

## Course Information Document: Health Foundation Year

For students starting in Academic Year 2019/2020

### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	Health Foundation Year
<b>Award type</b>	Certificate in Foundation Year Studies
<b>Mode of study</b>	Full time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Equivalent to Regulated Qualifications Framework Level 3
<b>Duration</b>	One year with progression onto a further three, four or five years at Keele. For further details see the Regulations section below.
<b>Location of study</b>	Keele University – main campus
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK/EU students:</b> Fee for 2018/19 is £9,250*</p> <p><b>International students:</b> Fee for 2018/19 is £14,800**</p>
<b>Additional Costs</b>	Please refer to the Additional costs section

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

### 2. What is a Foundation Year programme?

Keele has a long-standing Foundation Year programme. The Foundation Years in general are for students who meet Keele's minimum entry requirements, but not the specific requirements for entry directly onto the degree programme of their choice. They extend the duration of the degree by one year.

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\* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

\*\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

### 3. Overview of the Programme

The Health Foundation Year offers an opportunity for students to enter a degree course in the Faculty of Medicine and Health Sciences or in Social Work who do not meet the necessary criteria for direct entry. This is often because they have not studied the subjects required or because they have gained non-traditional qualifications. The course will provide you with the requisite science knowledge, enhance your study skills and give you an introduction to the employability skills required by health professionals.

### 4. Aims of the Programme

The broad aim of the programme is to provide preparation for subsequent study at Honours degree level provided in the Faculty of Medicine and Health Sciences: A full list of Honours degree programmes provided by each School, in the Faculty of Medicine and Health Sciences, can be found using the links below:

School of Health and Rehabilitation: <https://www.keele.ac.uk/healthandrehabilitation/>

School of Nursing and Midwifery: <https://www.keele.ac.uk/nursingandmidwifery/undergraduatestudy/>

School of Medicine: <https://www.keele.ac.uk/medicine/mbchb5years/>

School of Pharmacy: <https://www.keele.ac.uk/health/schoolofpharmacy/>

The programme aims to enable you to:

- achieve a broad knowledge and understanding of a range of health related subjects;
- acquire a range of cognitive, generic and transferable skills, including those practical and technical skills and techniques appropriate to the study of health disciplines, and to deploy these skills to tackle health issues;
- acquire suitable background knowledge and understanding at level three in your chosen specialist fields to allow progression to the level four degree courses in those subject areas.

### 5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

#### Subject knowledge and understanding

Successful students will be able to:

- understand broad health related principles;
- behave in an appropriate manner for a health professional in a range of settings.

#### Subject specific skills

These are covered by the subject-specific modules, which are specific to individual programmes and not core to the Health Foundation Year.

**General academic skills which are common to all routes** are gained through the compulsory modules. Successful students will be able to:

- communicate in writing in a suitable format for different audiences;
- prepare and deliver an oral presentation;
- use speaking and listening skills appropriate to the audience;
- demonstrate an understanding of their interactions with other people, including the public;

- demonstrate understanding of the reflective process;
- reflect on their own strengths and weaknesses, capitalize on their learning style, target areas for improvement and demonstrate progress towards personal SMART targets;
- reflect on the communication skills required for effective scientific study at undergraduate level;
- communicate well in both verbal and written modes;
- carry out primary research with due consideration of acknowledgments and ethical protocols;
- carry out literature searches with due consideration of referencing.

### **Key or transferable skills (including employability skills)**

Successful students will be able to:

- communicate effectively in writing and produce professional reports;
- communicate effectively orally and give formal presentations;
- work cooperatively and collaboratively in groups;
- participate in an investigative project;
- utilize effective independent study skills;
- reflect on own skills and progress;
- manage time effectively and work towards deadlines;
- write reports with both formal and informal structures;
- give a formal oral presentation;
- develop and sustain effective approaches to learning and study, including time management, flexibility, creativity and intellectual integrity.

## **6. How is the Programme taught?**

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

**Lectures** are normally 50 minutes long and consist of a member of staff talking to the whole class with the aid of PowerPoint presentations, whiteboards and other visual aids. Many lectures involve only teaching by the lecturer, although there is usually opportunity to ask questions. However, some lectures are more interactive and may involve activities for the students to undertake.

