

<b>OFFICE USE ONLY</b>	
Date of validation event:	26 October 2018
Date of approval by Academic Board:	12 December 2018
Approved Validation Period:	<i>5 years from September 2019</i>
Date and type of revision:	<p><i>01 March 19 – changes to DBS requirements for applicants, implemented with immediate effect.</i></p> <p><i>April 2019 – Business strand – BUS347 Business in Society replaced by new module BUS352 Fundamentals of HRM. Change to assessments on BUS349 Introduction to Marketing.</i></p> <p><i>Oct 2019 – Health strand – HLT305 Introduction to Values in Caring to be replaced by new module HLT307 Fundamental Capabilities for working in health and wellbeing.</i></p> <p><i>June 2020 – New Applied Sport and Exercise Sciences strand replaces Sport, Health and Perf Science</i></p> <p><i>August 20 – New Games strand and subject specific modules approved by APSC</i></p> <p><i>September 2020 – UG Education revalidated with new titles</i></p> <p><i>February 2021 – New Sports Injury Rehabilitation strand with subject specific modules approved by APSC</i></p> <p><i>February 2021 – AM2 to replace SCI309 with SCI326 and LND310 with SCI338 on the Sciences strand</i></p> <p><i>March 2021 – addition of BA (Hons) Product Design in the Art and Design strand, BSc (Hons) Biochemistry in the Sciences strand.</i></p> <p><i>May 2021 – replacement module in Computing Strand COM310 Development in Technology is being replaced with COM396 Information Systems and Databases</i></p> <p><i>August 2021 – addition of BSc (Hons) Biomedical Science in the Science strand</i></p> <p><i>August 2021 – AM0 semester change in Science strand to deliver LND308 in semester 1 and SCI326 in semester 2</i></p> <p><i>September 2021 – addition of BA (Hons) Media Production and BSc (Hons) Music and Sound Technology to CMT strand</i></p> <p><i>January 2022 – AM2 module title and module code change, SPT320 Intro to Biomechanics in Sport replaced with SPT321 for FY Sports from Sep 22.</i></p> <p><i>July 2022 – Updated programme titles from revalidated Business suite</i></p> <p><i>August 22 – AM2 change for Football strand to run SPT318 in place of SPT317</i></p>

## PROGRAMME SPECIFICATION

### Foundation Year (first year of a four year extended degree programme)

1 **Awarding body**

Glyndŵr University

2 **Programme delivered by**

	Glyndŵr University
3	<b>Location of delivery</b>
	Wrexham Plas Coch Regent St (Art and Design) Colliers Park – Gresford (Sport)
4	<b>Faculties</b>
	Faculty of Arts, Science and Technology (FAST), Faculty of Social and Life Sciences (FSLs)
5	<b>Exit awards available</b>
	The Foundation Year is studied as the first year of an extended degree programme, students will not receive any separate award for the completion of the Foundation Year modules.
6	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
	Refer to the PSRB register for full details of accreditation agreements in place for undergraduate programmes in the following strands; Psychology, Computing, Engineering, Business and Built Environment. Details are correct at the date of validation and accreditation is based on successful completion of the full undergraduate programme. Level 3 modules are not included in the accreditation arrangement unless specified below.  Please refer to the university <a href="#">PSRB register</a> for up to date details of accreditation.  <b>BA (Hons) Youth and Community Work:</b> Education Training Standards (ETS) Wales endorse the BA (Hons) Youth and Community Work Degree Programme, which provides the JNC professional qualification upon completion of the BA (Hons) Programme. Students who undertake the Foundation Year option and continue onto the BA Hons Programme will also gain professional accreditation upon successful completion of the 4-year programme. Students completing the foundation year will also gain the Agored Cymru Level 3 Certificate in Youth Work Practice Leading to JNC Youth Support Worker status and registration with the Education Workforce Council in Wales.  <b>BSc (Hons) Football Coaching and the Performance Specialist:</b> The Football Association of Wales do not accredit the programme, however FAW Coaching Awards have been embedded within modules of the degree programme. At level 3 students will complete the FAW Level 1: Football Leaders Award.
7	<b>Accreditation available</b>
	See above.
8	<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)</b>
	Dependent upon successful completion of full undergraduate award.
9	<b>JACS3 code</b>
	N/A
10	<b>UCAS code</b>

<b>Foundation Year Strand</b>	<b>Programme Titles</b>	<b>UCAS Code</b>
<b>Art and Design</b>	BA (Hons) Graphic Design (with Foundation Year)	W290
	BA (Hons) Comics (with Foundation Year)	COFY
	BA (Hons) Children's Books (with Foundation Year)	CBFY
	BA (Hons) Surface Design (with Foundation Year)	SUFY
	BA (Hons) Illustration (with Foundation Year)	ILFY
	BA (Hons) Animation (with Foundation Year)	259D
	BA (Hons) Applied Art (with Foundation Year)	W202
	BA (Hons) Fine Art (with Foundation Year)	W100
	BA (Hons) Photography and Film (with Foundation Year)	W600
	BA (Hons) Product Design (with Foundation Year)	PDFY
<b>Sciences</b>	BSc (Hons) Equine Science and Welfare Management (with Foundation Year)	758D
	FdSc Applied Animal Behaviour, Welfare and Conservation (with Foundation Year)	85D4
	BSc (Hons) Forensic Science (with Foundation Year)	7F28
	BSc (Hons) Animal Behaviour, Welfare and Conservation Science (with Foundation Year)	ASFY
	BSc (Hons) Biochemistry (with Foundation Year)	BCFY
	BSc (Hons) Biomedical Science (with Foundation Year)	BSFY
	BSc (Hons) Chemistry (with Foundation Year)	CMFY
<b>Computing</b>	BSc (Hons) Computing (with Foundation Year)	I908
	BSc (Hons) Computer Networks and Security (with Foundation year)	I566
	BSc (Hons) Computer Science (with Foundation Year)	I345
	BSc (Hons) Cyber Security (with Foundation Year)	H098
<b>Games</b>	BSc (Hons) Computer Game Design and Enterprise (with Foundation Year)	GEFY
	BSc (Hons) Computer Game Development (with Foundation Year)	I620
	BA (Hons) Game Art (with Foundation Year)	305G
<b>Education</b>	BA (Hons) Working with Children and Families (with Foundation Year)	CFFY
	BA (Hons) Education (ALN/SEND) (with Foundation Year)	1X53
	BA (Hons) Education (with Foundation Year)	FYE
<b>Engineering</b>	BEng (Hons) Aeronautical and Mechanical Engineering (with Foundation Year)	HH4H
	BEng (Hons) Electrical and Electronic Engineering (with Foundation Year)	H603
	BEng (Hons) Automotive Engineering (with Foundation Year)	H331
	BEng (Hons) Renewable and Sustainable Engineering (with Foundation Year)	HH3P
	BEng (Hons) Automation Engineering	H602

