PROGRAMME SPECIFICATION

<table>
<tr><td>Awarding body/institution</td><td>Glyndŵr University</td></tr>
<tr><td>Teaching institution (if different from above)</td><td>Not applicable</td></tr>
<tr><td>Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)</td><td>Not Applicable</td></tr>
<tr><td>What type of accreditation does this programme lead to?</td><td>Not applicable</td></tr>
<tr><td>Is accreditation in some way dependent on choices made by students?</td><td>Not applicable</td></tr>
<tr><td>Final award/s available

eg BSc/DipHe/CertHE</td><td>Degree, Certificate or Diploma programmes with an integrated Foundation Year are accessed as an extended programme of study, and students are enrolled on the full integrated degree programme – FdA, BA, BSc or BEng
See below for full list of available programmes</td></tr>
<tr><td>Award title</td><td>Not applicable</td></tr>
<tr><td>JACS 2 code</td><td>Not applicable</td></tr>
<tr><td>UCAS code (available from Admissions)</td><td>Applicants for degree programmes with integrated Foundation Years will enrol on one of the following:
<table>
<tr><th>Foundation Year Strand</th><th>Programme Students Enrol On</th><th>UCAS Code</th></tr>
<tr><td rowspan="7">Art and Design</td><td>BA (Hons) Applied Arts (including Foundation Year)</td><td>W202</td></tr>
<tr><td>BA (Hons) Design: Animation, Visual Effects and Game Art (including Foundation Year)</td><td>W21G</td></tr>
<tr><td>BA (Hons) Design: Film and Photography (including Foundation Year)</td><td>W600</td></tr>
<tr><td>BA (Hons) Design: Graphic Design and Multimedia (including Foundation Year)</td><td>W290</td></tr>
<tr><td>BA (Hons) Design: Illustration, Graphic Novels and Children's Publishing (including Foundation Year)</td><td>WP24</td></tr>
<tr><td>BA (Hons) Fine Art (including Foundation Year)</td><td>W100</td></tr>
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	Biosciences	BSc (Hons) Wildlife and Plant Biology (including Foundation Year)	13C9
		BSc (Hons) Equine Science and Welfare Management (including Foundation Year)	758D
		FdSc Animal Studies (including Foundation Year)	85D4
		BSc (Hons) Forensic Science (including Foundation Year)	7F28
		BSc (Hons) Geography, Ecology and the Environment (including Foundation Year)	52F9
		BSc (Hons) Chemistry with Green Nanotechnology (including Foundation Year)	E8N2
	Computing	BSc (Hons) Computing (including Foundation Year)	I908
		BSc (Hons) Creative Computing (including foundation year)	I477
		BSc (Hons) Computer Networks and Security (including foundation year	I566
		BSc (Hons) Computer Science (including foundation year)	I345
		BSc (Hons) Computer Game Development (including foundation year)	I620
		BSc (Hons) Intelligent Computing (including foundation year)	I538
		BSc (Hons) Immersive Technology (including foundation year)	J823
		BSc (Hons) Computing Philosophy (including foundation year)	I573
		BSc (Hons) Telecommunications (including foundation year)	H098
	Education	BA (Hons) Families and Childhood Studies (including Foundation Year)	14L1
		BA (Hons) Education (Counselling Skills and Psychology) (including Foundation Year)	83XO
		BA (Hons) Education (ALN/SEN) (including Foundation Year)	83XO
		Diploma of Higher Education in Person-Centred and Experiential Counselling and Psychotherapy (including Foundation Year)	TBC
		BA (Hons) Youth and Community Work (including Foundation Year	4KWS
	Engineering	BEng (Hons) Aeronautical and Mechanical Engineering (including Foundation Year)	HH4H
		BEng (Hons) Electrical and Electronic Engineering (including Foundation Year)	H602
		BEng (Hons) Performance Car Technology (including Foundation Year)	H331

		BEng (Hons) Renewable Energy and Sustainable Technology (with Foundation Year year)	HH3P
	Media and Creative Technology	BA (Hons) Broadcasting, Journalism and Media Communications (including Foundation Year)	PP3M
		BSc (Hons) Music Technology (including Foundation Year)	W370
		BSc (Hons) Sound Technology (including Foundation Year)	PW33
		BSc (Hons) Television Production and Technology (including Foundation Year)	P390
	Psychology	BSc (Hons) Psychology (including Foundation Year)	1C47
	Sports Sciences	BSc (Hons) Sports Coaching (Including Foundation year)	6C53
		BSc (Hons Sports and Exercise Sciences (Including Foundation Year	89C2
	Business	BA (Hons) Accounting and Finance (including Foundation Year)	A268
		BA (Hons) Business (including Foundation Year)	W3L7
		BSc (Hons) Digital Enterprise and Innovation (including Foundation Year)	K3H1
		BA (Hons) Global Business (including Foundation Year)	35J7
		BA (Hons) Hospitality, Tourism and Event Management (including Foundation Year)	2SKW
		BSc (Hons) Business Marketing and Consumer Behaviour (including Foundation Year)	45HJ
	Health	BSc (Hons) Health, Wellbeing and Community (including Foundation Year)	6YA2
		BSc (Hons) Complementary Therapies for Healthcare (including Foundation Year)	D34Q
		BSc (Hons) Acupuncture (including Foundation Year)	32K2
	Built Environment	BSc (Hons) Architectural Design Technology (including Foundation Year	28L4
		BSc (Hons) Construction Management (including Foundation Year	18R7
		BSc (Hons) Real Estate Management (including Foundation Year	1G14
Relevant QAA	Subject Benchmark Statements as appropriate to named Foundation Year		

subject benchmark statement/s	strand: • Foundation Year: Art and Design – Subject Benchmark Statement: Art and Design • Foundation Year: Biosciences – Subject Benchmark Statement: Biosciences • Foundation Year Built Environment – Subject Benchmark statements Construction, Property and surveying and Architectural Technology • Foundation Year: Education– Subject Benchmark Statement: Education Studies & Subject Benchmark Statement: Youth and Community Work • Foundation Year: Engineering – Subject Benchmark Statement: Engineering • Foundation Year: Computing - Subject Benchmark Statement: Computing • Foundation Year: Media and Creative Technology – Subject Benchmark Statement: Communication, Media, Film and Cultural Studies • Foundation Year: Psychology – Subject Benchmark Statement: Psychology • Foundation Year : Business – Subject Benchmark Statement • Foundation Year Sports Sciences: Subject Benchmark Statement • Foundation Year Health: Subject Benchmark Statement
Other external and internal reference points used to inform the programme outcomes	Foundation Year degree programmes at Level 3 are offered as pathways within integrated programmes by a number of UK HEIs. The design and development of the programme has been informed by review of a range of equivalent programmes offered nationally
Mode/s of study *(p/t, f/t, distance learning)*	FT/PT [Programme can be accessed on a part-time basis]
Language of study	English Module PSY328 Personal, Professional and Academic Skills was approved also for delivery in the Welsh medium in October 2015
Date at which the programme specification was written or revised	Written August 2013 Updated Oct 2013 Updated September 2014 Updated October 2015 Updated Nov 2016 (change of assessment LND306) Updated Jan 2017 (change to BUS343) Updated April 2017 (addition of Built Environment programmes)

Criteria for admission to the programme

Entry to degree programmes with integrated four year Foundation Years is aimed at a range of entrants who do not currently meet the criteria for entry to Glyndŵr University programmes in terms of traditional and/or formal qualification. Admission to these programmes at Foundation Year will therefore be determined on the basis of a policy of flexible entry, supported by initial interview, to all who can demonstrate that they can benefit from, and will successfully complete, the Foundation Year and progress to study on the named full honours degree programme.

Entry to the programme will be conditional on interview and review of applications to confirm that students are able to satisfactorily complete the programme. The principal criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team in the relevant subject area that the applicant will be able to satisfactorily complete the programme. All applicants must be able to demonstrate a minimum level of competence in English /Welsh Language and in Mathematics/Science, with a pass at Grade C or above in GCSE or an equivalent qualification.

Applicants for entry onto the Education route will be required to complete a Disclosure and Barring Service clearance so a check can be made on their suitability for working with children and/or vulnerable adults.

International students may be admitted to full-time degree programmes with a Foundation Year option, and in addition to the academic entry requirements, they require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5. If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

Applicants are asked to note that the Foundation Year framework does not include any element of English Language upskilling or support.

