Course Specification

Part A

Foundation Year Nursing and Allied Health Professions
(Level 3)

CU Group*

Academic Year: 2021 / 22

*CU Group refers to Coventry University College Limited, a company wholly-owned by Coventry University. Its trading names are CU Coventry, CU Scarborough and CU London

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

Revised November 2018

Template Revised August 2018
Foundation Year Nursing and Allied Health Professions

1. Introduction

The Foundation Year Nursing and Allied Health Professions is offered as part of the curriculum portfolio at CU Group. The portfolio includes a range of awards from Foundation to Honours level across a number of sectors. The curriculum has been designed to equip students with the knowledge, competences and skills that are required to be successful in today's workplace as well as provide the academic rigour that is expected from an award from Coventry University and wider Higher Education Institutions. The Foundation programmes provide opportunities for students to gain access to Higher Education that would not otherwise be available to them. They offer these opportunities by providing a bridge to higher education for candidates who do not possess sufficient UCAS points to obtain direct entry onto an undergraduate programme or those who wish to change their area of study and need a grounding in the new subject.

The Foundation Year Nursing and Allied Health Professions is an innovative study programme to enable student's progression onto a range of undergraduate courses including Nursing programmes and the Allied Health Professions (subject to successful applications and meeting the necessary entry requirements). Students will be exposed to both the academic and professional skills required for progression in their chosen career in the health professions field. This may include a career in Nursing or other Allied Health Professions. These roles could include:

- Nursing – Registered Nurse Adult, Learning Disability, Mental Health, Children and Young People, Nursing Associate.
- Allied Health Professions – there are a number of these professions including, and not limited to, Occupational Therapists, Physiotherapists, Dieticians, Drama Therapists, Paramedics, Speech and Language Therapists.

This course is not designed as a standalone year or award, it is designed for those wanting to gain knowledge and experience of working in these health professions to enable progression onto further study. This programme, however, can also enable progression onto a variety of health and social undergraduate courses within the Coventry University Group including, and not limited to, Public Health and Community Studies, Applied Psychology and Health and Social Care.

The concept underpinning the programme design is to build the academic provision around professional body standards and professional practice. A distinctive feature of the course is that in addition to the academic qualification gained (Foundation Certificate in Nursing and Allied Health Professions), students are prepared to undertake professional body qualifications in their future study. These professional bodies include the Nursing and Midwifery Council (NMC) who regulate Nursing and Midwifery, and the Health and Care Professionals Council (HCPC) who regulate the Allied Health Professions.

The Foundation programme embeds vocational numeracy and literacy throughout its modules and is mapped against the Subject Content Functional Skills: mathematics (Department for Education 2018). In addition, students will be prepared to meet the requirements of Values Based Recruitment established by Health Education England in readiness for their chosen progression into Nursing or the Allied Health Professions.

The Foundation programmes are focused on applied learning; this means that they are geared to high intensity teaching and study throughout the programme, requiring full commitment from students. All of the teaching is designed to be classroom based or as a mix of classroom and online delivery. By providing students with this degree of flexibility in how they can engage with the teaching and learning it is expected that a significant number of students who might not previously have been able to access awards of this quality will now be able to do so. The delivery mode is simply one way in which we take an innovative approach to higher education and for which the institution wishes to continue to be known.

The course will enable students to develop an independent, reflective and self-managed approach to using skills appropriate for study in Higher Education and indeed the health professions i.e. vocational numeracy. Students will improve their confidence in learning, study and approaches to finding information relevant to health professions and develop an understanding of, and insight into, a range of careers such as public health, the allied health professions, nursing, health or social care, counselling and psychology (not exhaustive). Students will be made aware of their
current skills, gain new skills, and learn how these may be developed and transferred for studying on health related programmes.

## 2 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Certificate in Nursing and Allied Health Professions</td>
<td>FT - 1 Year PT</td>
<td></td>
<td>Level 3</td>
</tr>
</tbody>
</table>

### 3 Awarding Institution/Body
- Coventry University

### 4 Collaboration
- N/A

### 5 Teaching Institution and Location of delivery
- CU Group: CU London, CU Coventry, CU Scarborough

### 6 Internal Approval/Review Dates
- Date of approval: 2021
- Date for next review: 2029

### 7 Course Accredited by
- N/A

### 8 Accreditation Date and Duration
- N/A

### 9 QAA Subject Benchmark Statement(s) and/or other external factors
- (no QAA Level 3 Benchmark)
- Subject Content Functional Skills: Mathematic February 2018 (Department for Education).

### 10 Date of Course Specification
- March 2021

### 11 Course Director
- Claire Barwick

## 12 Outline and Educational Aims of the Course

The educational aims of the programme are to provide:

- An introduction to academic and professional knowledge, relevant to the study and practical requirements of courses in the Health Professions including Nursing and Allied Health Professions.
- An opportunity for students to begin to develop the skills and competences that relate to the successful study of the Health Professions and their regulatory bodies i.e. the Nursing and Midwifery Council (NMC) and the Health and Care Professionals Council (HCPC).
- An opportunity for students to develop an understanding of the skills and competences required in the workplace and to gain progression onto a health professions programme.
- Students with a level of academic and personal self-confidence that will aid transition and sustain them into a degree course and the workplace.
- Students with the subject content for Level 2 functional skills mathematics.
13 Course Learning Outcomes

A student who successfully completes the course will have achieved the following Course Learning Outcomes;

1. Skills for academic and professional development including those required by professional bodies and for progression within higher education (d,e,f).
2. Knowledge and understanding of the contemporary issues and underpinning theory for a career in the health professions (e,f).
3. Exercise personal responsibility and confidence in decision making in preparation for a career in the health professions. (a,e)
4. Develop both awareness and practical application of the key skills and competences required for professional practice including digital fluency (d,e,f)
5. Develop knowledge on global issues to develop independence and autonomy within the health professions (a,b,c)
6. Knowledge and understanding of the approaches to health and wellbeing and the impact of the health professional (e,f)

The course outcomes have been mapped against the 6 pillars of the Education Strategy:

a) Creativity & enterprise
b) Intercultural & international engagement
c) Community contribution and responsibility
d) Innovation & digital fluency
e) Employability
f) Research-inspired teaching

14 Course Structure and Requirements, Levels, Modules, Credits and Awards

The Foundation Year in Nursing and Allied Health Professions can be undertaken in various modes and patterns of delivery. Full Time mode is designed for students who normally wish to study 120 credits (4 modules) in one academic year, PT mode is anything less than this.