<b>Media and Creative Technology</b>	BSc (Hons) Music Technology (with Foundation Year)	W370
	BSc (Hons) Sound Technology (with Foundation Year)	PW33
	BSc (Hons) Television Production Technology (with Foundation Year)	P390
	BSc (Hons) Live Sound (with Foundation Year)	LSFY
	BA (Hons) Sound Design (with Foundation Year)	SDFY
	BA (Hons) Radio production (with Foundation Year)	G3B7
	BSc (Hons) Professional Sound and Video (with Foundation Year)	G3B5
	BA (Hons) Media Production (with Foundation Year)	MPFY
	BSc (Hons) Music and Sound Technology (with Foundation Year)	PW33
<b>Psychology</b>	BSc (Hons) Psychology (with Foundation Year)	1C47
<b>Sport / Football</b>	BSc (Hons) Applied Sport and Exercise Sciences (with Foundation Year)	89C2
	BSc (Hons) Football Coaching and the Performance Specialist (with Foundation Year)	6M0P
	BSc (Hons) Sport, Injury Rehabilitation (with Foundation Year)	SIFY
<b>Business</b>	BA (Hons) Accounting and Finance Management (with Foundation Year)	A268
	BA (Hons) Business and Management (with Foundation Year)	W3L7
	BA (Hons) International Tourism and Hospitality Management (with Foundation Year)	2SKW
	BSc (Hons) Marketing and Business (with Foundation Year)	239N
	BSc (Hons) International Business (with Foundation Year)	IBFY
	BA (Hons) Business and Human Resource Management (with Foundation Year)	HRMB
<b>Health</b>	BSc Public Health and Wellbeing (with Foundation year)	6YA2
	BSc (Hons) Mental Health and Wellbeing (with Foundation Year)	2C4B
	Dip HE Health and Social Wellbeing (with Foundation Year)	207F
<b>Built Environment</b>	BSc (Hons) Architectural Design Technology (with Foundation Year)	28L4
	BSc (Hons) Construction Management (with Foundation Year)	18R7
<b>Humanities</b>	BA (Hons) Social & Cultural History (with Foundation Year)	SHFY
	BA (Hons) Social & Cultural History & English (with Foundation Year)	SEFY
	BA (Hons) Social & Cultural History & Creative Writing (with Foundation Year)	SWFY
	BA (Hons) Creative Writing (with Foundation Year)	CWFY
	BA (Hons) Creative Writing & English (with Foundation Year)	CEFY
	BA (Hons) Theatre, Television & Performance (with Foundation Year)	TPFY
<b>Youth and Community Work</b>	BA (Hons) Youth and Community Work (with Foundation Year) (JNC)	4KWS

The appropriate subject benchmark statements have been used for reference in the design of the level 3 foundation year part of the extended degree programme.

Subject Benchmark Statements as appropriate to named Foundation Year strand:

- Foundation Year: Art and Design – Subject Benchmark Statement: Art and Design
- Foundation Year: Sciences – Subject Benchmark Statement: Sciences
- Foundation Year: Business – Subject Benchmark Statement: Business and Management
- Foundation Year Built Environment: Subject Benchmark Statement Land Construction Real Estate and Surveying and Architectural Technology
- Foundation Year: Computing - Subject Benchmark Statement: Computing
- Foundation Year: Education– Subject Benchmark Statement: Education Studies
- Foundation Year: Engineering – Subject Benchmark Statement: Engineering
- Foundation Year: Health - Subject Benchmark Statement: Health Studies
- Foundation Year: Media and Creative Technology – Subject Benchmark Statement: Communication, Media, Film and Cultural Studies
- Foundation Year: Psychology – Subject Benchmark Statement: Psychology
- Foundation Year: Sport: Subject Benchmark Statement: Health Studies, Events, Hospitality, Leisure, Sport and Tourism
- Foundation Year: Youth and Community Work - Subject Benchmark Statement: Youth and Community Work
- Foundation Year: Humanities - Subject Benchmark Statements: English - Dance, Drama, and Performance – History – Creative Writing
- Foundation Year Built Environment: Subject Benchmark Statement Land Construction Real Estate and Surveying and Architectural Technology

12	<b>Other external and internal reference points used to inform the programme outcomes</b>
	The Foundation Year operates as a component of a 4-year degree for multiple departments. Each subject area will be informed by professional body and employers requirements as appropriate.
13	<b>Mode of study</b>
	Full time
14	<b>Normal length of study</b>
	4 year extended degree programme (one year for completion of level 3 foundation year)
15	<b>Maximum length of study</b>
	Refer to academic regulations
16	<b>Language of study</b>
	English

## 17 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy <https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202017.pdf>

The University's entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

Entry to four-year degree programmes with integrated Foundation Year is aimed at a range of applicants who do not currently meet the criteria for entry to Glyndwr 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 BA (Hons) Youth and Community Education programme strand 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.

### International Foundation Year

Applicants are asked to note that the Foundation Year framework does not include any element of English Language upskilling or support, however this is a core component of the International Foundation Year (IFY). The International Foundation Year focuses on a language, writing, and comprehension skills, with students then blending into the Foundation Year subject areas in Semester 2 where they undertake subject-specific modules.

From September 2019, the International Foundation Year pathway programme is offered in five subject areas:

- International Foundation Year (Art and Design)
- International Foundation Year (Business)
- International Foundation Year (Computing)
- International Foundation Year (Engineering)
- International Foundation Year (Media and Creative Technology)

From September 2020, the following International Foundation Year pathway is added:

- International Foundation Year (Games)

Subject Specific modules;

Art and Design pathway - Materials and Methods, Progression project

Business pathway - Fundamentals of Finance, Introduction to Marketing

Computing pathway - Computing Mathematics, Information Systems and Databases

Games pathway – Game Design Fundamentals, Game Design Project

Engineering pathway – Mechanical Science, Electrical and Electronic Science

### **DBS Requirements**

BA (Hons) Youth and Community Work – Due to the requirement of 100 hours placement at level 3 in a youth and community setting, students applying to the Foundation Year programme will require a satisfactory DBS check. Students on this programme will be undertaking placement activities that will involve face to face work with young people aged 11-25 years in a variety of settings. Often this will involve working unsupervised and sometimes in a residential setting. ETS endorsement guidelines also state that students to the programme must have an Enhanced DBS. Because of the definition of young people are 11-25 years old, there may be times when students are working with adults aged 18+. These adults may be vulnerable as they are in receipt of services for mental health, homelessness, physical disabilities, drug and alcohol misuse. However, there will not be any requirement for personal care.

Based on the information above students who are applying to study on this programme will require;

Children's Enhanced check with children's barred list check

AND

Adults Enhanced Check but WITHOUT a barred list check.

## **Programmes which required a DBS check for entry to level 4**

Applicants to programmes which require a DBS check for **all** students for level 4 entry will be asked to undertake the check as a condition of entry to the 4 year extended degree programme with FY.

Applicants to programmes where the requirement of a DBS check is dependent on the circumstances of the work placement or choice of optional modules in levels 4, 5 or 6 will be asked to undertake the check when placement / module choices are confirmed.

Up to date information on DBS requirements for undergraduate programmes can be found in the university validated programme list.