Aims of the programme

Degree programmes with integrated Foundation Year options are designed to provide supportive access into undergraduate programmes in Art and Design, Biosciences, Built Environment, Education, Engineering, Computing, Psychology, Sports Sciences, Business, Youth and Community, the Creative Industries, or Health. They are designed to support a wide range of students from different backgrounds and with non-standard academic qualifications to enter HE. They provide a vehicle for students to study at the University who have missed the level of entry qualifications / UCAS points required to study the traditional 3-year undergraduate degree model.

The following aims apply across the array of Foundation Year strands:

- To provide a common core of academic and study skills sufficient to prepare students for subsequent study and academic success at undergraduate level
- To provide students with core underpinning knowledge, skills and understanding in key areas of contemporary issues.

- To provide underpinning subject-related skills and knowledge in key areas required for undergraduate study in specified subject disciplines, including Mathematics, Numeracy and IT as and where appropriate
- To provide generic skills and academic knowledge to support student confidence and discipline as appropriate for HE study.
- To provide appropriate subject-specific grounding, in terms of knowledge and skills, to support progression into degree level study in the specialist subject are of the intended degree award

Distinctive features of the programme

The Foundation Year framework is in line with national practice: a number of UK HEIs successfully offer a Foundation Year to provide supportive access into HE.

The proposal is wholly aligned with Glyndŵr University's mission of being *Open to All* and its underpinning commitment to widening participation.

GENERIC CORE MODULES

The Glyndŵr University Foundation Year framework is distinctive in its design, comprising a core of 2 generic 20-credit modules made available to students:

- Personal, Professional and Academic Skills
- Contemporary Issues

Personal, Professional and Academic Skills
This module is intended to develop the study and learning skills needed to support study at levels 4, 5 and 6. Students will be supported in their report writing and research skills, verbal and written presentation skills, the use of IT and listening skills. This module can also be undertaken in the Welsh medium.

Contemporary Issues
This module is designed to introduce the students to aspects of environmental issues, sustainability
Each presentation to the students will feature an issue which then will be contextualised in strand seminar groups to discuss the relevance to their subject area.

These two modules are designed to support core study skills development in:

1. Written, oral and media communication
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving
4. IT skills - digital literacy
5. Information management
6. Research skills
7. Intercultural and sustainability skills
8. Career management
9. Learning to learn – managing personal and professional development, self-management

10. Numeracy

The two core modules are also designed to provide a stimulating inter-disciplinary foundation for study at higher levels in key areas of current interest. This is designed to secure appropriate student interest and engagement and to address some of the issues associated with the delivery of general core and key-skills material at this level. Student perception of "content-free" key skills delivery is often negative, and a major design consideration for the present programme is therefore to provide a core curriculum for HE key skills development which is challenging, relevant and engaging. The two common modules support two of the Glyndŵr Graduate attributes in particular, being *enterprising* and having *an international and future-oriented perspective.* The two modules between them support all of the ten Glyndŵr key skills for employability, and provide the foundation for consolidated skills development in their main degree programme.

STRAND-SPECIFIC MODULES

The remaining components of the programme are subject-specific, and students follow a module diet which provides opportunity to develop skills, knowledge and understanding in each of the respective subject areas – Art and Design, Bioscience, Built Environment, Computing, Education, Computing, Media and Digital Technology and Psychology. Details of module diets are outlined below.

Art & Design

Modules in this strand are together designed to provide students with grounding in Design, techniques and application to provide appropriate grounding in general Art and Design at Level 3 to support study at HE level, also supporting specialist study in Fine Art and Applied and 3-D Art.

Introduction to Design
This module provides an introduction to the key elements of design practice, and how it involves a creative blending of ideas and concepts, media and design techniques and technologies. This is approached through practical experience of product design and the design process.

Introduction to Applied Arts
This module looks at the basic principles associated with 3-dimensional design and the making of physical 3D objects, approached through live 3D design in a workshop environment. This also includes coverage of health and safety issues, and the need for a practical and safe handling of materials, tools and machinery.

Introduction to Fine Art
This module explores processes, materials and equipment associated with Fine Art practice and the development of an artwork in a Fine Art context. It explores the key stages of the artistic process, including the translation of ideas and images into a finished artwork, and also the importance of understanding how to work creatively with materials and media using processes. The aim is to provide students with the skills, understanding and confidence required for professional work in Fine Art.

Creative Thinking

- To develop the student's visual and on-line research skills
- To explore the creative thinking process within the various art and design disciplines.
- To reinforce a methodology and develop visual skills through assignments leading to creative and imaginative solutions by problem solving.

- To develop within the student an awareness of strong creative thinking and ideas

Bioscience

Modules in this strand are designed to provide broad-based underpinning knowledge, experience and understanding of scientific methods and laboratory processes to support degree level study in Biology, Biosciences, Geography and Forensic Science.

Introduction to Biosciences
This module provides an introduction to the scientific concepts and methods which underpin the biological sciences, including whole organism biology and cell biology. Topics covered include: cell structure and the biochemicals that are used in the processes that are carried out in the cells; DNA, proteins and the processes of respiration and photosynthesis. Students are also introduced to anatomy in both plants and animals and also study genetics.

Laboratory and Field Skills in Biology
This module provides students with a thorough training in laboratory skills. It includes coverage of experimental method, health and safety, writing risk assessments, use of laboratory equipment including microscopes. Students also explore concepts of ecology and fieldwork, including identification of plants and animals in the wild, using techniques for surveying habitats and developing personal field skills.

Introduction to Experimental Design and Mathematical Analysis
This module provides grounding in essential scientific and mathematical skills, including consideration of ethics in science and the philosophy underpinning experimental method. Students are encouraged to develop and apply skills through analysis and debate and to develop knowledge and experience of experimental design, data collection, analysis, probability and introductory statistics.

Introduction to Science
This module will provide students with the fundamental background knowledge required for their full degree study in the relative areas. It will encourage students to develop their own abilities in science, introduce a basic bank of knowledge in main scientific areas, develop skills and ability to apply science concepts to problem solving and enable students to gain an understanding of how science and technology influence and are influenced by contemporary society.

Computing

Foundation year modules in Computing are designed to provide students with the underpinning knowledge and skills required for subsequent study at degree level. This includes effective grounding in Mathematics and Technology as well as wider social issues associated with the impact and application of IT in the modern world.

Computing Mathematics
This module is designed to provide students with the knowledge and confidence in the use of formula, data manipulation and representation, and provide embedded understanding of the different number and data representation systems that are used in computing and computer programming.

Computer Hardware and Software
This module enables students to gain an understanding of the core technology associated with the use and application of computer systems. It provides students with the necessary grounding in the various building blocks of computers - memory, cache, subsystems and architecture of a computer, along with operating systems – required for competent computer practitioners.

Developments in Technology
This module provides grounding in current and social issues in information technology and the impact of current and emerging technology. It is designed to provide an opportunity for students to acquire and develop broad general knowledge of some current research areas in computing and discuss their application in industry and commerce.

Design and Technology
The design and technology module aims at giving students the opportunity to work on practical activities such as programmable robots, CAD design, mechanical/electrical designs, printed circuit design and rapid prototype techniques using packages that will be further developed at degree level.

Education

Modules in Education are designed to provide students with the skills and knowledge required for HE study in Education-related areas, including knowledge of child development, counselling and education in society.

Introduction to Child Development
This module provides foundation-level coverage of the factors which can influence a child's development. It introduces the work of some of the key theorists of child development, such as Piaget, Vygotsky, Rogers, Bruner and Dewey, and explores how their work can be applied and evidenced in practice. There is also consideration of some of the ethical issues which a practitioner needs to consider when undertaking any observation of a child or young person.

Introduction to Health and Well-being
This module provides an overview of the concept of health and well-being across the lifespan. It includes consideration of issues impacting on health and well-being, including parental health, lifestyle, diet, exercise and safety, and the role in influencing physical, social, emotional and cognitive development across the lifespan. The module also considers issues relating to the educational practitioner and the importance of providing a healthy, safe and secure environment for children, young people and vulnerable adults supported by an understanding of how settings are supported by legislation and policies. The principles underpinning the rights of children, young people and vulnerable adults to a healthy lifestyle and environment are also studied.