The award is normally offered in a range of delivery options which can be found on the relevant campus website. This may be weekdays or evenings. The length and set up of guided teaching sessions allows for teaching to be presented in various ways including team teaching, group discussions, individual presentations, research and presentation, interactive teaching and guest lectures. The aim of each session is to have a balance between students learning academic practical and professional skills.

The course is taught in 6-week blocks and can be offered (subject to numbers) 6 times each academic calendar year. 4 blocks will lead to a foundation certificate (120 credits at level 3).

Each one of the learning blocks (modules) is worth 30 credits; these will require the equivalent of 300 study hours. The modules run over a six-week period and are taught consecutively, with 1 or 2 assessments in each 6 week block. Students will receive approximately 18 hours of guided learning per week. This will be a combination of face to face teaching and online, blended learning support. There will also be small group tutorials every week. The remaining hours required for the module will be self-guided.

Progression and Awards

For a Foundation Certificate in Nursing and Allied Health Professions a student must have passed modules within the course, their status (whether mandatory or options), the levels at which they are studied, and their credit value are identified in the table below.

<table>
<thead>
<tr>
<th>Credit level</th>
<th>Module Code</th>
<th>Title</th>
<th>Credit Value</th>
<th>Mandatory/Optional</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
</table>


### 15 Criteria for Admission and Selection Procedure

Applications must meet the entry requirements for their chosen progression in relation to English and Maths I.e., Level 2 Literacy and Numeracy or equivalent.

Accreditation for prior learning is in accordance with the Academic Regulations for taught undergraduate courses. For students entering with advanced standing, the Recognised Prior Learning (RPL) procedure should be outlined. This is a standard university defined process. The standard entry requirements for degree courses are set out below, UCAS entry profiles may be found by searching for the relevant course on the [UCAS website](http://www.ucas.com), then clicking on ‘Entry profile’.

The general requirements for admissions are in line with CU Group policy ([Academic Regulations: Regulations for the Admission of Students Chapter 1](http://www.cugroup.ac.uk)), and are also available on the individual course websites.

Students whose first language is not English must demonstrate proficiency in the English language equivalent to IELTS 6.0.

CU Group will also review applicants with non-standard entry requirements including those with professional work experience and direct entry applicants. Prior learning, RPL may be taken into consideration and mapped onto the entry criteria for the course. RPL is in accordance with CU Group Academic Regulations ([see Academic Regulations: Regulations for the Admission of Students Chapter 1,2](http://www.cugroup.ac.uk)).

NB For progression onto a programme that has professional accreditation i.e., Nursing, students will be required to meet the values based recruitment approach set out by Health Education England. This approach ensures that students individual values and behaviours align with the values of the NHS Constitution. This will be demonstrated through an interview process.

### 16 Academic Regulations and Regulations of Assessment

This Course conforms to the standard [CU Group Academic Regulations](http://www.cugroup.ac.uk) Mode F.

### 17 Indicators of Quality Enhancement

The course is managed by the Board of Study of the CU Group.

The Progression and Awards Board (PAB) for CU Group is responsible for considering the progress of all students and making awards in accordance with both the CU Group and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the course.
External Examiners have the opportunity to moderate all assessment tasks and a sample of assessed work for each module. They will report annually on the course and/or constituent modules and their views are considered as part of the Course Quality Enhancement Monitoring (CQEM). Details of the CQEM process can be found on the Registry’s website.

Students are represented on the Student Forum, Board of Study and CU Group Academic Committee, all of which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires.

- The QAA’s Higher Education Review undertaken in February 2015 confirmed that Coventry University meets the UK expectations regarding the:
  - setting and maintenance of the academic standards of awards.
  - quality of student learning opportunities.
  - quality of the information about learning opportunities.
  - enhancement of student learning opportunities.

In addition, staff are subject to BICS quality assessment through teaching observation, student views are sought through formal module evaluation questionnaires and informal temperature checks. All marking undertaken is moderated internally. Where employers or other parties mark work, these markers are required to undertake marker training. There is a quality assurance process in place to ensure that all markers meet the standards of University requirements.

18 Additional Information

Enrolled students have access to additional, key sources of information about the course and student support including:

- Student Handbook
- Course VLE page
- Individual Module VLE pages
- Module Information Directory
- Study Support information

Reasonable adjustments will be made to the teaching, learning, assessment and support of the course(s) to maximise accessibility to students with disabilities. Students will be able to access further information and support via:

- The provision of a student and course handbook and range of module guides
- VLE Support - AULA
- A tutor to act as a point of contact
- Computing and library resources on campus
- Peer and Mentor support
- The relevant Course Leader/Head of Curriculum
- Student welfare services provided by staff with expertise in supporting diverse student needs.

Students will have access to the internet, printer, PC or laptop and a browser capable of utilising the course, subject and module web materials whilst on campus.

All student support mechanisms will be compliant with the University’s policies on Equality and Diversity.