## **Non-standard entry criteria and programme specific requirements**

N/A

## **18 Recognition of Prior (Experiential) Learning**

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below

### **Programme specific restrictions**

N/A

## **19 Aims of the programme**

Degree programmes with integrated Foundation Year options aim to provide supportive access into undergraduate programmes in:

- Art & Design
- Sciences
- Built Environment
- Business
- Computing
- Games
- Education
- Engineering
- Health
- Humanities
- Media and Creative Technology
- Psychology
- Sport
- Football
- Youth and Community Work

The Foundation Year is designed to support a wide range of students from different backgrounds and with non-standard academic qualifications to enter HE. The year provides a vehicle for students who have not achieved 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 area of the intended degree award.

## 20 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.

The programme has been developed across the University to ensure a consistent learning experience for all students regardless of which discipline they choose to study.

This innovative blending of core generic modules and subject-specific skills modules is designed to provide an effective foundation for subsequent higher education study. A key design feature is the commitment to providing a programme which is suitable for students from a wide range of backgrounds. The foundation year has also been designed to provide opportunities for students to work with peers from 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.

The structure of each Foundation Year Programme consists of 2 x Core Modules, and 4 x Subject-specific modules, each of 20 credits and providing alignment with level 4, 5 and 6 study. Where appropriate, modules are shared across subject teams.

For students undertaking the Youth and Community route, the foundation year provides a unique opportunity to gain 100 hours experience in the sector alongside the Agored Cymru Level 3 Certificate Youth Work in Practice which leads to registration with Education Workforce Council in Wales as a Youth Support Worker

## **21 Programme structure narrative**

Students enrol onto the four year extended degree programme; the Foundation Year programme is delivered full time over one academic year. Upon successful completion of the Level 3, students progress to the next level according to the university academic regulations.

Students are expected to attend the University for a series of two hour scheduled sessions (lectures, seminars and workshops) across the week, (i.e. at least two hours per week for each module if delivered across two semesters. Usually four hours of taught sessions per week for each module delivered in one semester.) Self-directed study time accompanies the schedule, and set work is expected to be completed as a supplement to the contact hours; usually in preparation or follow-up of a taught session or workshop.

### **CORE MODULES**

The Glyndŵr University Foundation Year framework comprises a core of 2 generic 20-credit modules common to all Foundation Year programmes:

- The Skills You Need
- Contextual Studies

#### **The Skills You Need**

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, and content appropriate to each strand area. The module is designed to be flexible, whilst still focusing on the core elements a skills module provides. The module may be delivered by different tutors within subject disciplines, however there will be one named tutor who will provide academic oversight to ensure a consistent student experience.

#### **Contextual Studies**

The module introduces students to a broad variety of subject specific contemporary issues to stimulate discussion, debate, and engagement. The module will enable students to relate their area of interest to the issues presented, with follow-on research activity and reflective practice amongst subject groups. The module allows for flexibility of content and may be delivered by different tutors within subject disciplines, however there will be one named tutor who will provide academic oversight to ensure consistent student experience.

### **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 – listed as follows:

#### **Art & Design**

Modules in this strand are designed to provide students with a solid grounding in visual research methods, traditional and digital technical practises and creative processes, relevant to all Art and Design studies. The knowledge and acquisition of skills at Level 3 will inform skills, enhance confidence and support study at HE level while confirming a student's selection of specialist art and design practice.

## **Visual Investigation**

This module provides an introduction to the key elements of general design practice. Tasks will focus on the creative blending of visual research, idea generation and drawing in order to explore and communicate a variety of solutions. Workshops and demonstrations will introduce a mixture of traditional tools and materials, photography and digital software.

## **Materials and Methods**

This module looks at a broad range of techniques and methods to develop narrative and non-narrative resolutions. Principles affiliated to two and three-dimensional design, photography, painting and digital software will be introduced and delivered, with practical sessions encouraging independent creative growth in studio and workshop environments. Coverage of health and safety procedures is included.

## **Creative Processes**

This module explores processes, materials and equipment further, extending the key stages of the artistic process. It includes the translation of ideas and images into finished solutions and the importance of understanding how to work creatively and effectively through a variety of visual means. The aim is to provide students with the skills, understanding and confidence required for professional work within their chosen specialist field.

## **Progression Project**

The negotiated nature of this module enables students to focus with their specified programme in more detail, demonstrating application of skills, processes and knowledge, as they work individually with staff from their subject discipline. All projects require evidence of visual and on-line research skills, exploration of a clear, creative thinking process, visual methodology, technical skill and the application of creative and imaginative solutions to problem solving. Good time management is key to the success of the intended outcome and demonstrates independent learning as they work towards a final exhibition of work.

## **Science**

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 Animal Behaviour Conservation Science and Equine Welfare Studies, and Forensic Science.

## **Plant and Animal Biology**

The aim of the module is to provide a broad overview of biology, contextualised in terms of plants and animals, and with emphasis on examples of relevance to students on the programme.

The module will introduce learners to the key themes in biology which are essential for students planning a career in the life sciences.

## **Laboratory and Field Skills**

This module provides students with training in laboratory skills. It includes coverage of experimental method, health and safety, writing COSHH and risk assessments, use of laboratory equipment including microscopes. Students will be introduced to the principles and practice of undertaking fieldwork.

## **Maths and Experimental Design**

The aim of this module is to equip students with essential skills that will enable them to:

- (i) design and carry out experiments or surveys in the laboratory and field, and
- (ii) collect, process and interpret experimental data collected.

To achieve these aims the module will explore the principles of experimental design and teach students to critically review experiments and data.

Students will also be introduced to ways in which the scientific community communicate numerical data, and key mathematical concepts that underpin it.

## **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.

## **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.

### **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.

## **Business**

Modules in this strand are designed to provide broad-based underpinning knowledge, experience and understanding of the modern business world to support degree level study in Business and Management, Accounting & Finance Management, International Business, Business and Human Resource Management, International Tourism & Hospitality Management and Marketing and 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.

### **Fundamentals of HRM**

In the 21st century HRM is at the heart of every organisation’s activity, people management/development and process, regardless of whether the business operates in the private, public or third sector. Central to all HRM operations is the employee. This module will introduce students to the ever evolving world of HRM, and explore the tools and techniques HR Managers use to achieve their HR objectives.

### **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 21<sup>st</sup> century marketing is at the heart of every organization'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.

### **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 an introduction to Database management systems.

### **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.

### **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.

### **Information Systems and Databases**

This module will provide an introduction to DBMS (database management systems) and consider the underlying principles on how organisations use and design information systems.

### **Games**

Foundation year modules in Games are designed to provide students with the underpinning knowledge and skills required for subsequent study at degree level. This includes effective grounding in conceptual design, rapid prototyping and technical art as well as wider social issues associated with the use of games and creative technologies and their impact on the real world.

### **Game Design Project**

This module is designed to be the first game design and development project for foundation year students to provide experience of dealing with the complete workflow for the development of a playable game prototype. Where possible, this module will encourage interdisciplinary collaborative practice between students with different focusses in their development. Students will be required to record their process throughout the module and reflect on their progress at the end.

### **Game Studies**

This module is designed to introduce evaluation and assessment of current game design and reflect contemporary industry studies. Using a series of unique coursework challenges, this module will be to provide an introduction for students wishing to continue studies at undergraduate level.