Introduction to Counselling
This module is designed to support students undertaking the counselling route. It introduces students to the history and key developments of counselling and to introduce some core concepts, key figures and ethical expectations in the field. It offers the opportunity to introduce a number of theoretical approaches and to provide an explanation for the diversity of approaches to counselling as well as an introduction to the development of counselling skills.

Introduction to Childhood and Youth Studies
This module aims to explore the historical and current concepts which underpin cross disciplinary perspectives of childhood and youth. This will include; historical, anthropological, developmental and

socio-cultural approaches and their relationship to practice

Working with Children, Young People and Families
This module aims to provide students with a theoretical and experiential basis for identifying the practitioner skills necessary to work with children, young people and families. This will include looking at skills and knowledge, professionalism, ethics and reflective practice.

Engineering

Modules in Engineering are designed to provide essential key skills and knowledge required for undergraduate studies in Engineering, including foundations of mathematics, introduction to the main areas of Mechanical and Electrical engineering, and considerations of applied engineering and technology. Across all modules emphasis is placed on developing confidence in the understanding and application of these fundamental Engineering skills and knowledge.

Analytical Methods for Engineering
The module provides grounding in mathematics for students entering a degree in Engineering and gives the skills and confidence in the use of algebra, trigonometry, graphs and calculus and has a strong understanding of the different mathematical operations and concepts in order to model systems that are used within Engineering. It also gives students the tools and concepts in order for them develop and apply appropriate techniques for Engineering design.

Design and Technology
The design and technology module aims at giving students the opportunity to work on practical activities such as programmable robots, CAD design, mechanical/electrical designs, printed circuit design and rapid prototype techniques using packages that will be further developed at degree level.

Mechanical Science
The Mechanical Science module is a core element of the foundation year. It provides coverage of the basic knowledge and key skills in mechanical engineering science in order to apply the principles to solve problems in practical situations.

Electrical and Electronic Science
This module provides foundation-level support for HE study of Electrical Engineering, and includes consideration of fundamental areas including analogue and digital electronics, number systems, electrical/magnetic principles and CAD design.

Media and Creative Technology

Modules in Media and Creative Technology are designed to provide a foundation for the HE study of digital media and the use of creative technology in the production of media forms and artefacts. It includes experience of forms of media practice, supported by consideration of media theory and key issues in media practice, as well as developing skills and confidence in the use of media technology.

Creative Media Technology
This module provides an introduction to live working with creative media technology. Students gain experience and knowledge of working on Radio, Recording, TV and Journalism and the various stages of the media production process through working with and applying media technology.

Creative Media Applications

This module provides an introduction to journalistic practice. It will equip students with a basic knowledge of what is needed to produce print, online and broadcast journalism, pitched at an appropriate level for foundation year. This knowledge would be advantageous to any student wishing to forge a career in the creative industries.

Media, Identity, and Modern Culture
This module will provide an introductory overview of the broad media landscape of the current Creative and Media Industries sectors, and introduces some key issues in relation to media theory such as realism representation and the social and cultural impact of the media and media technology within modern society

Personal Project
This module is designed to interweave content, skills, knowledge and practice obtained within initial studies of strand specific core modules. It is essentially a negotiated extended project, within an area chosen by the student and closely mentored by appropriate members of relevant academic departments. It can be a case study or individual project that is shapeable by the student to their own current and future interests, preparing the way both for future study and facilitating a blend of topic areas covered.

Psychology

Foundation-level modules in Psychology are designed to provide a broad-based platform for study at HE level, including coverage of principal theories and theorists, to provide a grounding in research and analytical techniques and methods, and the application of psychology to society and social issues.

Introduction to Theories and Methods in Psychology
This module provides a general introduction to a range of psychological theories and approaches and to the research methods that psychologists use. It considers human behaviours from a variety of perspectives and will consider the strengths and limitations of a range of research methods through an examination of a range of classic and contemporary studies. It includes work in the application of theory to case studies and basic work in research methods and design.

Introduction to Topics in Psychology
This module introduces some of the key research areas in psychology including Social Psychology, Cognitive Psychology, Developmental Psychology and Physiological Psychology. These are explored through small-scale research exercises which provide experience of the application of theory to the study and analysis of human behaviour.

Introduction to Topics in Applied Psychology
This module covers the application of psychology to modern society. It provides a foundation-level understanding of areas such as Forensic Psychology, Health Psychology, Clinical Psychology, Sports Psychology, Educational Psychology and Environmental Psychology. Students are directed to explore issues in the practical application of psychology in studies of examples such as offender profiling, treatments for schizophrenia, or health promotion.

Negotiated Learning Group Research Project (shared with Sports Science)
This module will enable students to negotiate learning, which is essential for their personal and professional development and for future employer requirements and enable students to gain knowledge and understanding of the well-established principles and research in areas of psychology and of the way in which those principles and research have developed and are applied in a practical

way.

This innovative blending of core general modules and subject-specific skills modules is designed to provide an effective foundation for subsequent HE study. A key design feature has been the commitment to providing a programme which is suitable for all the wide mix of students on the current and possible future four-year degrees. It has also been designed to provide opportunities for students to work in teams of peers with mixed backgrounds and academic interests on interdisciplinary problems. Learning and social integration in the common modules will be complementary and supportive of the disciplinary preparation for Level 4 being provided by the Foundation Year subject-based core modules.

Business

Fundamentals of Finance
The aim of this module is to introduce students to basic concepts in finance and to equip them for further studies in more advanced topics in accounting and finance. The students will examine the functions of financial markets and financial statements, look at sources of finance for business and basic financial decision making techniques.

Quantitative Methods for Business
This module will enable students to demonstrate a practical understanding of quantitative methods and concepts including: the rules of numeracy in the business context; calculations relevant to business; the use of graphs, charts and diagrams in a business context; the application of statistical methods to provide business and management information; and the utilisation of algebraic methods to solve business problems.

Fundamentals of Business
The module will explore the question 'What is a business?' and investigate the business functions of human resource management, marketing and accounting and finance. Students will be expected to demonstrate a practical knowledge of how business ideas and concepts translate into business decisions. The students will have an opportunity to explore the different internal and external elements of a business, including business structures and different forms of ownership, develop an understanding of the context in which a business operates, explore common aims and characteristics of business and what makes them different, identify and explore business structures, cultures and functions and explore the political, social, economic, technological and ethical considerations affecting business.

Introduction to Marketing
In the 21st century marketing is at the heart of every organisation's activity, regardless of whether the business operates in the private, public or third sector. Central to all marketing operations is the customer. This module will introduce students to the exciting world of marketing, and explore the tools and techniques marketers use to achieve their marketing objectives.

Built Environment

Modules in this strand are designed to provide broad-based underpinning knowledge, experience and understanding of Built Environment terminology, the effect of our industry on the wider natural environment and to begin to allow students to express their thoughts on buildings and design in a graphical manner.

Number in the Built Environment

Basic mathematical functions, from using a calculator to calculating volumes and areas. 100% coursework Assessment comprising construction related problem solving. I am assured that it is not scary!

Sustainability and the Environment

Issues relating to the Natural Environment and generic Sustainability. Carbon Footprint to Endangered Species. Assessed by a series of small topic Worksheets approximately every 2 to 3 weeks

Graphical Communication in the Built Environment

How to represent those buildings we already have and begin to produce drawings of those we wish to build. Hand drawing, scales, photography and layouts. Assessment by worksheet and practical task

Built Environment Project

Students will look at a number of projects in the local area that are relevant to BE studies. They may be asked to take part in charity works or conduct a simple walk around survey of a local park or attraction. A "blog" type portfolio to be built up over the year would one possible method of assessment.

Sports Sciences

Introduction to Sport, Exercise Science and Human Performance
This module Introduces the student to theories and approaches used within sport and exercise science and relates their application to sport, exercise and human performance settings. The students will explore psychological and physiological approaches to the sport & exercise environment, explore a range of theories and assessment methods used within the sport & exercise environment and provide definitions and understanding of the key theories within sport and exercise science.

Introduction to Sports Coaching Concepts
This module is designed to introduce students to a range of sports coaching concepts. Support the identification of the key roles and responsibilities of the sports coach; examine coaching practice in a range of performance environments and be able to describe key pedagogical concepts**.**

The Performance Environment
This module is designed to introduce students to a range of performance environments, sports and physical activities. It will support the students in the application of knowledge of a range of sports and exercise performance environments and the development of a personal performance profile.

Negotiated Learning Group Research Project (shared with Psychology)
See above.

