UNIVERSITY of BRADFORD
Faculty of Engineering and Informatics

BEng Biomedical Engineering with Integrated Foundation Year Programme Specification

https://www.bradford.ac.uk/courses/ug/biomedical-engineering-beng/
https://www.brad.ac.uk/courses/ug/biomedical-engineering-with-integrated-foundation/

Academic Year:	2022/23
Degree Awarding Body:	The University of Bradford
Target Degree Awards:	Bachelor of Engineering (BEng) Biomedical Engineering [Framework for Higher Education Qualifications Level 6]
Interim/exit Awards:	BEng Engineering (Biomedical) [FHEQ Level 6]; Diploma of Higher Education (DipHE) Biomedical Engineering [FHEQ Level 5]; Certificate of Higher Education (CertHE) Biomedical Engineering [FHEQ L4]; Certificate of Foundation Studies (CertFS) Engineering [Regulated Qualifications Framework (RQF) Level 3]
Programme Admission:	September
Programme Modes of Study:	3 years full time towards BEng (UCAS H1B1); 4 years full time towards BEng with placement/study abroad (UCAS HB1C); 4 years full time towards BEng with integrated foundation year (UCAS H164); 5 years full time towards BEng with foundation and placement (UCAS H165)
Subject Benchmark Statement:	Engineering (QAA 2015)

Please note: This is the BEng with integrated foundation year specification. Please visit the BEng course page address above to access the specification for the H1B1 and H1BC routes. The BEng with Foundation is aligned with the requirements for the Institute of Mechanical Engineers (IMechE). Students will be notified when the programme has been granted formal accreditation by this body and/or others.

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.

Minor Modifications Schedule

1. December 2020: Duplicate content removed, specification reformatted and made accessible
2. June 2021: Annual changes for 2021 academic year
3. October 2021: Project Management and Six Sigma replaced by Integrated Design
4. July 2022: Inclusion of Engineering Council accreditation requirements to assessment regulations

Introduction

Biomedical Engineering focuses on the support of life and quality of life through the transfer of engineering knowledge to the understanding, modification, and control of human biological systems. Studies at Bradford will be a foundation for students' future aimed at developing a deep understanding of fundamental and advanced technical principles, analytical tools, and competence in their application together with a wide range of management, personal and professional skills. An excellent way to further develop these skills is to undertake an integral industrial placement as part of the degree studies.

The BEng Biomedical Engineering with Integrated Foundation Year programme sets out:

(i) to give technical depth across the discipline and in relevant specialist applications of technology

(ii) to provide breadth to encourage innovation, and

(iii) facilitate exposure to other engineering disciplines.

Upon graduation students will have the capacity for meaningful interdisciplinary interaction, leadership roles, and professional growth, which may include working towards Chartered Engineer (CEng) status and becoming accredited to work as a Biomedical Engineer within the Health Service, Biomedical/Medical Device and Orthopaedic Industries.

Accreditation of the programme by IMechE, who already accredit our MEng Biomedical Engineering programme, is being sought. Accreditation aims to ensure that the BEng degree meets the highest international standards for Biomedical Engineers.

The BEng fully meets the exemplifying requirements for registration as an Incorporated Engineer (IEng). To achieve Chartered Engineer (CEng) status students will also need to complete accredited further learning at FHEQ Level 7 (such as a one-year accredited MSc) plus a period of postgraduate professional development in industry.

Designed for the next generation of engineers

Our programmes have been designed as part of the CDIO educational framework for producing the next generation of engineers. This will provide a learning experience that stresses the engineering fundamentals set within the context of Conceiving-Designing-Implementing-Operating (CDIO) real-world systems and products. This framework has been developed by universities across the globe and benefits from the ongoing collaborative experience of engineers and educationalists. This will mean that students learning will reflect the real world, their work in teams to solve real-world problems and in the process they will develop professional skills alongside technical skills.

We also recognise that the future for engineers is one where they will be working in interdisciplinary teams to solve new, complex and evolving problems that will require innovative solutions. Students' ability to work across engineering disciplines and collaboratively with experts in other specialist fields will be crucial to creating the solutions of tomorrow. We have designed our programmes to encourage and experience interdisciplinary working, to develop breadth as well as depth of skills and knowledge, and in this way, we believe students will be ideally equipped to be successful and employable.

