Keele UNIVERSITY

Programme Specification: Foundation Year

For students starting in Academic Year 2024/25

1. Course Summary

Names of programme and award title(s)	Health Foundation Year
Award type	Foundation Year
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Foundation Year
Normal length of the programme	1 year with progression onto a further three, four or five years at Keele
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	**UK students:** Fee for 2024/25 is £9,250*

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.*

* 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/

2. What is a Foundation Year programme?

Keele has a long-standing Foundation Year programme that bridges the gap between further education and higher education, providing an alternative route to studying for a full degree. It involves an initial year of study that, following successful completion, will enable people to progress onto the first year of one of our eligible undergraduate degrees.

A foundation year might appeal to those who:

- May lack the confidence to enrol on a university degree and would like to acquire study skills and some entry-level knowledge in a subject area.

- Didn't manage to meet the entry requirements for their chosen degree course, but are still committed to pursuing that path and enrolling on that degree.

- May have been out of education for a while and feel they might need a refresher before taking on a full university degree.

- Are unsure whether university is for them, so would like a taster of university life before committing to a full

degree.

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 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 Allied Health Professions: https://www.keele.ac.uk/ahp/

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

School of Medicine: School of Medicine - Keele University

School of Pharmacy and Bioengineering: https://www.keele.ac.uk/pharmacy-bioengineering/

The broad aims of the programme are 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 and social care related principles;
- behave appropriately for a health and social care professional in a range of settings.

Subject-specific skills

Successful students will be able to:

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;
- use verbal, listening, written and physical communication skills in a range of styles within various settings;
- demonstrate an understanding of their interactions with other people, including the public;
- demonstrate understanding of the reflective process;
- assess their own strengths and weaknesses as a learner;
- carry out primary research with due consideration of acknowledgements 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 in a range of situations;
- work cooperatively and collaboratively in groups;
- participate in an investigative project;
- utilize effective independent study skills;
- reflect on their key transferable skills and progress;
- manage time effectively and work towards deadlines;
- write reports with both formal and informal structures;
- give an oral presentation;
- develop and sustain effective approaches to learning and study, including time management, flexibility, creativity and intellectual integrity.

The Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical awareness.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

6. How is the programme taught?

The programme will be delivered through a mixture of teaching methods that might include lectures, tutorials, seminars, workshops, computer classes, laboratory classes, problem-based learning and team-based learning. There will be activities outside of the classroom such as online directed learning activities and field trips. In addition, students are expected to undertake a large amount of independent study and revision.

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 an 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 than in lectures. There is often an 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 on 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 opportunities 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.

Team-based learning and **problem-based learning** are group work classes that are facilitated by a tutor. Students complete a series of tasks to actively learn about a subject.

Directed learning activities are set by tutors, that will be completed by students independently, or as part of a group.

Independent study includes revision, wider reading around the subject, preparation and writing of assignments, preparatory reading, preparation for seminars and 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 Academic Mentors 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 programme to programme, 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. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort.

Students take a combination of modules to a total of 120 credits: compulsory modules will be those related to their intended degree programmes after their Foundation Year. Modules are worth 15 or 30 credits.

Module Lists

Foundation Year

Students will study a combination of the modules listed below depending on the degree route they are following.

Depending on their chosen degree, students studying Social Work, Rehabilitation and Exercise Science or Pharmaceutical Science, Technology and Business will also study modules from the Science, Business or Social Sciences programmes.

Optional modules	Module Code	Credits	Period
Foundations of Numerical and Quantitative Methods for Health Science	FYO-00213	15	Semester 1
Foundations of Human Biology	FYO-00237	15	Semester 1
Foundations of Chemistry	FYO-00241	15	Semester 1
Foundations in Health and Society	FYO-00245	15	Semester 1
Academic and Professional Development for Health	FYO-00181	30	Semester 1-2
Advancing Human Biology for Health	FYO-00239	30	Semester 2
Advancing Chemistry for Health	FYO-00243	15	Semester 2
Advancing Health and Society	FYO-00336	15	Semester 2