**Tutorials** and **seminars** are small group sessions with a member of staff. Usually there is much more participation by students in these than in lectures. There is often opportunity for students to suggest the topics to be discussed, to ask questions and even to lead part of the session. Tutorials and seminars usually support the material delivered in the lectures; seminars often allow students and/or staff to introduce supplementary material.

**Workshops** are small group sessions based around an activity. These may be individual or group activities. A member of staff facilitates the session but the learning comes largely through the undertaking of the activity. Some workshops will complement the material delivered in the lectures rather than build on it directly.

**Laboratory** classes provide opportunity for students to perform experiments and other practical work under supervision.

In **computer classes** students complete tasks using a wide variety of computer applications. Members of staff are available to provide guidance.

**Independent study** includes revision, wider reading around the subject, preparation and writing of assignments, preparatory reading, preparation for tutorials, and developing skills to complement the material delivered in class. Reading lists are provided to help students direct their reading.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

## 7. Teaching Staff

All Foundation Year Centre staff already have or are completing formal teaching qualifications and collectively have many years' experience of teaching on foundation year programmes. Many are engaged in scholarship relating to teaching and learning. In some cases teaching may be delivered by staff from other Schools in the University, or external experts in their field contracted to deliver specific teaching.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

The Health Foundation Year is modular in structure and has been approved by the Faculty of Medicine and Health Sciences and the School of Social Science and Public Policy. Students take a combination of modules to a total of 120 credits: compulsory modules and those related to their intended degree programmes after their Foundation Year. Modules are worth 10 or 20 credits.

### Compulsory modules

The compulsory modules include:

- Academic and Professional Development for Health (30 credits)
- Information Technology for Health (10 credits)

### Subject-specific modules

Students will study a combination of the modules listed below, which is dependent on the degree programme they are following:

A Guide to Sex and Survival  
Active Anatomy  
Introduction to Biology of the Human Organism  
Basic Numerical and Computational Skills for Health  
Chemistry for Health Science  
Clinical Numeracy  
Critical Thinking  
Different Senses, Different Life?  
First Steps in Counselling Skills for Health Professionals  
General and Organic Chemistry  
Imaging Physics  
Introduction to Biology of the Human Organism  
Introduction to Ethics  
Introduction to Health and Psychology  
Introduction to Psychology  
Making Sense of Statistics  
Mechanics for Health

For further information on the content of modules currently offered, please visit:

[www.keele.ac.uk/recordsandexams/az](http://www.keele.ac.uk/recordsandexams/az)

## 9. Exit awards

Students successfully completing the programme with 120 credits will be eligible for the Certificate in Foundation Year Studies.

## 10. How is the Programme assessed?

The wide variety of assessment methods used within the Health Foundation Year at Keele reflects the broad range of knowledge and skills that are developed as you progress through the programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within the Health Foundation Year.

- **Unseen closed and open book examinations** in different formats test students' knowledge and understanding of the subject. Examinations may consist of essay, short answer and/or multiple choice questions.
- **Essays and reports** allow students to demonstrate their ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing).
- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it.
- **Research projects** test students' knowledge of different research methodologies and the limits and provisional nature of knowledge. They also enable students to demonstrate their ability to formulate research questions and to address them using appropriate methods.
- **Oral and poster presentations and reports** assess individual students' subject knowledge and understanding. They may also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Portfolios** may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning.
- **Peer assessment:** In some cases students will be involved in peer evaluation of other students' work, particularly in group work. This helps students to take responsibility, improve their performance, and reflect on both their own work and that of others.
- **Course work assignments** consist of short written pieces completed in students' own time and provide the opportunity to test a range of deeper learning concepts; they are expected to make use of a variety of source material, as well as their lecture notes and text books etc., to complete these assignments.
- **Laboratory reports** – structured proformas and full lab reports are formal summaries of work carried out in the laboratory. They test students' understanding of the practical aspects of the programme and develop the skills necessary to enable students to present and analyse their results, as well as explain

the rationale behind an experiment, describe an associated replicable methodology and draw valid conclusions.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

## **11. Contact Time and Expected Workload**

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Foundation Year courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of Health route. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

<b>Activity</b>	<b>Foundation Year</b>
Scheduled learning and teaching activities	30%
Guided independent Study	70%
Placements	0%

## **12. Accreditation**

This programme does not have accreditation from an external body.

