Course Specification
Part A

Foundation Year Health, Education and Wellbeing

CU Group*
Academic Year: 2020/21

*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.
1. Introduction

The Foundation Year Health, Education and Wellbeing programme is offered as part of the curriculum portfolio at CU Coventry. 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 in Health, Education and Wellbeing is an innovative study programme to enable students guaranteed progression onto a range of undergraduate courses with the CU group especially those studied within the health, early years and counselling department such as BA Hons programmes in Public Health and Community Studies, Counselling and Early Childhood, Development and Learning. 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 a health-related profession. This programme can enable progression onto variety of health and social undergraduate courses within the Coventry university group subject to successful applications. The concept underpinning the program design is to build the academic provision around professional body standards. A distinctive feature of the course is that in addition to the academic qualification gained, students are prepared to undertake professional body qualifications, from organisations such as the Royal Society of Public Health (RSPH) should they wish to do so.

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. Students will improve their confidence in learning, study and approaches to finding information relevant to Health, Education and Wellbeing courses and develop an understanding of, and insight into, a range of careers such as public health, nursing, health or social care, counselling and early years (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 and wellbeing courses.

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>Certificate of Achievement in Health, Education and Wellbeing</td>
<td>F/T, P/T</td>
<td></td>
<td>Level 3, Level 3</td>
</tr>
</tbody>
</table>

3 Awarding Institution/Bod | Coventry University.
12 Outline and Educational Aims of the Course

The educational aims of the programme are to provide:

a) An introduction to a core of academic and professional knowledge, relevant to the study and practical requirements of courses in the field of health, Education and Wellbeing.

b) An opportunity for students to begin to develop the skills and competences that relate to the successful study of health, Education and Wellbeing in Higher Education.

c) An opportunity for students to develop an understanding of the skills and competences required in the workplace.

d) Students with a level of academic and personal self-confidence that will aid transition and sustain them into a degree course and the workplace.

13 Course Learning Outcomes

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

1. Subject knowledge – Modules include skills for academic and professional development, fundamentals of anatomy and physiology, psychology of learning and development and promoting health and wellbeing.

2. Academic writing – enable students to become independent writers.

3. Independence – develop autonomous learners who are self-directed, able to think, act, make decisions and pursue their own studies actively.

4. Communication – communicate clearly, effectively, and regularly through a variety of platforms and media. Ability to apply influencing and persuading skills and to make judgements as to the appropriate dynamics and politics of personal interactions.

5. Digital fluency – to develop both awareness and practical application of the key skills and competences required for the modern workforce.

6. Internationalisation – generation of knowledge on global issues to produce students with attributes and capabilities enabling them to progress and become and globally aware undergraduate student.
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 Certificate of Achievement in Health, Education and Wellbeing 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, evenings or Saturdays. 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 lecturers. 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 of achievement (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 Certificate of achievement in Foundation Health, Education and Wellbeing 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>
<tbody>
<tr>
<td>3</td>
<td>Z15HSC</td>
<td>Skills for Academic and Professional Development</td>
<td>30</td>
<td>Mandatory</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>3</td>
<td>Z16HSC</td>
<td>Fundamentals of Anatomy, Physiology and Pathology</td>
<td>30</td>
<td>Mandatory</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>3</td>
<td>Z17HSC</td>
<td>Psychology of Learning and Development</td>
<td>30</td>
<td>Mandatory</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>3</td>
<td>Z18HSC</td>
<td>Promoting Health and Wellbeing</td>
<td>30</td>
<td>Mandatory</td>
<td>1,2,3,4,5,6</td>
</tr>
</tbody>
</table>

15 Criteria for Admission and Selection Procedure

We will work with the Admissions Services within Coventry University Group to ensure that all full-time and part-time applications are managed according to the nationally agreed framework and appropriate standards.

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, 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), 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).

16 Academic Regulations and Regulations of Assessment

This Course conforms to the standard CU Group Academic Regulations Mode F.

17 Indicators of Quality Enhancement

The course is managed by the CU Coventry 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 web site.

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. Students, on successful completion of the foundation programme will receive guaranteed progression onto a relevant degree within the CU Group.

18 Additional Information

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

- 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.
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
- Moodle Support
- A tutor to act as a point of contact
- Computing and library resources on campus
- Peer 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.