Health

Foundation level modules in Health are designed to provide learners with knowledge and skills required to enable them to study at HE level. The strand provides the learner with a broad overview of common themes within health such as anatomy and physiology, communication, values of care, ethical principles, health and wellbeing, models of care and professionalism and how these apply to the broad spectrum of health related subjects.

Introduction to Health and Well-being
This module provides an overview of the concept of health and well-being across the lifespan. It includes consideration of issues impacting on health and well-being, including parental health, lifestyle, diet, exercise and safety, and the role in influencing physical, social, emotional and cognitive development across the lifespan. The module also considers issues relating to the educational practitioner and the importance of providing a healthy, safe and secure environment for children, young people and vulnerable adults supported by an understanding of how settings are supported by legislation and policies. The principles underpinning the rights of children, young people and vulnerable adults to a healthy lifestyle and environment are also studied.

Introduction to Values in Caring
This module provides an overview of important values that underpin safe and effective care for individuals and to enable them to apply these values into given care scenarios. The module considers equality, diversity, dignity, respect and confidentiality and why these are important for caring for individuals. It also explores communication tools and the ability to use appropriate language when discussing culturally and ethically sensitive healthcare issues. Models of care are also explored and the influence of legislation, policy and codes of practice underpin the application of values in healthcare.

Fundamentals of Anatomy and Physiology
This module introduces the learners to human anatomy and physiology enabling them to understand the basic functioning of the body in health. It explores homeostatic mechanisms of the body and how organs and systems work together. The module also considers common dysfunctions of each body system.

Introduction to Theories and Methods in Psychology
This module provides a general introduction to a range of psychological theories and approaches and to the research methods that psychologists use. It considers human behaviours from a variety of perspectives and will consider the strengths and limitations of a range of research methods through an examination of a range of classic and contemporary studies. It includes work in the application of theory to case studies and basic work in research methods and design.

Programme structures and requirements, levels, modules, credits and awards

The programme is to be delivered over a full academic year, on a full-time semester basis, with 120 credits, comprised of six 20-credit modules. The programme will commence in September of each academic year. Students will apply for the programme on the basis of an assumed progression to the named honours degree route listed with UCAS codes.

The programme will be delivered as a full-time course, although it can be accessed on a part-time basis for students as appropriate. Under such circumstances students will access the modules at a reduced rate per semester, for example, taking 1-2 modules per semester subject to advice and the

constraints of timetabling and module scheduling.

Generic Programme Structure

Year One Level Three	T1	**PSY328 Personal, Professional and Academic Skills** Core – 20 Credits Module Leader: Professor Christopher Lewis/Julie Brake (for delivery in Welsh)	**Subject/strand module** Core to strand	**Subject/strand Module II** Core to strand
	T2	**LND304 Contemporary Issues** Core – 20 Credits Module Leader: Richard Lewis	**Subject/strand Module III** Core to strand	**Subject/ strand Module IV** Core to strand

Strand Modules

Foundation Year: Art and Design

Year One Level Three	T1	**PSY328 Personal, Professional and Academic Skills** Core – 20 Credits Professor Christopher Lewis/Julie Brake (for delivery in Welsh)	**ARD306 Creative Thinking** Core – 20 Credits Module Leader: Pauline Amphlett	**ARD307 Introduction to Design** Core – 20 Credits Module Leader: Steve Keegan
	T2	**LND304 Contemporary Issues** Core – 20 Credits Module Leader: Richard Lewis	**ARA307 Introduction to Applied Arts** Core – 20 Credits Module Leader: Cerys Alonso	**ARF307 Introduction to Fine Art** Core – 20 Credits Module Leader: John McClenaghen

Foundation Year: Biosciences

Year One	T1	**PSY328 Personal, Professional and Academic Skills** Core – 20 Credits Professor Christopher Lewis/Julie Brake (for delivery in Welsh)	**LND305 Introduction to Science** Core – 20 Credits Module Leader: Jixin Yang	**LND301 Introduction to Biosciences** Core – 20 Credits Module Leader: Dr David Skydmore
Level Three	T2	**LND304 Contemporary Issues** Core – 20 Credits Module Leader: Richard Lewis	**LND302 Laboratory and Field Skills in Biology** Core – 20 Credits Module Leader: Dr David Skydmore	**LND306 Introduction to Experimental Design and Mathematical Analysis** Core – 20 Credits Module Leader: Dr David Skydmore

Foundation Year: Computing

Year One	T1	**PSY328 Personal, Professional and Academic Skills** Core – 20 Credits Professor Christopher Lewis/Julie Brake (for delivery in Welsh)	**ENG354 Design and Technology** Core – 20 Credits Module Leader: Brian Klaveness	**COM317 Computing Mathematics** Core – 20 Credits Module Leader: Nigel Houlden
Level Three	T2	**LND304 Contemporary Issues** Core – 20 Credits Module Leader: Richard Lewis	**COM306 Computer Hardware and Software** Core – 20 Credits Module Leader: Nigel Houlden	**COM318 Developments in Technology** Core – 20 Credits Module Leader: Nigel Houlden

Foundation Year: Education

<table>
<tr><td rowspan="2">Year One

Level Three</td><td>T 1</td><td>PSY328 Personal, Professional and Academic Skills

Core – 20 Credits

Professor Christopher Lewis/Julie Brake (for delivery in Welsh)</td><td>ECS301 Introduction to Child Development

Core – 20 Credits

Module Leader: Gillian Danby</td><td colspan="2">ECS303 Introduction to Childhood and Youth Studies

Core – 20 Credits

Module Leader: Ben Tawil</td></tr>
<tr><td>T 2</td><td>LND304 Contemporary Issues

Core – 20 Credits

Module Leader: Richard Lewis</td><td>ECS302 Introduction to Health and Well-being

Core – 20 Credits

Module Leader: Gillian Danby</td><td>Either: COU301 Introduction to Counselling

Core to Education Youth and Community route – 20 Credits

Module Leader: Della Austin</td><td>Or: ECS304 Working with Young People and Families

Core to Education route – 20 Credits

Module Leader: Duane Chong</td></tr>
</table>

Foundation Year: Engineering

Year One	T1	**PSY328 Personal, Professional and Academic Skills** Core – 20 Credits Professor Christopher Lewis/Julie Brake (for delivery in Welsh)	**ENG353 Analytical Methods for Engineering** Core – 20 Credits Module Leader: Brian Klaveness	**ENG354 Design and Technology** Core – 20 Credits Module Leader: Brian Klaveness
Level Three	T2	**LND304 Contemporary Issues** Core – 20 Credits Module Leader: Richard Lewis	**ENG355 Mechanical Science** Core – 20 Credits Module Leader: Oliver Durieux	**ENG356 Electrical and Electronic Science** Core – 20 Credits Module Leader: Reg Holme

Foundation Year: Media and Creative Technology

Year One	T1	**PSY328 Personal, Professional and Academic Skills** Core – 20 Credits Professor Christopher Lewis/Julie Brake (for delivery in Welsh)	**HUM322 Personal Project** Core – 20 Credits Module Leader: Stephen C. Kenyon	**CMT312 Creative Media Technology** Core – 20 Credits Module Leader: Mike Wright
Level Three	T2	**LND304 Contemporary Issues** Core – 20 Credits Module Leader: Richard Lewis	**CMT311 Creative Media Applications** Core – 20 Credits Module Leader: Angela Ferguson	**CMT319 Media, Identity, and Modern Culture** Core – 20 Credits Module Leader: Stephen C. Kenyon

Foundation Year: Psychology

Year One	T1	**PSY328 Personal, Professional and Academic Skills** Core – 20 Credits Professor Christopher Lewis/Julie Brake (for delivery in Welsh)	**PSY329 Negotiated Learning Group Research Project** Core – 20 Credits Module Leader: Victoria Woodward	**PSY325 Introduction to Theory and Methods in Psychology** Core – 20 Credits Module Leader: Fiona Lintern
Level Three	T2	**LND304 Contemporary Issues** Core – 20 Credits Module Leader: Richard Lewis	**PSY326 Introduction to Topics in Psychology** Core – 20 Credits Module Leader: Prof. Christopher Lewis	**PSY327 Introduction to Topics in Applied Psychology** Core – 20 Credits Module Leader: Prof. Christopher Lewis