### **Game Design Fundamentals**

This module is designed to introduce fundamental concepts of game design, development, game art and contemporary industry studies. Using a series of unique coursework challenges, this module will be to provide a training platform for students wishing to continue studies at undergraduate level.

## **Education**

The Education Foundation Year is designed to introduce students to a range of topics related to working with children, young people and families. The modules have been developed to enable students to prepare for Level 4 of their chosen degree route. The assessment strategies have also been developed to enable students to demonstrate their knowledge and understand through a range of assessment methods. The different types of assessment will support students to build their academic skills, knowledge and understanding of the subject discipline and build their confidence to support their future studies. The Education Foundation Year structure has students studying and completing three x 20 credit modules in Semester 1 and three x 20 credits in Semester 2.

### **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 Wellbeing**

This module provides an overview of the concept of health and wellbeing across the lifespan. It includes consideration of issues impacting on health and wellbeing, 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 Skills for the Workplace**

This module is designed to support students on all Education Routes to prepare for the work placement they will undertake at levels 4, 5 and 6 of their degree. The module aims to develop students underpinning of the skills, behaviours and attributes required for the workplace in a variety of education/family settings. It introduces students to how educational/family settings are organised and function. Students will consider the roles, responsibilities and expectations of practitioners within those settings and the communication skills needed within the workplace.

### **Introduction to Safeguarding Children and Young People**

This module aims to provide students with the opportunity, to develop professional awareness of working with vulnerable children and young people, considering the role of safeguarding in professional practice. Students will consider the actions needed to promote the welfare of children and young people to protect them from harm.

## **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 to 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.

### **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.

### **Fundamentals of Health, Mental Health and Wellbeing**

This module provides an overview of the concept of health, mental health and wellbeing across the lifespan. It includes consideration of issues impacting on health, mental health and wellbeing, including physical and mental health, lifestyle, diet, exercise and wellbeing, and the role in influencing physical, social, emotional and cognitive development across the lifespan. This module will also explore underpinning policy and legislation that impact on current practice

### **Fundamental Capabilities for working in health and wellbeing**

The aim of the module is to provide an overview of the 10 essential capabilities that underpin effective practice in the field of health and wellbeing. Students will consider how these capabilities will be applied to future careers in the contemporary health and wellbeing landscape.

### **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.

### **Professional Communication in a Health Context**

This module introduces learners to the basic principles of professionalism and communication required within the health sector. It will explore the basic theories of communication discussing factors that could be a barrier or aid communication. The principles of professionalism and communication will also be explored.

### **Humanities**

Modules in Humanities are designed to introduce students to the disciplines of History, English, Creative Writing and Theatre. There will be an opportunity for students to engage in a range of different activities which encourage the development and practical application of critical skills, digital literacy and analytical techniques.

### **Introduction to Humanities Part One**

This module will provide an introduction to the different subject areas and encourage familiarisation

with a range of themes and debates. There will be an opportunity to learn in different ways – through practical fieldwork, literary analysis and reflections on dramatic performance.

### **Introduction to Humanities Part Two**

This module is intended to build on the foundation of the module above. This will provide students with an opportunity to further apply their academic skills in the study of the Humanities. Themes such as culture, social justice, war and education will be investigated through a series of different methodological approaches.

### **Media 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 chosen 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.

### **Media and Creative Technology**

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

### **Studio Essentials**

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

### **Media Communication**

This module provides an introduction to communication practice. It will equip students with a basic knowledge of what is needed to effectively communicate in a message-dense media environment. This knowledge would be advantageous to any student wishing to forge a career in the creative industries.

### **Media 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 chosen by the student to their own current and future interests.

### **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 Psychology 1**

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.

## **Writing and presenting for 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 Psychology 2**

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.

## **A mini project in Psychology**

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.

## **Sports**

### **Introduction Sports and Exercise Sciences 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.

### **Biomechanics in Sports Science**

This module is designed to introduce Sports Biomechanics and its underpinning theories and approaches. It will demonstrate the interrelationship between physiology, psychology and performance analysis and provide a foundation of mathematical knowledge relevant to the area.

### **Sports Injury Rehabilitation**

#### **Foundations of Anatomy and Kinesiology**

This module is designed to provide a foundation in the understanding of anatomy and kinesiology. This will be promoted through an ability to describe key musculoskeletal structures and promoting confidence in palpating key musculoskeletal structures. Students will also develop an introductory

understanding into the terminology used for joint classifications, muscle classification and movements.

### **Foundations of Injury Management and Exercise Prescription**

This module is designed to provide an introduction to injury management and exercise prescription. Introductory topics include the importance of a subjective and objective assessment, basic management of acute and chronic injury, and using exercise as a rehabilitation modality.

### **Football**

#### **Football: Starting to Coach**

This module is designed to introduce students to a range of football specific coaching skills that align with the FAW framework. On completion of the module the student will be at a point where they will undertake the FAW Level 1: Football Leaders Award.

#### **Parents and the Performer**

This module is designed to introduce the student to relationships that surround athletes that can have positive and negative effects on performance. Once identified the module looks at strategies that can be employed to alleviate potential problems whilst ensuring a solid support network surrounds the player.

#### **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.

#### **Introduction Sports and Exercise Sciences 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.

### **Youth and Community Work**

Youth and Community Work – The Foundation Year programme is delivered full time over one year, with students undertaking 120 credits. This includes the 2 core Foundation Year modules and then 4 specialist youth and community work modules. Students are expected to attend the university for taught sessions (2-3 hours per module, per week). In addition, students will be required to undertake placement hours throughout the week, as well as independent study. Students will receive additional contact hours in terms of assignment and group tutorials.

#### **Youth and Community Work in Practice 1**

This module aims to give youth and community work students an overview of youth work practice and theory. It is an opportunity for students to apply learning from class in a practice environment, focusing on theory of youth work and reflective practice, whilst ensuring they work towards safeguarding themselves and others.

#### **Youth and Community Work in Practice 2**

Building on learning from Youth and Community Work in Practice 1, students will develop more advanced knowledge and skills for youth and community work practice. This will include an understanding of the importance of conversation and dialogue in building professional relationships, the ability to plan and deliver group work activities in line with group work theory, and recognising the causes of challenging behaviour, evaluating different approaches to working with this.

Young People's Development

#### **Anti-Discriminatory Practice in Youth and Community Work**

This module supports the student to reflect on their own values in relation to anti-discriminatory practice in youth and community work. Students will be able to explain anti-discriminatory practice in

youth work, and how prejudice and discrimination impact on youth and community work delivery, but also act as barriers to young people in society.

### **Young People's Development**

This module explores the theoretical concepts of adolescence and young people's physical, emotional, and psychological development; analysing how this impacts on young people's lives and the role of the youth and community worker in supporting young people through transition into adulthood.

