. These are formative in intention and do not form part of the final module assessment. They are however used to provide detailed and supportive feedback to students. In this way they help them prepare more confidently for their summative assessments. The formative assessments are also used to inform the College staff acting as personal tutors of their tutees' current performance. They form the substance of regular one to one meetings between personal tutors and tutees at which strategies for consolidation or improvement can be drawn up, discussed and monitored. In cases of serious difficulty the student can be referred to a senior manager through an 'at risk' process.

In terms of summative assessment, a variety of modes are adopted to include coursework assignments, group and individual presentations, projects, reports on practical work and other reports, projects and interim (or phase) tests to replicate the wider university experience. Formal end of module examinations (closed or open book) feature, but as part, rather than the entirety, of summative assessment.

REGULATIONS

This programme operates under the University of Bradford International College Assessment Regulations. These align with the standard University Undergraduate Academic Regulations which are available at: <https://www.bradford.ac.uk/regulations/> with the following exception:

- Referral, which is trailing any credits into the subsequent stage of a student's University studies, is not permitted.

EXTERNAL FRAMEWORKS

This programme has been developed with due regard to the following external reference points:

- Framework of Higher Education Qualifications (FHEQ)
- Common European Framework of Reference for Languages (CEFR)