## **13. Regulations**

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

### **Regulations regarding Foundation Certificates**

If, at the end of the academic year, a student's credit total is 120 then that student will be awarded a Certificate in Foundation Year Studies. This is a virtual certificate but can be realised by students who subsequently withdraw from the University without successfully completing a further year of study.

### **Regulations regarding progression to level 4**

If, at the end of the Spring Semester, a student's credit total is below 120, the Foundation Year Examination Board may recommend to the University Senate one of the following courses of action - that the student:

- progress to the next year of the degree programme without further assessment,
- retake assessments in specific modules,
- submit additional written work or take additional modules,
- repeat the year of study in a non-health subject,
- withdraw from the University.

Satisfactory completion of the Foundation Year programme depends upon obtaining 120 credits. Students with fewer than 70 credits at the end of the year will normally be required to repeat the Foundation Year, but will then not be able to progress to a degree subject in the Faculty of Medicine and Health Sciences or in Social Work.

Progression to the next year of a health degree programme at Keele depends on obtaining the threshold marks in specified modules, as listed in the Annex.

Students who fail to reach a threshold mark at first attempt may be permitted to take reassessment (once only) across the full mark range. In cases where such a student fails a module at first attempt, reassessment will be offered across the full mark range only if the student attempted all assessments by the cut-off deadline for marking (i.e. up to one week late); the mark obtained will then be used for progression decisions but the agreed mark which appears on the transcript will be capped at 40%. For students who pass the module at first attempt, reassessment across the full mark range will be offered in all cases; the mark obtained will in that case be used for progression decisions and also retained on the student's transcript.

Students with at least 70 credits who cannot pass the Foundation Year on the basis of autumn semester modules failed at second attempt may under certain circumstances be offered a third attempt during the summer reassessment period, but only to obtain a capped mark of 40%. Such students will not be able to progress to a subject in the Faculty of Medicine and Health Sciences or to Social Work, or to any other subject with a requirement of a threshold mark above 40% in the module in question. If they subsequently still fail the Foundation Year and are offered a repeat year, then they will have only one further opportunity in any assessments already taken three times. No student will be allowed more than four valid attempts at any assessment.

Students with less than 120 credits who cannot progress on the basis of spring semester modules failed at second attempt will not be entitled to carry failed modules into the next year of study.

#### **14. Other learning opportunities**

Students are encouraged to participate in a wide range of activities offered by the University and the Students' Union, including societies, sports and volunteering. Involvement can be recognized in a number of ways including the Higher Education Achievement Record and Keele SU awards.

#### **15. Additional costs**

<b>Activity</b>	<b>Estimated cost</b>
Equipment – protective equipment for Chemistry and Biology modules	£15
-approved calculator for mathematics and science modules only	£10
<b>Total estimated additional costs</b>	<b>£25</b>

Students taking a mathematical or scientific module will require an approved calculator.

Students working in the chemistry and biology laboratories will be required to wear protective equipment. These can be purchased from the University.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

We do not anticipate any further costs for this Foundation Year programme.

#### **16. Document Version History**

**Date of first approved version (v1.0):** 15<sup>th</sup> March 2019

Revision history

<b>Version number<sup>1</sup></b>	<b>Author</b>	<b>Date</b>	<b>Summary of and rationale for changes</b>
1.1	Simon Rimmington	May 2019	Simplified progression rules for Pharmacy; Pharmaceutical Science, Technology and Business; and Rehabilitation and Exercise Science

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<sup>1</sup> 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)



## Annex

### Progression Rules for the Health Foundation Year

All students must pass the module Personal Development for Health Professionals and the following marks must be obtained to progress to the various health subjects.

Subject	Module requirements
Adult Nursing	100% in Clinical Numeracy 50% in all other modules
Children's Nursing	100% in Clinical Numeracy 50% in all other modules
Health and Wellbeing	50% in all modules
Learning Disability Nursing	100% in Clinical Numeracy 50% in all other modules
Medicine	70% in all modules
Mental Health Nursing	100% in Clinical Numeracy 50% in all other modules
Midwifery	100% in Clinical Numeracy 60% in all other modules
Pharmacy	65% in all modules a successful progression interview
Pharmaceutical Science, Technology and Business	60% in all modules
Physiotherapy	65% in all modules
Radiography	60% in all modules
Rehabilitation and Exercise Science	60% in all modules
Social Work	60% in all modules