## 22 Programme structure diagrams (All modules level 3, 20 credits)

<b>ART AND DESIGN</b>			
S1	<b>FY301 The Skills You Need</b>	ARD315 Visual Investigation	ARD316 Materials and Methods
S2	<b>FY302 Contextual Studies</b>	ARD309 Creative Processes	ARD 310 Progression Project
<b>SCIENCE</b>			
S1	<b>FY301 The Skills You Need</b>	LND308 Laboratory and Field Skills	LND309 Introduction to Science
S2	<b>FY302 Contextual Studies</b>	SCI338 Maths and Experimental Design	SCI326 Plant and Animal Biology
<b>BUILT ENVIRONMENT</b>			
S1	<b>FY301 The Skills You Need</b>	AUR 346 Sustainability and the Environment	AUR348 Graphical Communication in the Built Environment
S2	<b>FY302 Contextual Studies</b>	AUR347 Number in the Built Environment	AUR349 Built Environment Project
<b>BUSINESS</b>			
S1	<b>FY301 The Skills You Need</b>	BUS350 Fundamentals of Business	BUS352 Fundamentals of HRM
S2	<b>FY302 Contextual Studies</b>	BUS348 Fundamentals of Finance	BUS349 Introduction to Marketing
<b>COMPUTING</b>			
S1	<b>FY301 The Skills You Need</b>	ENG348 Design and Technology	COM307 Computer Hardware and Software
S2	<b>FY302 Contextual Studies</b>	COM396 Information Systems and Databases	COM308 Computing Mathematics
<b>Games</b>			
S1	<b>FY301 The Skills You Need</b>	ENG348 Design and Technology	COM326 Game Studies
S2	<b>FY302 Contextual Studies</b>	COM319 Game Design Project	COM320 Game Design Fundamentals
<b>EDUCATION</b>			
S1	<b>FY301 The Skills You Need</b>	ECS305 Introduction to Child Development	ECS306 Introduction to Health and Wellbeing
S2	<b>FY302 Contextual Studies</b>	ECS308 Introduction to Skills for the Workplace	ECS307 Introduction to Safeguarding Children and Young People

<b>ENGINEERING</b>			
S1	<b>FY301 The Skills You Need</b>	ENG349 Analytical Methods for Engineering	ENG348 Design and Technology
S2	<b>FY302 Contextual Studies</b>	ENG357 Mechanical Science	ENG358 Electrical and Electronic Science
<b>HEALTH</b>			
S1	<b>FY301 The Skills You Need</b>	HLT303 Professional Communication in a Health Context	HLT304 Fundamentals of Health, Mental Health and Wellbeing
S2	<b>FY302 Contextual Studies</b>	HLT307 Fundamental Capabilities for working in health and wellbeing	HLT306 Fundamentals of Anatomy and Physiology
<b>MEDIA AND CREATIVE TECHNOLOGY</b>			
S1	<b>FY301 The Skills You Need</b>	MCT303 Media Communication	MCT301 Media Culture
S2	<b>FY302 Contextual Studies</b>	MCT304 Studio Essentials	MCT302 Personal Project
<b>HUMANITIES</b>			
S1	<b>FY301 The Skills You Need</b>	HUM323 Introduction to Humanities Part One	MCT301 Media Culture
S2	<b>FY302 Contextual Studies</b>	HUM324 Introduction to Humanities Part Two	MCT302 Personal Project
<b>PSYCHOLOGY</b>			
S1	<b>FY301 The Skills You Need</b>	PSY331 Writing and Presenting for Psychology	PSY330 A Mini Project in Psychology
S2	<b>FY302 Contextual Studies</b>	PSY332 Introduction to Psychology 1	PSY333 Introduction to Psychology 2
<b>FOOTBALL</b>			
S1	<b>FY301 The Skills You Need</b>	FAW303 Football: Starting to coach	FAW304 Parents and the Performer
S2	<b>FY302 Contextual Studies</b>	SPT319 Introduction to Sports and Exercise Sciences and Human Performance	SPT318 The Performance Environment

<b>SPORTS</b>			
S1	<b>FY301 The Skills You Need</b>	SPT317 Introduction to Sports Coaching Concepts	SPT321 Understanding Human Movement
S2	<b>FY302 Contextual Studies</b>	SPT319 Introduction to Sports and Exercise Sciences and Human Performance	SPT318 The Performance Environment
<b>SPORTS INJURY REHABILITATION</b>			
S1	<b>FY301 The Skills You Need</b>	SPT320 Biomechanics and Sports Science	SIR302 Foundations of Injury Management and Exercise Prescription
S2	<b>FY302 Contextual Studies</b>	SIR301 Foundations of Anatomy and Kinesiology	SPT319 Introduction to Sports and Exercise Sciences and Human Performance
<b>YOUTH AND COMMUNITY WORK</b>			
S1	<b>FY301 The Skills You Need</b>	YCW318 Youth and Community Work in Practice 1	YCW317 Young People's Development
S2	<b>FY302 Contextual Studies</b>	YCW319 Youth and Community Work in Practice 2	YCW316 Anti-Discriminatory Practice in Youth and Community Work

### 23 Intended learning outcomes of the programme

On completion of the Foundation Year students will be able meet the following generic learning outcomes:

#### Knowledge and understanding

- A1 Explain the fundamental concepts, principles, techniques and issues which underpin future study at Level 4 in their specialist subject areas.
- A2 Examine the way in which their subject area relates to wider societal and global concerns.

#### Intellectual skills

- B1 Collect and organise and apply information.
- B2 Engage in Independent Learning
- B3 Devise a plan to meet and reflect on personal and professional development needs.

#### Practical, professional and employability skills

- C1 Communicate ideas using oral, written and visual means of communication
- C2 Engage in team work to achieve a set task
- C3 Apply IT Skills in the context of their study.
- C4 Demonstrate Time Management Skills

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

**Subject Specific Knowledge and Skills** - for each strand outlined as follows:

### **Art & Design**

Students should be able to:

- Identify elements and key stages of the design process, including understanding of media forms, techniques and their application (All Modules)
- Apply key principles associated with 3D design (Creative Processes)
- Describe Health and safety issues associated with art and design practice (All Modules).
- Identify issues of professional practice in art and design (All Modules).

Subject Specific Skills:

- Create and design products from initial conception to production, (All Modules).
- Work with media and techniques to produce creative artworks. (All Modules).

### **Sciences**

Students should be able to:

- Explain the role of experimentation in the development of science through formulation of hypotheses, theories and laws. (Maths and Experimental Design)
- Describe the significance of the basic theories and laws of physics, chemistry and biology to their chosen field of study. (Introduction to Science)
- Understand the structure, physiology and development of plants and humans and how evolution enables adaption to a changing environment. (Plant and Animal Biology)

Subject Specific Skills:

- Use experimental design, investigation and analysis, including statistical analysis of outcomes. (Maths and Experimental Design)
- Engage in laboratory and fieldwork practice, including health and safety, risk assessment and use of scientific equipment. (Laboratory and Field Skills)
- Apply problem solving techniques and manipulation of chemical and mathematical equations (Maths and Experimental Design)

### **Built Environment**

Students should be able to:

- Describe the effect of the Construction Industry on the Natural Environment (Sustainability and the Environment)
- Identify key principles associated with construction methods (Sustainability and the Environment, Built Environment Project)
- Describe working practices in the Built Environment (Built Environment Project, Graphical Communication)

Subject Specific Skills:

- Design and the creation of drawings, models and other graphical expressions (Graphical Communication in the Built Environment)
- Apply number and word skills in relation to Built Environment examples (Number in the Built Environment)