Following the Integrated Foundation Year (Stage 0) where students are provided with the necessary baseline knowledge, skills and understanding for Engineering education, all our engineering students complete a further interdisciplinary year (Stage 1) which ensures that all students have a good understanding of the breadth of what is encompassed by the word 'engineer'. Stage 1 provides students with fundamental skills and knowledge as well as specific projects that they will work on with other students in their discipline and a final project which will be on interdisciplinary project working with a range of engineers from different disciplines.

Learning with and as part of a research community

The School places emphasis on both teaching and research. Lecturers at Bradford are active researchers in their fields of expertise producing peer-reviewed knowledge through publications in journal articles and books. This research permeates to their teaching practice giving students access to world leading professionals, equipment and ideas within the University's academic themes of Innovative Engineering, Advanced Healthcare and Sustainable Societies.

We have particular research strengths in:

- Biomedical Engineering (design of implants, scaffolding for tissue replacement, and prosthetics);
- Biomaterials (including the creation of complex components from powders, composites, and polymers);
- Computer modelling and design (human movement, virtual testing, and rapid prototyping).

We conduct this research jointly with many companies including Johnson & Johnson, Smith & Nephew, Siemens Medical and others and this work shapes and informs our undergraduate programmes.

Students will have many opportunities to contribute to their Higher Education Achievement Report (HEAR) whilst with us. Students can gain HEAR accreditation for becoming student representative for their course, by becoming a student ambassador, helping with open days and applicant experience days, or by being a PAL leader. The peer assisted learning scheme or PAL is where students in stages two and three support new students of the University. The PAL scheme has been very successful, providing guidance on all aspects of being a student of Bradford. PAL leaders become mentors and role models for new students. We support people to become PAL leaders, but we also recognise their contribution through the HEAR.

The Bradford Graduate

Upon graduation students will be able to join the world of work as a biomedical engineer. Students will have the capacity for professional growth to continue the path to Chartered Engineer (CEng) status. However, unlike graduates from many other universities they will have high-level professional and interpersonal skills built from learning which has been developed through a team-based environment. An education where students have spent

their time conceiving, designing, implementing and operating solutions to problems that they have tackled as part of a learning team. Students will be adept at working with complex value-added engineering systems, they will be familiar with experimentation, system thinking and have a solid understanding of the business and enterprise context. We value sustainability at Bradford and to that end we have embedded sustainable development across all of our programmes. In a future where sustainability is to become increasingly important students will have sound understanding of the challenges and the potential for solutions in a world where the actions of human industry is creating new pressures on resources.

All our programmes are designed to provide three progression routes for graduates. Upon graduation students will be equipped to be employed as an engineer. If this is their goal, they should seriously consider a placement year as this will be invaluable. Alternatively, students could pursue a research career, they will have highly developed research skills and their personal tutor can help them identify postgraduate research opportunities here at Bradford. The third route open to students on graduation is to develop their own business. As a Bradford engineering graduate they will have the skills to design and develop products processes or systems that could have serious commercial potential. We have a long track record of supporting and developing new companies and helping students on those first steps as an entrepreneur.

The ability of an engineer to think clearly, logically and ethically is widely appreciated by many other professions and studies at Bradford may well be a stepping stone to many alternative careers other than engineering. As an engineering graduate from Bradford, students have a real foundation for life and for a lifetime of learning.

Faculty strategic objectives

The University of Bradford has four key strategic objectives: excellence; sustainability; equality and diversity; and internationalisation. We believe in doing research and teaching to deliver career opportunities for our students as well as for economic development and job creation.

The Faculty of Engineering and Informatics strongly believes that each programme subscribes to these four objectives through the three key streams of the University vision:

- The creation of knowledge through fundamental and applied research.
- The dissemination of knowledge by teaching students from all backgrounds.
- The application of knowledge for the prosperity and wellbeing of people.

We recognise that society benefits from the talents of all, and that the development of creative, collaborative engineers, skilled in communication and teamwork is vital. Diverse engineering teams are known to be more innovative. We help students to contribute to and learn from the varied perspectives of their tutors and peers. We want to equip our graduates with the knowledge and skills to respond to the many different needs of our businesses and communities.