Foundation Year: Business

Year One	T1	**PSY328 Personal, Professional and Academic Skills** Core – 20 Credits Professor Christopher Lewis/Julie Brake (for delivery in Welsh)	**BUS345 Fundamentals of Business** Core – 20 Credits Module Leader: Sumesh Dadwal	**BUS317 Quantitative Methods for Business** Core – 20 Credits Module Leader: Bindu Shaiju
Level Three	T2	**LND304 Contemporary Issues** Core – 20 Credits Module Leader: Richard Lewis	**BUS343 Fundamentals of Finance** Core – 20 Credits Module Leader: Anna Sung	**BUS344 Introduction to Marketing** Core – 20 Credits Module Leader: Gareth Harvey

Foundation Year: Sports Science

Year One	T1	**PSY328 Personal, Professional and Academic Skills** Core – 20 Credits Professor Christopher Lewis/Julie Brake (for delivery in Welsh)	**PSY329 Negotiated Learning Group Research Project** Core – 20 Credits Module Leader: Victoria Woodward	**SPT315 Introduction to Sports Coaching Concepts** Core – 20 Credits Module Leader: Jon Hughes
Level Three	T2	**LND304 Contemporary Issues** Core – 20 Credits Module Leader: Richard Lewis	**SPT314 Introduction to Sport, Exercise Science and Human Performance** Core – 20 Credits Module Leader: Jon Hughes	**SPT316 The Performance Environment** Core – 20 Credits Module Leader: Jon Hughes

Foundation Year: Health

Year One	T1	**PSY328 Personal, Professional and Academic Skills** Core – 20 Credits Professor Christopher Lewis/Julie Brake (for delivery in Welsh)	**HLT302 Fundamentals of Human Anatomy and Physiology** Core – 20 Credits Module Leader: Joanne Pike	**PSY325 Introduction to Theory and Methods in Psychology** Core – 20 Credits Module Leader: Fiona Lintern
Level Three	T2	**LND304 Contemporary Issues** Core – 20 Credits Module Leader: Richard Lewis	**ECS302 Introduction to Health and Well-being** Core – 20 Credits Module Leader: Gillian Danby	**HLT301 Introduction to Values in Caring** Core – 20 Credits Module Leader: Alison Lester-Owen

Year One Level Three	T1	**PSY328 Personal, Professional and Academic Skills** Core – 20 Credits Professor Christopher Lewis/Julie Brake (for delivery in Welsh)	**AUR344 Number in the Built Environment** Core 20 Credits Louise Duff	**AUR342 Sustainability and the Environment** Core 20 Credits Dave Cheesbrough
	T2	**LND304 Contemporary Issues** Core – 20 Credits Module Leader: Richard Lewis	**AUR345 Graphical Communication in the Built Environment** Core 20 Credits Gareth Carr	**AUR343 Built Environment Project** Core 20 Credits Colin Stuhlfelder

Intended learning outcomes of the Programme

On completion of the Foundation Year programmes as a whole students will be able to:

Knowledge and understanding

A1 Demonstrate a broad-based knowledge of the fundamentals of concepts, principles, techniques and issues which underpin future study at Level 4 in their specialist subject areas.

A2 Evidence knowledge and understanding of key issues and concerns in generic areas of interest including sustainability, entrepreneurship and globalisation

A3 Show understanding of contemporary developments and trends in their specialist subject areas and their application to modern society

Intellectual skills

B1 Analyse, evaluate and interpret data and information with reference to fundamental concepts and principles that underpin future study at Level 4 and beyond.

B2 Demonstrate a basic understanding of different approaches to problem solving in a range of disciplines that underpin future study at Level 4 and higher.

B3 Demonstrate skills in the collation, synthesis and organisation of data and information and its presentation through analysis, argument and use of evidence

Subject skills

C1 Attain a firm grasp of the fundamental aspects of mathematics, data management, IT and technical skills which underpin future study in scientific and technical subjects at Level 4 and higher

C2 Demonstrate ability to plan, conduct, evaluate and report on the results of research projects, professional practice or investigation as appropriate to their specialist subject

C3 Be able to identify key issues, themes and developments in specialist subject areas and also in relation to generic areas of interest and concern

Practical, professional and employability skills

D1 Develop and provide evidence of application of core academic study skills including time-management, study methods, research, academic writing and presentation skills

D2 Be able to work independently, with initiative, and also to work collectively as part of a wider team

D3 Demonstrate competency in the application of basic numerical and statistical techniques.

D4 Undertake self-evaluation of learning achievements; and understand the need for and value of a reflective approach to intellectual and personal development.

Programme-based learning outcomes are necessarily generic, to apply across all subject options, and specific subject-based intended learning outcomes are outlined in the subject-specific module specifications.

Subject Specific Knowledge and Skills

Subject-specific skills and knowledge for each strand – covering A1, A3 and C3 Intended Learning Outcomes above – are outlined as follows

Art & Design

Students should be able to evidence knowledge and understanding of the following:

- Elements and key stages of the design process, including understanding of media forms, techniques and their application
- Key principles associated with 3D design
- Health and safety issues associated with art and design practice
- Issues of professional practice in art and design

Students should be able to demonstrate skills in the following:

- Product design and the creation of art and design products from initial conception to production, including project management skills
- Working with media and techniques to produce creative artworks
- Application of principles and techniques in original creative practice

Biosciences

Students should be able to evidence knowledge and understanding of the following:

- Scientific methods and the use of empirical and analytical approaches in scientific exploration and enquiry
- Laboratory processes in scientific investigation and experimental method, including Key issues and approaches in field skills
- Key concepts and areas in human and plant biology, including anatomy and genetics. This includes knowledge of cell structure, DNA, and key processes of respiration and photosynthesis
- Basic principles and key concepts in general natural science and the ethics of natural

science

Students should be able to demonstrate skills in the following:

- Laboratory practice, including health and safety, risk assessment and use of scientific equipment
- Experimental design, investigation and analysis, including statistical analysis of outcomes
- Techniques in fieldwork practice, including survey of habitats and strategies for the development of personal fieldwork skills

Computing

Students should be able to evidence knowledge and understanding of the following:

- Mathematical concepts and issues associated with computing and computer programming, including data representation and the use of formula
- Key elements of computer hardware technology and software operating systems
- Aspects of the application of computers and IT in society, including use of computers and IT in industry and commence

Students should be able to demonstrate skills in the following:

- Basic use of mathematics in computing and IT and application to basic programming
- Use of computer hardware and computer operating systems
- Practical skills as a computer practitioner, including application of computers and IT to practical and real-world scenarios.

Education

Students should be able to evidence knowledge and understanding of the following:

- Key issues, terms and theorists in education, child development and education in society
- Issues of health and well-being in the all-round development of children, including social implications and the legal framework to support healthy child development
- Ethical and practical issues associated with effective professional practice in educational, counselling and youth and community work settings

Students should be able to demonstrate skills in the following:

- Personal educational development and reflection on, and planning for, academic and career development

- Application of key concepts and the work of major theorists to the study of education and educational practice
- Strategies for effective professional practice, interventional and CPD in education, child health and/or counselling, youth and community work practice

Engineering

Students should be able to evidence knowledge and understanding of the following:

- Key mathematical terms and mathematical operations, including algebra, trigonometry and calculus and their use and importance for Engineering theory and practice
- Major areas of Engineering, including Mechanical and Electrical Engineering, and the key principles and skills associated with each branch
- Issues of practical design in the application of engineering solutions to areas including robot design, CAD, printed circuits, and prototype techniques

Students should be able to demonstrate skills in the following:

- Use and application of mathematical principles to Engineering theory and practice
- Design and development of technology solutions based on the application of engineering practice

Media and Creative Technology

Students should be able to evidence knowledge and understanding of the following:

- Key areas of media technology and practice, and the use of media technology in the production and broadcasting of media artefacts
- Key areas of professional practice in media and print journalism
- Major theoretical and conceptual issues in Media Theory and the social role and impact of the media, including issues of realism and representation, bias, and the impact of media technology on modern society

Students should be able to demonstrate skills in the following:

- Practical media design and practice, managed through all stages of the production process
- Journalistic practice in areas including Radio, TV and Journalism
- Analysis and informed reflection on the social, cultural and political role and impact of the media and media technology on modern society.

Psychology

Students should be able to evidence knowledge and understanding of the following:

- Major theories, concepts and theorists working in Psychology and their application to the study and analysis of human behaviour
- Major branches of Psychology, including Social Psychology, Developmental Psychology, and Cognitive Psychology
- Key elements of, and issues associated with, research investigation, research design and analytical techniques in psychological investigation.