## **Business**

Students should be able to:

- Describe the nature of the modern business environment and its impact on society (Fundamentals of Business)
- Identify and discuss contemporary business issues (Contemporary Issues & Fundamentals of HRM)
- Explain and apply concepts of finance within different types of business (Fundamentals of Finance)
- Identify and apply modern marketing tools to support business strategy (Introduction to Marketing)

Subject Specific Skills:

- Demonstrate an ability to identify business issues and discuss solutions (Fundamentals of HRM & Fundamentals of Business)
- Ability to plan and create strategy to support team and business wide related projects (Fundamentals of Business & Introduction to Marketing & Fundamentals of Finance)
- Translate knowledge of management, teams and leadership to develop business ideas (Introduction to Marketing & Fundamentals of HRM)

## **Computing**

Students should be able to:

- Identify mathematical concepts and issues associated with computing and computer programming, including data representation and the use of formula (Computer Hardware & Software)
- Describe key elements of computer hardware technology and software operating systems
- Describe aspects of the application of computers and IT in society, including use of computers and IT in industry and commerce

Subject Specific Skills:

- Demonstrate basic use of mathematics in computing and IT and application to basic programming – (Computing Maths, Computer Hardware & Software)
- Apply computer hardware and computer operating systems to practical and real-world scenarios – (Computer Hardware & Software)

## **Games**

Students should be able to:

- Identify design & development concepts and issues associated with game development and games programming, including reflective practices and the use of contemporary management project tools (Game Design Fundamentals & Game Design Project)
- Describe key elements of computer game development and associated systems and tools (Game Studies)
- Describe and contextualize the key aspects of the use and impact of games and related tech in society, including use of serious games applications in the wider IT industry and commerce (Game Design Fundamentals, Game Studies)

Subject Specific Skills:

- Demonstrate the basic application of design and problem solving techniques within the field of game design and development. (Game Design Fundamentals, Game Studies & Game Design Project)
- Apply conceptual, digital and hardware systems to practical and real-world scenarios – (Game Design Project)



## **Education**

Students should be able to:

- Identify key issues, terms and theorists in education, child development and education in society (Introduction to Child Development)
- Discuss the factors which impact on the health and wellbeing in the all-round development of children (Introduction to health and Wellbeing)
- Interpret the legal framework relating to healthy child development (Introduction to health and Wellbeing)
- Identify the ethical and practical issues associated with effective professional practice in educational, counselling and youth and community work settings (Introduction to Safeguarding Children and young People; Introduction to Skills for the Workplace)

Subject Specific Skills:

- Identify Strategies for effective professional practice and CPD (Introduction to health and Wellbeing; Introduction to Safeguarding Children and young People; Introduction to Skills in the Workplace)

## Engineering

Students should be able to:

- Identify mathematical terms and complete mathematical operations, including algebra, trigonometry and calculus and their use and importance for Engineering theory and practice (Analytical Methods for Engineering, Mechanical Science, Electrical and Electronic Science)
- Identify the key principles and skills associated with Mechanical and Electrical Engineering, (Mechanical Science, Electrical and Electronic Science)

Subject Specific Skills:

- Apply mathematical principles to Engineering theory and practice (Mechanical Science, Electrical and Electronic Science, Design and Technology)
- Apply issues of practical design in the application of engineering solutions to areas including robot design, CAD, printed circuits, and prototype techniques (Design and Technology, Mechanical Science, Electrical and Electronic Science)

## Health

Students should be able to:

- Identify theories, concepts in relation to communication skills and communication theories in a health context. (Professional Communication in a Health Context)
- Illustrate the factors which impact on the health and wellbeing in the all-round development of people across the life course (– Fundamentals of Health, Mental Health and Wellbeing)
- Interpret the legal framework relating to healthy development/living throughout the life course (Introduction to Values in Caring)
- Apply the values that underpin safe and effective care for individuals to given care scenarios Introduction to Values in Caring, – Fundamentals of Health, Mental Health and Wellbeing, Professional Communication in a Health Context)
- Identify the major body systems, relate how they how they work, explaining the fundamental biological structure of the body (Fundamentals of Anatomy and Physiology)

Subject Specific Skills:

- Apply principles of professionalism to the working environment (Introduction to Values in Caring, – Fundamentals of Health, Mental Health and Wellbeing, Professional Communication in a Health Context)
- Apply the importance of safety to working practice (Introduction to Values in Caring, Professional Communication in a Health Context,)

## Humanities

Students should be able to:

- Identify key areas of debate in the disciplines of History, English, Creative Writing and Theatre. (Introduction to Humanities Part One, (Introduction to Humanities Part Two)
- Describe trends in the subject-specialisms and the way in which they help to explain society today (Introduction to Humanities Part One, (Introduction to Humanities Part Two, Media Culture)
- Explain the inter-relationships between the Humanities disciplines (Introduction to Humanities Part One, Introduction to Humanities Part Two)

Subject Specific Skills:

- Apply research techniques associated with humanities subject areas. (Introduction to Humanities Part One, (Introduction to Humanities Part Two, Personal Project, Media Culture)

## **Media and Creative Technology**

Students should be able to:

- Identify Key areas of media technology, practice, and theory. (Personal Project, Media Culture, Media Communication, Studio Essentials)
- Explore the use of media technology in the production and broadcasting of media artefacts. (Personal Project, Media Communication, Studio Essentials)
- Recognise the professional practice expectations in media (Personal Project, Media Communication, Studio Essentials)

Subject Specific Skills

- Reflect on the social, cultural and political role and impact of the media and media technology on modern society. (Personal Project, Media Culture, Media Communication, Studio Essentials)
- Practical media design and practice. (Personal Project, Media Communication, Studio Essentials)

## **Psychology**

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

- Identify the major theories, concepts and approaches in Psychology and their application to the study and analysis of human behaviour (Introduction to Psychology 1 and 2).
- Classify the major branches of Psychology, including Social Psychology, Developmental Psychology, and Cognitive Psychology (Introduction to Psychology 1 and 2).
- Key elements of, and issues associated with, research investigation, research design and analytical techniques in psychological investigation. (Introduction to Psychology 1 and 2, Mini Project in Psychology, Writing and Presenting for Psychology).

Subject Specific Skills:

- Ability to design a research project suitable for investigating a specific psychological question. (Mini Project in Psychology)
- Demonstrate an understanding of different techniques and methods in psychological investigation. (Mini Project in Psychology)
- Apply knowledge of research methods, experimental design and psychological approaches to case studies in human behaviour and applied psychology. (Introduction to Psychology 1 and 2).
- Demonstrate reflective practice skills. (Writing and Presenting for Psychology).