The Faculty welcomes and celebrates the diverse cultural and national backgrounds of our students. We are committed to an educational experience that is inclusive of the diversity

of the students and staff, and that addresses attainment gaps within our student body, particularly those between BME and white students. The University holds Bronze Athena Swan accreditation from AdvanceHE.

Programme Aims

The programme is intended to develop graduates:

A1. With a solid grounding in engineering fundamentals and experience of interdisciplinary working.

A2. Who have the engineering, biomedical, design, management and personal skills required to become professional Biomedical Engineers and in doing so, also equip them for careers in other professions.

A3. Who are imaginative, innovative, versatile and competitive within healthcare and the biomedical device industry, who will be able to progress rapidly to professional positions of responsibility with minimal additional training, and who can provide technical, managerial and entrepreneurial leadership in specialist/interdisciplinary projects

A4. With the educational requirements (in compliance with UK-SPEC and when combined with a period of further learning and work) to permit progression to Chartered Membership of the Institute of Mechanical Engineers & registration with ECUK as a Chartered Engineer.

Programme Learning Outcomes

To be eligible for progression to Stage 1 of the programme or for the RQF Level 3 exit award of Certificate of Foundation Studies, students will be able to:

0.1. Apply knowledge and understanding of mathematics, mechanics, physics, materials and chemistry to an appropriate standard to allow students to engage with an accredited Engineering programme.

0.2. Demonstrate knowledge and skills in the use of computers for word processing, report writing, data processing, power-point presentation, Computer Aided Design; numerical methods for simple modelling and analysing engineering problems relevant to their chosen specialism; selection and application of principles and data collection & manipulation methods to support problem solving; undertake and report on an investigation.

0.3. Demonstrate knowledge and skills in data management and presentation, IT and communication skills, systematic problem solving, lifelong learning, scientific method, teamwork, and personal management.

Additionally, to be eligible for the FHEQ Level 4 award Certificate of Higher Education, students will be able to:

1. Select and apply physical principles to describe fundamental engineering processes.

2. Select and correctly apply quantitative methods to analyse the performance of engineering components systems.

3. Select and use appropriate and relevant materials, equipment, tools, processes, or products.

4. Apply simple computational techniques to simulate and visualise the solution to specified engineering problems.

5. Apply skills in problem solving, working with others, information retrieval, and effective use of general IT facilities, and communicate work to technical and non-technical audiences.

6. Exercise personal and professional responsibility, which may be as a team member, and include evidence of safe and effective workshop and lab practice.

Additionally, to be eligible for the FHEQ Level 5 award Diploma of Higher Education, students will be able to:

7. Understand the essential concepts, principles and theories of Biomedical Engineering.

8. Select mathematical and statistical methods necessary to underpin the engineering discipline and proficiently apply tools and notations in the modelling, analysis, solution, and evaluation of engineering problems.

9. Apply analytical and computational methods to solve and visualize problems in the engineering discipline and to implement appropriate action.

10. Apply problem-solving skills, technical knowledge and understanding to create/adapt and evaluate design solutions that are fit for purpose (inc. operation, maintenance, reliability etc.).

11. Apply relevant practical and laboratory skills to obtain accurate data to evaluate system performance and/or validate system models.

12. Plan and apply safe methods of construction and manufacture to semi-open projects, deriving solutions that consider technical, regulatory, and client requirements.

13. Work effectively as a specialist within in a multidisciplinary team towards a shared objective.

Additionally, to be eligible for the FHEQ Level 6 Degree award Bachelor of Engineering, students will be able to:

14. Generate innovative designs for products, systems, components or processes to fulfil new needs.

15. Select, apply, and evaluate quantitative tools and data collection methods to underpin the engineering discipline, and apply a range of tools and notations proficiently and critically in the analysis and solution of engineering problems.

16. Select, apply and effectively integrate knowledge of other engineering disciplines to support study and evaluation of the engineering discipline.

17. Apply principles of organisation and management (project management, change management, health and safety, self-management) to achieve engineering objectives.

18. Demonstrate comprehensive knowledge and understanding of the concepts, principles and theories underpinning Biomedical Engineering.

19. Apply engineering principles to critically analyse problems to create innovative process and product designs, with systematic appreciation of key aspects of field of study, including acquisition of coherent and detailed knowledge informed by characteristics of the engineering discipline.