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Foundation Year

Generic Academic Skills		
Learning Outcome *Successful students will be able to:*	**Module in which this is delivered**	**Principal forms of assessment (of the Level Outcome) used**
Identify individual target areas in which to develop learning and study skills	Academic and Professional Development for Health	Portfolio
Assess their own strengths and weaknesses as a learner in foundation year and in their future programme and as a healthcare professional	Academic and Professional Development for Health	Portfolio
Identify and develop key skills within team-based working	Academic and Professional Development for Health	Portfolio
Demonstrate verbal, listening, written and physical communication skills in a range of styles within various settings	Academic and Professional Development for Health	Portfolio
Apply the skills necessary of a reflective practitioner	Academic and Professional Development for Health	Portfolio
Engage with, and develop an awareness of, any relevant professional standards within their future field of study and profession	Academic and Professional Development for Health	Portfolio

Key or Transferable Skills (graduate attributes)

Learning Outcome *Successful students will have the opportunity to develop the ability to:*	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
an open and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds	Academic and Professional Development for Health	Portfolio
an appreciation of the development and value of your chosen subjects of study, awareness of their contexts, the links between them, and awareness of the provisional and dynamic nature of knowledge	Academic and Professional Development for Health	Portfolio Group task
information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	Academic and Professional Development for Health	Portfolio Group task
the ability creatively to solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand	Academic and Professional Development for Health	Portfolio Group task
an appreciation of the social, environmental and global implications of your studies and other activities, including recognition of any ethical implications	Academic and Professional Development for Health	Portfolio
the ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	Academic and Professional Development for Health	Portfolio Group task
the knowledge, skills, self-confidence and self-awareness actively to pursue your future goals	Academic and Professional Development for Health	Portfolio
the ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which you live and work	Academic and Professional Development for Health	Portfolio
a professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	Academic and Professional Development for Health	Portfolio
the flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require.	Academic and Professional Development for Health	Portfolio

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
These are covered by the subject-specific modules, which are specific to individual programmes and not core to the Health Foundation Year.	N/A

9. Final and intermediate 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 in this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree 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 in your programme:

- **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, which are designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your 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.

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.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Foundation Year	30%	70%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. University 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/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

14. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: https://www.keele.ac.uk/study/

Applicants for whom English is not a first language must provide evidence of a recognized qualification in English Language, normally IELTS.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

15. How are students supported on the programme?

All students have an Academic Mentor. They see their tutor on a regular basis throughout the academic year, and they will also be available at specific times during their working week, as necessary. The tutor will offer individual progress meetings with each student at least three times during the Foundation Year. There is also a dedicated Head of Health Foundation Year. The course will be taught by staff in the Foundation Year Centre and from elsewhere in the University. There is also support from a team of Foundation Year administrators. All students have access to the University's Student Services Centre and the Students' Union as necessary.

16. Learning Resources

All modules will be delivered through a combination of face-to-face and virtual contact. Most of the taught sessions will be in small classrooms. Some study will be undertaken in computer laboratories or practical laboratories under supervision from staff and postgraduate demonstrators. Support materials, course regulations and student handbooks will be available electronically on the Keele Learning Environment (Blackboard). All students will be registered with the library and have access to reading lists, course books and journals, and computing and printing facilities. All students have access to additional study skills support through the Student Learning section of the Keele's Student Services Centre.

17. 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.

18. Additional Costs

Activity	Estimated Cost
Equipment - approved calculator	£15
DBS Check - the costs are an initial £45.40 plus £3.80 for a digital ID check (the preferred option) totalling £49.20 for the enhanced DBS check, plus £13 per year for the update service. These prices are correct as of January 2024 and can be changed by the enhanced DBS checking service provider.	£50.60

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%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

19. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The Education Committee of the Foundation Year Centre is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the Centre.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Feedback received from representatives of students in all three years of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

20. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
http://www.qaa.ac.uk/quality-code
b. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

21. Annex - Programme-specific regulations

Programme Regulations: Health Foundation Year

Final Award and Award Titles	Health Foundation Year
Intermediate Award(s)	n/a
Last modified	May 2021
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

No exemptions apply.

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

No variations apply

Additional Requirements

Regulation C2 contain important information and covers all of the University's Foundation Year programmes at Level 3 and sets out:

- the fundamental structure of these programmes,
- the requirements to obtain an award,
- the requirements to progress to the next level of study at Keele,
- and academic failure.

Regulation C2 - Foundation Programmes can be found on Keele University's website - Regulation C2 - Keele University

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 19 June 2024

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2023/24	TRACEY COPPINS	21 April 2023	
1	2022/23	SIMON RIMMINGTON	21 April 2022	
1	2021/22	SIMON RIMMINGTON	07 June 2021	
1	2020/21	SIMON RIMMINGTON	14 May 2020	
1	2019/20	SIMON RIMMINGTON	14 May 2020	