## **Sport/Football/Sports Injury Rehabilitation**

Students should be able to:

- Apply theories and approaches used within sport and exercise science, to sport, exercise and human performance settings (All modules)
- Examine a range of sports coaching concepts, performance environments, and sports and physical activities (All modules)
- Describe key musculoskeletal structures, joint classifications, muscle classifications and movement variables (Foundations fo Anatomy and Kinesiology)
- Describe the importance of the subjective and objective assessment. Demonstrate the basic principles of acute and chronic injury management and appropriate injury management strategies (Foundations of Injury Management and Exercise Prescription)
- Describe the benefit of exercise rehabilitation in common musculoskeletal injuries (Foundations of Injury Management and Exercise Prescription)

Subject Specific Skills:

- Undertake research design and investigation, and evaluation of the effectiveness and appropriateness of techniques and methods in psychological investigation. (All modules)

## **Youth and Community Work**

Students should be able to:

- Apply the core values and principles of youth and community work demonstrating how historical, political and social factors have shaped these
- Apply key theories and approaches to working with young people and communities
- Identify the principles of reflective practice in youth and community work and assess how this impacts on anti-discriminatory practice
- Identify theories and concepts of adolescent development and reflect on the role of the youth and community worker in supporting young people through transitions

Subject Specific Skills:

- Plan, deliver and evaluate group work activities with others (Youth and Community Work in Practice 2)
- Research key theoretical concepts and apply to practice through the reflective process (Youth and Community Work in Practice 1 & 2, Anti Discriminatory practice in YCW)
- Select appropriate methods for Safeguarding themselves and others in practice settings (YCW in Practice 2)
- Working with others in an anti-discriminatory way (Anti-Discriminatory Practice in Youth and Community Work, (Youth and Community Work in Practice 1 & 2)

## 24 Curriculum matrix

For successful completion of the foundation year modules, students will achieve the following learning outcomes:

Module Title	Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills								
	A1	A2	B1	B2	B3	C1	C2	C3	C4
The Skills You Need	✓		✓	✓	✓	✓	✓	✓	✓
Contextual Studies	✓	✓	✓	✓		✓	✓	✓	✓
<b>Art and Design</b>									
Visual Investigation	✓			✓	✓			✓	✓
Materials and Methods	✓			✓	✓	✓	✓	✓	✓
Creative Processes	✓		✓	✓	✓	✓	✓	✓	✓
Progression Project	✓	✓	✓	✓	✓	✓		✓	✓
<b>Science</b>									
Plant and Animal Biology	✓		✓	✓	✓	✓	✓	✓	
Laboratory and Field Skills	✓			✓	✓			✓	✓
Maths and Experimental Design	✓		✓	✓		✓	✓	✓	✓
Introduction to Science	✓	✓		✓		✓	✓		✓
<b>Computing</b>									
Computing Mathematics	✓			✓	✓	✓	✓		✓
Computer Hardware and Software	✓			✓	✓	✓	✓		✓
Information Systems and Databases	✓		✓	✓	✓	✓	✓	✓	✓
Design and Technology	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Games</b>									
Design and Technology	✓	✓	✓	✓	✓	✓	✓	✓	
Game Design Project	✓		✓	✓	✓	✓	✓	✓	✓
Game Design Fundamentals	✓	✓	✓	✓		✓	✓	✓	✓
Game Studies	✓	✓	✓	✓	✓	✓	✓	✓	✓

<b>Education</b>									
Introduction to Skills for the Workplace	✓		✓	✓	✓	✓	✓	✓	✓
Introduction to Child Development	✓	✓	✓	✓		✓		✓	
Introduction to Health and Wellbeing	✓	✓	✓	✓		✓		✓	✓
Introduction to Safeguarding Children and Young People	✓	✓	✓	✓		✓		✓	✓
<b>Engineering</b>									
Analytical Methods for Engineering	✓		✓	✓	✓	✓	✓		
Design and Technology	✓	✓	✓	✓	✓	✓	✓	✓	
Mechanical Science	✓		✓	✓	✓	✓	✓	✓	✓
Electrical and Electronic Science	✓		✓	✓	✓	✓	✓	✓	✓
<b>Media and Creative Technology</b>									
Media Communication	✓	✓	✓	✓	✓	✓	✓	✓	✓
Media Culture	✓	✓	✓	✓		✓	✓	✓	✓
Studio Essentials	✓		✓	✓		✓	✓	✓	✓
Personal Project	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Psychology</b>									
Introduction to Psychology 1	✓		✓	✓	✓	✓		✓	✓
Writing and presenting for Psychology	✓		✓	✓		✓		✓	✓
Introduction to Psychology 2	✓		✓	✓		✓		✓	✓
A mini project in Psychology	✓	✓		✓			✓	✓	
<b>Business</b>									
Fundamentals of Finance	✓			✓			✓		
Fundamentals of HRM	✓		✓	✓			✓		
Introduction to Marketing	✓								✓
Fundamentals of Business	✓	✓	✓		✓	✓		✓	✓
<b>Sport / Football</b>									
Introduction to Sports and Exercise Sciences and Human Performance	✓	✓	✓				✓	✓	✓
Introduction to Sports Coaching Concepts	✓	✓	✓		✓	✓	✓	✓	✓
Foundations of Injury Management and Exercise Prescription`	✓		✓	✓		✓		✓	✓
Foundations of Anatomy and Kinesiology	✓		✓	✓		✓		✓	✓
The Performance Environment	✓			✓	✓	✓	✓		✓
Football: Starting to Coach	✓	✓	✓		✓	✓	✓	✓	✓

Parents and the Performer	✓	✓	✓		✓		✓	✓	
Biomechanics in Sports Science	✓		✓	✓				✓	
<b>Health</b>									
Fundamentals of Health, Mental Health and Wellbeing	✓		✓	✓	✓		✓	✓	
Professional Communication in a Health Context	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fundamentals of Human Anatomy and Physiology	✓								✓
Fundamental Capabilities for working in health and wellbeing	✓	✓	✓	✓		✓	✓	✓	✓
<b>Built Environment</b>									
Number in the Built Environment	✓			✓	✓	✓	✓		
Sustainability and the Environment	✓	✓	✓			✓		✓	✓
Graphical Communication in the Built Environment	✓		✓	✓	✓	✓	✓		
Built Environment Project	✓	✓	✓		✓			✓	✓
<b>Humanities</b>									
Introduction to Humanities Part One	✓		✓	✓	✓	✓		✓	✓
Introduction to Humanities Part Two	✓	✓	✓	✓	✓	✓		✓	✓
Media Culture	✓		✓	✓	✓	✓	✓	✓	✓
Personal Project	✓	✓	✓	✓	✓	✓		✓	✓
<b>Youth and Community</b>									
Youth and Community Work in Practice 1	✓	✓	✓	✓	✓	✓	✓	✓	✓
Youth and Community Work in practice 2	✓	✓	✓	✓	✓	✓	✓	✓	✓
Anti-Discriminatory Practice in Youth and Community Work	✓		✓	✓		✓		✓	✓
Young People's Development	✓	✓	✓	✓		✓		✓	✓

## 25 Learning and teaching strategy

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.

Learning and teaching strategies aim to enhance the student experience, with an emphasis on care and engagement strategies, including:

- Interviews for every applicant.
- Induction schedule to cement engagement.
- Learning agreements for students who require additional support identified through learning support mechanisms
- Study groups for an enhanced sense of community and academic development as part of seminar and tutorials activity
- Blocks/segments of topic delivery aligned with more modular assessment, and formative assessment strategies.