20. Plan and implement an individual programme of work, monitoring and adjusting where appropriate in an on-going basis, utilising research skills to critically evaluate and report on technical literature and newly developed data, and reflect on personal and professional development to improve their performance.

21. Describe and work effectively and collaboratively in different roles within a team, and evidence responsibility of engineers to consider environmental and socio-economic aspects in the development of sustainable solutions.

22. Use appropriate discipline software packages in the modelling, simulation, analysis, design, and critical performance evaluation of composite engineering systems in the discipline.

23. Correctly identify and use codes of practice and industry standards.

Curriculum

The BEng Software Engineering with Integrated Foundation Year curriculum is organised into modular units, studied across the "Academic Year" of September to May or discretely in a single Semester. Students study 120 credits in total in each stage/year.

The Integrated Foundation Year introduces students to the principles of engineering as a whole, introducing foundational concepts, frameworks and techniques common to other Engineering professions before contextualising them for Software Engineering.

Mathematics, Mechanics, and Physics are studied to GCE Advanced level, and Fundamentals of Materials to GCE Advanced Subsidiary level. There is a 20-credit module designed to introduce students to the use of Information and Communication Technologies. The year features practical elements where students spend time in laboratories to conduct experiments on engineering applications. Students will be able to develop awareness of the breadth of opportunities and challenges posed by engineering and the exciting possibilities for their career development.

Please note: The curriculum may change, subject to the University's programme approval, monitoring and review processes.

Table i: Stage 0 Modules (RQF Level 3/CertFS)

Study Period	Code	Title	Credit	Level	Type
Semester 1	ENM3001-B	Foundation Mathematics 1	20	RQF 3	Core
Semester 2	ENM3002-B	Foundation Mathematics 2	20	RQF 3	Core
Academic Year	MAE3001-B	Foundation Mechanics	20	RQF 3	Core
Academic Year	MAE3002-B	Foundation Physics	20	RQF 3	Core
Academic Year	MAE3003-B	Fundamentals of Materials	20	RQF 3	Core
Academic Year	ENB3001-B	Information and Communication Technology	20	RQF 3	Core

At the end of Stage 0 (RQF level 3), students will be eligible to exit with the award of Certificate of Foundation Studies if they have successfully completed 120 RQF credits and achieved the award learning outcomes 0.1-0.3. The CertFS award is generally only awarded to students leaving the University.

Stage 1 Modules (FHEQ Level 4/CertHE)

Study Period	Code	Title	Credit	Level
Academic Year	ENB4002-B	Computer Aided Engineering	20	FHEQ 4
Academic Year	MHT4006-B	Design, Build and Test (Biomedical)	20	FHEQ 4
Academic Year	ELE4013-B	Electronics and Mechanics	20	FHEQ 4
Academic Year	ENM4004-B	Mathematical Methods and Applications	20	FHEQ 4
Semester 1	ENG4007-B	Engineering Materials	20	FHEQ 4
Semester 2	ENG4008-B	Thermofluids	20	FHEQ 4

At the end of stage 1, students will be eligible to exit with the FHEQ Level 4 award of Certificate of Higher Education if they have successfully completed at least 120 FHEQ credits and achieved the award learning outcomes 0-6.

Stage 2 Modules (FHEQ Level 5/DipHE)

Study Period	Code	Title	Credit	Level
Academic Year	ENM5005-B	Further Mathematics and Statistics	20	FHEQ 5
Academic Year	MHT5011-B	Clinical Movement Analysis	20	FHEQ 5
Academic Year	ELE5016-B	Embedded Electronics	20	FHEQ 5
Academic Year	MHT5005-B	Healthcare Technology Project	20	FHEQ 5
Academic Year	MHT5014-B	Functional Anatomy and Human Physiological Measurements	20	FHEQ 5
Academic Year	MHT5007-B	Cell and Tissue Biology	20	FHEQ 5

At the end of stage 2, students will be eligible to exit with the FHEQ Level 5 award of **Diploma of Higher Education** if they have successfully completed at least 240 FHEQ credits and achieved the award learning outcomes 0-13.