Students should be able to demonstrate skills in the following:

- Undertaking of research design and investigation, and evaluation of the effectiveness and appropriateness of techniques and methods in psychological investigation
- Application of research methods, experimental design and investigative techniques to case studies in areas of human behaviour and applied psychology
- Analysis and informed reflection on the relevance of psychology and the application of psychological theory to society and social issues.

Sports Science

Students should be able to evidence knowledge and understanding of the following:

- Key elements of, and issues associated with, research investigation, research design and analytical techniques in psychological investigation.
- theories and approaches used within sport and exercise science, relating their application to sport, exercise and human performance settings
- a range of sports coaching concepts, performance environments, and sports and physical activities

Students should be able to demonstrate skills in the following:

- Undertaking of research design and investigation, and evaluation of the effectiveness and appropriateness of techniques and methods in psychological investigation
- Planning, organisation, communication and presentation skills

Business

Students should be able to evidence knowledge and understanding of the following:

- a basic but broad understanding of the nature of the modern business environment
- quantitative methods and concepts
- basic concepts in finance and marketing

Students should be able to demonstrate skills in the following:

- Ability to think logically and creatively
- Ability to apply creative solutions to problems
- Work in teams as well as develop and manage an individual programme of work
- Ability in time management/organisational skills.
- Interpersonal/communication skills.
- Research information/data
- Present researched information/data
- Analyse presented information/data
- Evaluate the task using the analysis of the presented information/data.

Health

Students should be able to evidence knowledge and understanding of the following:

- Major theories, concepts and theorists working in Psychology and their application to the study and analysis of human behaviour
- Issues of health and well-being in the all-round development of children, including social implications and the legal framework to support healthy child development
- An overview of important values that underpin safe and effective care for individuals and to enable them to apply these values into given care scenarios
- A basic knowledge of the major body systems and how they work, and an appreciation of the fundamental biological structure of the body

Built Environment

Students should be able to evidence knowledge and understanding of the following:

- The effect of the Construction Industry on the Natural Environment
- Key principles associated with construction
- Working practices in the Built Environment
- Problem solving techniques for professional practice
- Students should be able to demonstrate skills in the following:
- Design and the creation of drawings, models and other graphical expressions, including project management skills
- Working with others to a deadline
- Application of number and word skills in relation to Built Environment examples

Students should be able to demonstrate skills in the following:

- Research investigation, research design and analytical techniques in psychological investigation
- Design analysis, and synthesis of scientific literature

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Module Title	*Core/ Option*	*Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills*												
		A1	***A2***	***A3***	***B1***	***B2***	***B3***	***C1***	***C2***	***C3***	***D1***	***D2***	***D3***	***D4***
GENERIC CORE MODULES														
Personal, Professional and Academic Skills	*C*	✓			✓		✓		✓		✓		✓	✓
Contemporary Issues	*C*		✓	✓	✓	✓				✓		✓		
ART AND DESIGN														
Introduction to Design	*C*	✓			✓	✓			✓	✓	✓	✓		✓
Introduction to Applied Arts	*C*	✓			✓	✓		✓	✓	✓	✓	✓		✓
Introduction to Fine Art	*C*	✓			✓	✓		✓	✓	✓	✓	✓		✓
Creative Thinking	*C*	✓	✓		✓			✓	✓	✓			✓	✓
BIOSCIENCES														
Introduction to Biosciences	*C*	✓	✓	✓	✓					✓	✓	✓		✓
Laboratory and Field Skills in Biology	*C*	✓			✓	✓			✓	✓	✓	✓		✓
Introduction to Experimental Design and Mathematical Analysis	*C*	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Introduction to Science	*C*	✓	✓		✓		✓	✓		✓	✓			
COMPUTING														
Computing Mathematics	*C*	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓

Computer Hardware and Software	*C*	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓
Developments in Technology	*C*	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Design and Technology	*C*	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

Module Title	*Core/ Option*	*Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills*												
		A1	***A2***	***A3***	***B1***	***B2***	***B3***	***C1***	***C2***	***C3***	***D1***	***D2***	***D3***	***D4***
EDUCATION														
Introduction to Childhood and Youth studies	*C*													
Introduction to Child Development	*C*	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Introduction to Health and Well-being (shared with Health)	*C*	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Introduction to Counselling *(Core to Education (Y&C) route only)*	*C*	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Working with Children, Young People and Families *(Core to Education route only)*	*C*	✓							✓	✓	✓			✓
ENGINEERING														
Analytical Methods for Engineering	*C*	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓
Design and Technology	*C*	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Mechanical Science	*C*	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Electrical and Electronic Science	*C*	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

MEDIA AND CREATIVE TECHNOLOGY														
Creative Media Applications	*C*	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓
Media, Identity, and Modern Culture	*C*	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓
Creative Media Technology	*C*	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Personal Project		✓									✓			✓

Module Title	*Core/ Option*	*Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills*												
		A1	***A2***	***A3***	***B1***	***B2***	***B3***	***C1***	***C2***	***C3***	***D1***	***D2***	***D3***	***D4***
PSYCHOLOGY														
Introduction to Theory and Methods in Psychology	*C*	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓
Introduction to Topics in Applied Psychology	*C*	✓		✓	✓		✓		✓	✓	✓	✓		✓
Investigating Topics in Psychology	*C*	✓		✓	✓		✓		✓	✓	✓	✓		✓
Negotiated Learning Group Research Project (shared with Sports Science)	*C*	✓			✓			✓	✓		✓		✓	
BUSINESS														
Fundamentals of Finance	*C*	✓			✓			✓						
Quantitative Methods for Business	*C*	✓		✓	✓			✓			✓	✓	✓	✓
Introduction to Marketing	*C*	✓								✓	✓		✓	✓

Fundamentals of Business	*C*	✓	✓	✓		✓	✓		✓	✓	✓	✓		
SPORTS SCIENCES														
Introduction to Sport, Exercise Science and Human Performance	*C*	✓	✓	✓						✓				
Introduction to Sports Coaching Concepts	*C*	✓	✓	✓						✓	✓	✓		
The Performance Environment	*C*	✓			✓	✓	✓	✓		✓				✓
Negotiated Learning Group Research Project (shared with Psychology)	*C*	✓			✓			✓	✓		✓		✓	

Module Title	*Core/ Option*	*Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills*												
		A1	***A2***	***A3***	***B1***	***B2***	***B3***	***C1***	***C2***	***C3***	***D1***	***D2***	***D3***	***D4***
HEALTH														
Introduction to Health and Well-Being (shared with Education)	*C*	✓								✓	✓	✓		✓
Introduction to Theory and Methods in Psychology	*C*	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Fundamentals of Human Anatomy and Physiology	*C*	✓								✓	✓		✓	
Introduction to Values in Caring	*C*	✓	✓	✓						✓	✓			✓
BUILT ENVIRONMENT														
Number in the Built Environment	C	✓			✓	✓	✓	✓					✓	
Sustainability and the Environment	C	✓	✓	✓			✓		✓	✓	✓	✓		✓

Graphical Communication in the Built Environment	C	✓		✓	✓	✓	✓	✓			✓	✓		
Built Environment Project	C	✓	✓	✓		✓			✓	✓	✓	✓		✓

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for students entering at Level 3 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. Student learning will therefore be directed towards supportive and directed learning through lectures, seminars and tutorials, but also through group project and workshop methods, supporting materials made available through the Moodle VLE, and also through independent study. A summary of types of learning and teaching is attached as **Annex A**, and this will be incorporated into Student Handbooks.

The key characteristics of learning and teaching strategies across the Foundation Year strands will therefore be as follows:

- **Directive** - making effective use of lecture, supported by Moodle resources and supporting materials, to provide key information, background and contextualisation
- **Structured** – learning is presented in staged formats to provide platforms for the assimilation of material and opportunities to reflect.
- **Supportive** - designed to build confidence and familiarity with issues and concepts, with effective use of seminars and group project work to support co-learning and a community of learning
- **Practical and hands-on** – designed to encourage and supportive active engagement with issues, concepts and practice through live project work and case studies

Certain subject areas, notably Engineering, Biosciences and Computing, will place greater reliance on formal lecturing input to ensure that students have clear and directed coverage of underpinning knowledge in technical areas. In the Art and Design and Media and Creative Technology strands, however, there will be greater emphasis on practical and live experience through work on projects and work leading to the production of artefacts. In such cases lecturer support is designed to be more facilitative than directive. In Psychology and Education strands there is greater emphasis on seminar discussion of ideas and issues focussed through case studies and real-world examples. These strategies, as outlined in detail in the respective module specifications, will ensure that students are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study.

Students across the strands will receive a higher proportion of contact time than for students at Level 4 undergraduate level, at 70 hours per module for 200 learning hours (compared with 60 for a standard Level 4 20-cerdit module). Contact time will be more directive and guided, designed to meet the needs and experience of students who are not yet ready to work with the confidence and levels of autonomy expected at Level 4. Learning and teaching strategies will aim to make effective use of group and project work to build confidence and support a community of learning.

The innovative blending of core general modules and subject-specific skills modules is designed to provide an effective foundation for subsequent HE study. A key design feature has been the commitment to providing a programme which is suitable for the wide mix of students on the current and possible future four-year degrees. It has also been designed to provide opportunities for students to

work in teams of peers with mixed backgrounds and academic interests on interdisciplinary problems. Learning and social integration in the common modules will be complementary and supportive of the disciplinary preparation for Level 4 being provided by the Foundation Year subject-based core modules.

Work place learning statement

The work based learning component of the education strand will assist students to meet all four module learning outcomes and will take place during weeks 3 to 11 of the module "Working with Children, Young People and Families". The work placement will consist of a one day per week placement in an appropriate education/ school/ early years/ youth/ community or other relevant setting, on a designated day of the week.

Work placements will be facilitated and co-ordinated by Partnership Office staff in each of the relevant programme areas, including Education, Youth and Community and Counselling. Placements will be facilitated in settings which have met appropriate quality criteria, following an inspection visit. The arrangements for placement provision are subject to an ongoing monitoring process, including annual review of the work-based/placement learning opportunities available. A list of Roles and Responsibilities of all participants in the process of supporting students' work-based placements is included in the Foundation Year Placement Handbook.

The criteria for the inclusion of work placement settings includes the nomination of a placement supervisor who is appropriately qualified, trained and supported to provide advice and guidance to the placement students and facilitate appropriate learning opportunities on behalf of the work-based learning/placement provider for Glyndŵr University students.

The module leader/s will provide further guidance to students prior to, during and after the work-based/placement learning. Further guidance will be provided to students' prior to the work based placement about the expectations and responsibilities of students' whilst on work placement. A nominated liaison tutor will undertake a visit to the setting during the work placement to monitor each student's progress. At the end of the Placement, the liaison tutor will contribute to a QA meeting with the Partnership Office and the Programme Leaders. The work-based placement will provide a good basis for students to meet the module learning outcomes, meet the requirements of the assessment tasks and reflect on the work based placement learning experiences to support their future development.

Welsh Medium Provision

The programme will provide opportunities for the delivery of elements through Welsh Medium as and where staff expertise is available, and students will be able to write and submit assessment work through the medium of Welsh and to receive feedback in Welsh as and where appropriate.

Assessment strategy used to enable outcomes to be achieved and demonstrated

As Level 3 provision assessment strategies across all strands are designed to be supportive and to build confidence, whilst also ensuring that students engage with core material, develop the core and

subject skills required for progression into and successful completion of undergraduate studies, and also reward and incentivise students. Assessment strategies deployed across Foundation Year strands will be balanced, comprehensive, diverse and inclusive, ensuring that students experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for study at HE level.

All modules will employ formative as well as summative assessment to ensure that learners gain confidence in their knowledge and abilities as they progress through the course. Across the strands as a whole students will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Students will therefore be assessed predominantly through coursework and project-based work, including some use of group-based assessment. For group-based assessment mechanisms will be in place to reflect individual efforts by students. Group work and projects are prominent on the core generic modules to engage the students socially as well as academically. This will include extensive use of portfolio-based assessment, whereby students assemble evidence of work throughout the module and submit this by the end, often including reflection and critical review of their progress, strengths and weaknesses.

Subjects including Art and Design and Media and Creative Technology deploy assessment strategies which are based on the design, development and completion of a finished product or artefact. This is designed to support student learning through practice. In Education and Psychology modules make use of case studies and real-world scenarios to support and also evidence student learning. Engineering, Computing and Bioscience modules make use of reports as well as practicals (in the case of Biosciences) to support student learning.

Across the framework as a whole there are no formal examinations. This is designed to build student confidence and ensure that students are provided with supportive entry at Level 3. In general the undergraduate curriculum at Glyndŵr University makes limited use of formal examinations, although they are more common in technical subjects such as Engineering and Biosciences. To reflect this, and to provide students with appropriate grounding for subsequent HE study, certain strands make some use of in-class tests and time-limited exercises to provide students with some experience of examination-style conditions.

Assessment Strategy				
Module Title	**Assessment Element**	**%**	**Word Equivalence / Duration**	**Submission by end of:**
Common Core Modules				
Personal, Professional and Academic Skills	Portfolio	100%	3,000	Trimester 1
Contemporary issues	Portfolio	100%	3,000	Trimester 2
Media and Creative Technology				
Creative Media Applications	Portfolio	50%	1,500	Trimester 2
	Group Project	50%	1,500	
Media, Identity, and Modern Culture	Essay	50%	1,750	Trimester 1
	Project	50%	1,750	
Creative Media Technology	Presentation	40%	15 mins	Trimester 1
	Reflective Practice	60%	Match the design brief	
Personal Project	Case study	100%	3,500	Trimester 2
Education (including Youth and Community route)				
Introduction to Child Development	Portfolio	100%	2,500	Trimester 1,2,3
Introduction to Health and Well-being	Project	100%	2,500	Trimester 1&2
Introduction to Counselling (Y&C option)	Essay	60%	2,000	Trimester 1&2
	Reflective Practice	40%	1,000	
Introduction to Childhood and Youth studies	Essay	100%	2500	Trimester 2
Working with Children, Young People and Families	Learning log/journal	70%	2000	Trimester1/2
	Presentation	30%	1000	

Assessment Strategy				
Module Title	**Assessment Element**	**%**	**Word Equivalence / Duration**	**Submission by end of:**
Psychology				
Introduction to Theory and Methods in Psychology	Coursework	100%	1,500	Trimester 1
Introduction to Topics in Applied Psychology	Coursework	100%	1,500	Trimester 2
Investigating topics in Psychology	Coursework	40%	1,500	Trimester 1
	Coursework	60%	1,500	
Negotiated Learning Group Research Project	Report	70%	1,500	Trimester 2
	Presentation	30%	30 mins	
Biosciences				
Introduction to Biosciences	In-Class Test	100%	1.5 hrs	Trimester 1
Laboratory and Field Skills in Biology	Practical	50%	1.5 hrs	Trimester 2
	Portfolio	50%	2,000	
Introduction to Experimental Design and Mathematical Analysis	Presentation	50%	10 mins	Trimester 2
	Exam	50%	1.5 hrs	
Introduction to Science	Coursework	50%	1,500	Trimester 1
	Essay	50%	1,500	
Art and Design				
Introduction to Design	Coursework	100%		Trimester 1
Introduction to Applied Arts	Coursework	100%		Trimester 1
Introduction to Fine Art	Portfolio including sketchbook and supporting research	100%		Trimester 2
Creative Thinking	Coursework	100%	3,000	Trimester 1

Assessment Strategy				
Module Title	**Assessment Element**	**%**	**Word Equivalence / Duration**	**Submission by end of:**
Business				
Fundamentals of Finance	Coursework	50%	1,500	Trimester 2
	Presentation	50%	15 mins	
Quantitative Methods for Business	Coursework	50%	n/a (problem solving exercises)	Trimester 1
	Exam	50%	1.5 hrs	
Fundamentals of Business	Coursework	50%	20 mins	Trimester 1
	Coursework	50%	2,500	
Introduction to Marketing	Report	40%	1,000	Trimester 2
	Coursework (information sheets)	20%	1,000	
	Presentation	40%	15 mins	
Sport				
Introduction to Sport, Exercise Science and Human Performance	Essay	100%	1,500	Trimester 2
Introduction to Sports Coaching Concepts	Essay	100%	1,500	Trimester 1
The Performance Environment	Portfolio	100%	1,500	Trimester 2
Negotiated Learning Group Research Project (Shared with Psychology)	Report	70%	1,500	Trimester 2
	Presentation	30%	30 mins	