Stage 3 Modules (FHEQ Level 6/BEng)

Study Period	Code	Title	Credit	Level
Academic Year	MHT6013-B	Biomaterials with Implant Design and Technology	20	FHEQ 6
Academic Year	ENG6003-D	Individual Research Project	40	FHEQ 6
Academic Year	MHT6020-B	Medical Ethics and Quality Management	20	FHEQ 6
Semester 1	ENG6004-B	Integrated Design	20	FHEQ 6
Semester 2	MHT6019-B	Rehabilitation and Prosthetics	20	FHEQ 6

At the end of stage 3, students will be eligible to exit with the FHEQ Level 6 Degree award of Bachelor, BEng Engineering (Biomedical) if they have successfully completed 360 FHEQ credits but have not met the programme-specific requirements for an accredited award.

Students will be eligible for the FHEQ Level 6 Degree award of Bachelor, BEng Biomedical Engineering if they have successfully completed at least 360 FHEQ credits, achieved award learning outcomes 1-23 and met the programme-specific accredited award regulations.

Please note: The curriculum may change, subject to the University's programme approval, monitoring and review processes.

Placement and/or Study Abroad

This programme provides the option for students to undertake a work placement or period of study abroad between the 2nd and 3rd years of the BEng. Students wishing to take this option will be encouraged to register for the placement year programme or can be transferred in later.

All Faculty of Engineering (FEI) students are encouraged to apply for Industrial Placements (Year in industry). Overseas students studying on a UKVI Student Visa should be aware that the full year option described here will take the full programme study duration to 5 years, which is the maximum allowed on the visa, therefore requiring successful completion of each Stage of study at the first attempt.

Timetabled Pre-Placement lectures and Timetabled ‘drop-in’ sessions will be scheduled to support students throughout the pre-placement process. All placement opportunities received are made available to students on the placement route via the VLE.

Students can also access various support services organised by Career and Employability Services including one-to-one appointments, Employability Workshop/Webinar Programme, Careers Fairs and jobs/placement opportunities. Students are encouraged to take the opportunity to find their own placement.

- On successful completion of ENG5002-Z, the placement, students will be eligible for the additional award of University Diploma Industrial Studies.
- On successful completion of ENG5004-Z, the study/placement abroad experience, students will be eligible for the additional award of University Diploma Industrial Studies (International).

For further information about study abroad opportunities, including shorter opportunities available to all students or taking a semester overseas, please refer to the International Opportunities website: https://www.bradford.ac.uk/study/abroad/

Learning and Teaching Strategy

The teaching and learning strategy takes into consideration the learning outcomes that need to be achieved, progression through the levels of study, and the nature of the subject. One of the goals of Higher education is that students develop lifelong learning skills and are increasingly able to take greater responsibility for their own learning as they progress through the programme.

Our strategy begins with the end in mind. We want students to become great engineers; that means great problem solvers, great team-workers with an inquisitive and curious mind. This should mean that by the end of their study with us they can move seamlessly into the world of work, academic research or become an entrepreneur.

At stage 0 (Foundation level), cognitive and personal skills are developed in more open-ended problem solving and design exercises, often tackled by working in small groups supported by members of academic, technical, and library staff. Project work is used to bring various aspects of the programme together. Typically, each module will involve students in 72 hours of scheduled contact except Mathematics for which students will have 96 hours of scheduled contact for each module. An expected weekly attendance commitment will be around 21 hours.

For stages 1-3 of the BEng, the teaching and learning methods have been selected to engage students in developing their knowledge and understanding of engineering fundamentals, through formal learning opportunities such as lectures and tutorials, experiential learning through practical classes and lab sessions and informal and social learning through team-working in projects and competitions.

Study with us will include on-line and face-to-face teaching. Online lectures (including those from Visiting Lecturers) may be pre-recorded, so you can watch them at your convenience, or live interactive webinars. Tutorials and seminars will often be in smaller groups and highly interactive. We want to develop students' understanding of the vast array of opportunities open to today's professional engineer and therefore we look to incorporate aspects of real-world engineering problems and solutions where possible. To this end we make use of case studies, practical demonstrations, and provide lots of opportunities for students to design their own solutions.

As part of our focus on building a learning experience which will prepare students for the world of work our curriculum has been developed using the CDIO framework. This means that our learning strategy will be to encourage students to work in teams to Conceive

potential solutions, Design new products processes or services, implement (or model) and test those designs, and Operate the product or solution. In line with the CDIO philosophy students will have numerous opportunities to be an active learner, to work as an engineer on real-world projects.