Assessment Strategy				
Module Title	**Assessment Element**	**%**	**Word Equivalence / Duration**	**Submission by end of:**
Computing				
Computing Mathematics	In-class Test	30%		Trimester 1
	Learning log/journal	70%	1,500	
Computer Hardware and Software	In-class Test	50%		Trimester 2
	Coursework	50%	2,000	
Developments in Technology	Presentation	33%	750	Trimester 2
	Report	67%	1,500	
Design and Technology (Under Engineering)	Portfolio	60%	2,500	Trimester 1
	Journal or diary	40%	1,500	
Engineering				
Analytical Methods for Engineering	Moodle Quizzes	50%		Trimester 1
	Coursework	50%	2,000	
Design and Technology	In-Course Portfolio	60%	2,500	Trimester 1
	Journal or diary	40%	1,500	
Mechanical Science	In-Course Test	50%		Trimester 2
	Portfolio	50%	2,000	
Electrical and Electronic Science	In-Course Test	50%		Trimester 2
	Portfolio	50%	2,000	
Health				
Introduction to Health and Wellbeing	Project	100%	2,500	Trimester 1&2
Introduction to Theory and Methods in Psychology	Coursework	100%	1,500	Trimester 1
Introduction to Values in Caring	Presentation with 500 word paper	100%	10 mins	Trimester 2
Fundamentals of Human Anatomy and Physiology	In-class test	100%	1½ hrs	Trimester 2

Built Environment				
Number in the Built Environment	Coursework	25%	750	Trimester 1
	Coursework	25%	750	
	Coursework	25%	750	
	Coursework	25%	750	
Sustainability and the Environment	Portfolio 10 worksheets on individual topics			Trimester 1
Graphical Communication in the Built Environment	Portfolio	100%	3000	Trimester 2
Built Environment Project	Reflective practice journal	100%	3,000	Trimester 2

Assessment regulations that apply to the programme

Students on the programmes will be assessed through the assessment regulations applying to Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Student assessment will be completed at the end of each module, and overall completion of the programme will be confirmed at the award board to be held in June. In the event of module referral up to and including 60 credits students will be able to resit in August.

There will be no derogations from regulations that will apply to this programme, although the following clarification of detail should be noted:

- On an exceptional basis a student who fails to complete one 20-credit module may be entitled to trail this module into their first year of study on the named honours degree programme, but this will be subject also to the agreement of the Honours degree Programme Leader to assess whether the candidate is likely to satisfactorily complete Honours degree study.

- A student passing the Foundation Year is admitted on the basis that s/he may be progressing onto a nominated degree at the end of the programme. Admission to an alternative honours degree programme will only be considered on an exceptional basis, and subject to the agreement of the alternative degree programme.

All assessment activities and outputs will be associated with the gaining of credit.

Programme Management

The framework as a whole will be co-ordinated by a designated member of staff (Richard Lewis) who will have overall responsibility for co-ordinating the strands overall.

Each named Foundation Year strand will have a designated co-ordinator who is based in the relevant subject area and they will work in liaison with the overall co-ordinator for the delivery of the core generic modules.

Strand Leaders will be as follows:

Foundation Year: Art and Design – Susan Thornton
Foundation Year: Biosciences – Richard Lewis
Foundation Year Built Environment – Dave Cheesbrough
Foundation Year: Computing – John Worden
Foundation Year: Education – Duane Chong
Foundation Year: Engineering – Maria Kochneva
Foundation Year: Media and Creative Technology – Steve Kenyon-Owens
Foundation Year: Psychology – Phill de Prez
Foundation Year: Business – Julian Pellatt
Foundation Year: Sports Sciences - Julian Ferrari
Foundation Year: Health – Cathy Hewins-Jones

Generic core modules will be co-ordinated and led by Richard Lewis, the Foundation Year Co-ordinator.

Degrees with integrated foundation years will be managed through the following:

- Assessment Boards at module and programme ("award") levels
- Team meetings at bi-monthly intervals
- Staff Student Consultative Committee, to meet once per semester
- Annual Monitoring Reports by the Programme and module leaders; involving student feedback and initially to the academic department meeting to review AMRs.
- External Examiner's reports, experience, comments and advice; initially dealt with by the Programme Board, then forwarded with response to the department Board prior to submission

Quality Assurance

The Foundation Year will be subject to Annual Monitoring processes, with a report produced by the overall co-ordinator in consultation with the Strand Leaders. Responsibility for the management and oversight of quality and standards for each Foundation Year pathway will be vested with the Head of School of the respective department.

Student Feedback

Student feedback will be secured through the following:

- Staff/Student Consultative Committees, meeting once per semester
- End of module evaluations undertaken through SEM (Student Evaluation of Module)

questionnaires
- Regular and on-going tutorials, informal dialogue and consultation with student groups.

Outcomes from student feedback will be communicated back through SSCC minutes, student representatives and on-going liaison with the student body.

Underpinning Research and Scholarship

Curricular content and aims for the two generic core modules has been directed by staff practice and expertise in the areas of Study Skills and Contemporary Issues.

The delivery and development of subject-based curriculum is supported by established staff expertise and pedagogic practice in each of the three subject areas in terms of research activities, publications and professional practice, with each area having a national research profile.

Particular support for learning

Students on degrees with integrated foundation years will be supported through the following:

- **Admissions**. All applicants will have the opportunity to review their application with staff, and receive appropriate advice and guidance prior to admission. In view of the diversity of student backgrounds and academic qualification levels each application will be assessed on an individual basis

- **Induction**. New students on the programme will receive a formal induction programme which will provide them with a comprehensive introduction to the programme.

- **Student Handbook**. All students will receive a Student Handbook in Glyndŵr University standard format which contains details and guidance on all aspects of the programme and the range of student support and guidance which is available to them.

- **Personal Tutors.** Each student will be allocated a personal tutor, and he or she will be the nominated main contact person for the student's study and progression through the Foundation Year.

- **Central Services**. All students will have access to a comprehensive range of central support services including Finance and Guidance, Student Services, Counselling, Study Support and Careers.

Equality and Diversity

The Foundation Year programme is expressly designed to support equality of opportunity and widening access to HE to all who can benefit from it, and it will operate on an inclusive and supportive basis to and for all students. All reasonable steps will be taken to accommodate the diverse learning needs of students.

Annex A: Types of Learning and Teaching – Guide for Students

The Lecture
The lecture is used to disseminate a specific body of knowledge and is usually accompanied by audio visual aids or presentations. In many cases the ideas and issues generated by lectures will be elaborated through supporting seminars or through individual tutorials.

The Seminar
Seminars are conducted in different areas of the programme and function as forums for the discussion and debate of ideas. The major intention is the interchange of opinion between members of the seminar group. Seminars may be based around or initiated by a presentation, often illustrated, by a staff member or student. Seminars encourage you to locate work within the broader context of the subject and the relevant critical issues. As with group tutorials, there is a high level of input within this forum by the students.

Tutorial
Tutorials are generally one-to-one meetings (but may include 2-3 students) between a teaching member of staff and the students groups. These provide opportunities for the exploration of ideas and issues in a concentrated focussed meeting and to ensure that each student receives personal guidance and support.

Directed Learning
Directed learning occurs particularly in the early stages of the programme, when specific projects are set for the group as a whole. Directed learning is in contrast to self-directed learning, which empowers you to negotiate your own learning agenda.

Teamwork and Group Projects
In professional life, graduates will often be required to work in an environment in which successful team work is essential. Team work requires a number of skills, especially those of interpersonal communication and role negotiation. In order to develop these skills, you will be involved in team based projects at appropriate points during the programme, which will extend appreciation of the team based operations and build on the personal skills developed in other learning contexts.

Fieldwork, Visits and Trips
Fieldwork, visits and trips may be used to support student learning. Fieldwork is key to learning in some subject areas, but trips and visits are used in a number of areas to support and enrich the learning experience.

Self-Directed Learning
The concept of self-directed learning is an important part of the programme and you will be encouraged to develop an ability to learn on your own. Through this method of learning you develop more responsibility for and control over the setting of objectives in your work. Various methods and resources may be employed in independent learning including library research and reading, the use of computers (including Moodle), video and other visual aids, visual and internet research and field work, direct questioning and the testing of ideas and opinions with members of the peer group.