Students will be involved in project work from the start of their time with us and these projects will become more complex and challenging as their skills and knowledge develop. At Levels 5 and 6 they will engage with practical work on biomedical/healthcare devices, movement analysis and physiological measurement in purpose built modern and up to date electronics, motion capture and physiological laboratories. Students will design and manufacture biomedical equipment using standard procedures and use control and measuring techniques in a supportive and collaborative environment with their supervisors.

The University of Bradford is well known for attracting students from a wide variety of backgrounds, experiences and countries. The university encourages and supports women in engineering. Female staff and students are an integral part of Faculty of Engineering and Informatics. The University of Bradford's modus operandi, Making Knowledge Work, is embedded in the philosophy of this programme.

Assessment Strategy

In the same way that our teaching and learning strategy is designed to prepare students for the world of work, academic research or entrepreneurship, our assessment methods incorporate a wide range of different methods designed to meet the needs of industry, the accrediting bodies as well as prepare students for a potential academic research career.

Assessment is a key part of the learning process, it is only through challenging themselves to express what they have learned or put it to practical use, can they complete the learning journey and assess for themselves if they have understood what they have been taught and are able to apply and use those skills and knowledge. There are two forms of assessment – formative and summative. Formative assessment provides an opportunity for students to receive feedback during their learning. This feedback is designed to help and guide student learning. All the modules will have some formative assessment, and this may be in various forms including discussions or questioning from their tutors, tests, practical activities, et cetera. These formative activities are crucial if students are to make best use of their learning experience and they are designed to prepare students for their summative assessment. Summative assessment is how we grade the work on a module and the details of this assessment will be available from the beginning of the module so that students understand how their grade will be determined.

A main method of assessment (as is common on all professional engineering degree programmes) is by formal written examinations. Nevertheless, many of the assessments will be tailored to the most efficient ways to test the learning outcomes. Therefore, project work will often be assessed on the basis of the quality of the product produced as part of the project, we use practical tests to assess practical skills and written reports to show the depth of understanding of concepts and ideas. Practical skills are often assessed via individual and group technical reports with the laboratory work linked with the taught

modules. The methods of assessment of transferable skills are built in the structure of the examinations, case studies, laboratory demonstrations and the 'Design Project' work.

Assessment Regulations

The Programme conforms to the standard University Assessment Regulations which are available at the link below: https://www.bradford.ac.uk/regulations/

However, to gain an accredited award, the following waiver to the regulations applies:

Compensation is only permitted in a maximum of 20 credits across the whole programme with a mark no lower than 30%.

If the above requirement is not met, but the University's undergraduate regulations are complied with, then a non-accredited BEng will be awarded:

BEng Engineering (Biomedical)

Admission Requirements

The University welcomes applications from all potential 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 particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The minimum entry requirements for the programme are as follows:

A typical offer to someone seeking entry through the UCAS scheme would be 72 UCAS points, a minimum of GCSE Maths grade B/grade 6 and GCSE English grade D/grade 3 (equivalents accepted) although having post GCSE Maths and/or Physics (A level) would be an advantage.

On completion of a UCAS form potential students will be invited to the School for an Experience Day when they will have the opportunity to meet staff, view the facilities and discuss "the Bradford experience" with current students.

Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience. For such applicants, evidence of their interests and any work experience would be required and this would likely take the form of a portfolio of work and/or an interview with the programme.

The University of Bradford has always welcomed applications from disabled students. To discuss adjustments or to find out more about support and access, you may wish to contact Disability Services before you apply online: www.bradford.ac.uk/disability/before

Applications are particularly welcomed from adult learners (those aged 21+ at the start of the programme), armed forces families, carers and care leavers, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families. To find out more about the University of Bradford Progression Scheme, visit the webpage: https://www.bradford.ac.uk/applicants/progression-scheme/

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme. For more details on RPL, visit the webpage: https://www.bradford.ac.uk/teaching-quality/prior-learning/

Please note: This information is relevant to the contemporary recruitment cycle and therefore may be different now to when this document was originally published. The current UCAS tariff for the programmes, as well as detail of accepted equivalent qualifications, is published online at the course pages:
https://www.bradford.ac.uk/courses/ug/biomedical-engineering-beng/
https://www.bradford.ac.uk/courses/ug/biomedical-engineering-with-integrated-foundation/