Additional support will also be provided by the Digital Learning Team and the Subject and Digital Support Librarians to ensure students have the appropriate IT skills to succeed. Additional support will be available for students to access as top up sessions.

This team would offer support with the following:

- Moodle, including navigating and accessing courses and the Student Dashboard; uploading assignments; submitting to Turnitin and interpreting the similarity report; contributing to a forum; messaging; using the Calendar/ Agenda.
- Introduction to Office 365, including student email; accessing Office tools e.g. Word, PowerPoint; collaborating online (e.g. MS Teams)
- Managing digital identity and wellbeing (staying safe online; developing online profile etc.)

Information related tasks such as discovering, evaluating, and managing in relation to lifelong learning, developing research skills and academic competencies, identifying appropriate resources and materials, both print and electronic, the ethical use of information.

This additional support would assist in both the learning outcomes of subject areas, and be a benefit to retention.

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

- **Directive** - making effective use of lectures, 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, Sciences 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, Youth and Community 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.

Contact time will be 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 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.

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.

## 26 Work based/placement learning statement

Whilst primarily, work-placed learning does not take place within the Foundation Year (with some exceptions, as below) The opportunity to engage in project-based activity in a simulated professional environment occurs across many subject strands. This allows students to both engage with their chosen future profession or direction of study, whilst also fostering essential skills of research, communication, and project-management.

### **Youth and Community Work strand**

As per the Glyndŵr University Curriculum Framework, and the requirements of ETS Wales for the Youth Work JNC Professional Qualification this programme contains 2 modules of placement learning consisting of 100 hours in total. Although the placement element for the Foundation Year will not be monitored by ETS Wales, 100 hours of practice experience is an entry requirement for those applying for entry to the programme at Level 4, and also a requirement to gain the Agored Cymru Level 3 Certificate in Youth Work Practice.

Each of the placement modules (Youth and Community Work in practice 1, and Youth and Community Work in practice 2) are supported by the taught sessions for the level of learning and the module learning outcomes for the placement modules reflect this.

Students will be required to complete 50 hours placement activity in semester 1 (October until end of January) and 50 Hours placement activity in semester 2 (February until the end of May), with a minimum of 80% face to face contact. This works out at around 4 hours per week. Students can use the same placement provider for both of these modules.

Students will be supported to identify and secure relevant and suitable placement opportunities by the programme team; developing and drawing on key skills for employability. The programme organises a placement market place within the first 2 weeks of term. Placement providers will be present at this and students are encouraged to attend along with a CV, to speak with placement providers and source a placement suitable for their needs. However, the team recognise that not all students, especially those at level 3, have the confidence, contacts or skills to put this in place. Students who are unable to independently source a placement will be supported by the team who will draw upon a database of contacts from across Wales and England to ensure that a suitable placement is found.

The suitability of placement opportunities is determined by the programme team who request an Agency Profile be completed and returned by the placement organisation ahead of the start of placement. The Agency Profile confirms supervision arrangements (which should be by a practitioner who themselves is JNC qualified), health and safety risk assessments, but also the activities to be undertaken and how these map against the National Occupational Standards for Youth Work.

Before students commence placement activities checks will be made to ensure that a current DBS certificate is in place. This is a condition of entry onto the programme and students are encouraged to sign up to the Update Service so that their DBS remains current.

In order to enhance the student learning experience whilst on placement and to ensure quality support, each student will be allocated a Visiting Placement Tutor who is an experienced practitioner in the field to mentor and support the student to learn from the placement experience. The Visiting Placement Tutor is recruited on a sessional basis, but in all instances is JNC professionally qualified, will have at least 2 years post qualifying experience, and has received training from the Programme Team as well as the opportunity to undertake the Professional Supervision module as part of their continuing professional development. The Visiting Placement Tutors also have access to their own VLE page containing all relevant forms, handbooks and further information. This will further support the student and practitioners in the field in becoming part of a wider community of practice.

The Visiting Placement Tutor will conduct a 3 way meeting with the student, the placement organisation and themselves to complete a Learning Agreement which outlines the expectations and responsibilities of all parties, and also the agreed tasks and learning outcomes for the student. Moving forward the Visiting Placement Tutor is the main point of contact for both the student and placement organisation should any practice issues occur.

The placement modules are an essential part of the programme allowing the student to demonstrate their ability to achieve the National Occupational Standards in Youth Work. The programme team will remain responsible for the assessment of placement learning activities. The placement learning activities include critically reflective journals and the design, delivery and evaluation of youth work sessions, as well as critical theoretical debate through online forums with peers. The assessment of the placement modules also includes reports from the Placement Supervisor who is able to observe the student's practice and flag any issues with the programme team regarding suitability for practice. The Placement Supervisor is the supervisor within the placement organisation who will have line management responsibility for the student. Where possible the Placement Supervisor will be JNC professionally qualified. Placement Supervisors also have the opportunity to attend the Professional Supervision module as part of their continuing professional development. Additional support is also provided by the programme team, and an end of placement review.

### **Education strand**

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 31 and 32 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.

## **27 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.

## **28 Assessment strategy**

### **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 (with students awarded individual marks for their role). 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.

These strategies allow a more sequenced level of assessment, as distinct to a large, monolithic entity placed at the end of a module which may discourage students engaged in a topic area. This approach also allows subject teams to encourage and mentor students through stages of assessment practice, and to follow the student's progression more closely.

## Indicative assessment summary

Module Title	Assessment Element	%	Word Equivalence/ Duration	Submission by end of:
<b>Common Core Modules</b>				
FY301 The Skills You Need	Portfolio	100%	2,500 words	Semester 1
FY302 Contextual Studies	Portfolio	100%	2,500 words	Semester 2
<b>Media and Creative Technology</b>				
MCT303 Media Communication	Portfolio	50%	1,250 words	Semester 1
	Project	50%	1,250 words	
MCT301 Media Culture	Portfolio	100%	2,500 words	Semester 2
MCT304 Studio Essentials	Presentation	50%	10 mins	Semester 1
	Reflective Practice	50%	1,500 words	
MCT302 Personal Project	Project	100%	2,500 words	Semester 2
<b>Education</b>				
ECS305 Introduction to Child Development	Portfolio	100%	2,500 words	Semester 1
ECS306 Introduction to Health and Wellbeing	Project	100%	2,500 words	Semester 1
ECS307 Introduction to Safeguarding Children and Young People	Multiple Choice Questions	60%	1,500 words	Semester 2
	Reflective Practice	40%	1,000 words	
ECS308 Introduction to Skills for the Workplace	Group Project	50%	1,250 words	Semester 2
	Portfolio	50%	1,250 words	
<b>Youth and Community Work</b>				
YCW318 Youth and Community Work in Practice 1	Attendance	Pass/Fail		Semester 1
	Case Study	20%	500 words	Semester 1
	Multiple Choice Questions	Pass/Fail		Semester 1
	Learning logs/journals	60%	1000 words	Semester 1
	Presentation	20%	500 words, 10 mins	Semester 1
	Portfolio	Pass/Fail	500 words	Semester 1
YCW319 Youth and Community Work in Practice 2	Attendance	Pass/Fail		Semester 2
	Essay	30%	1000 words	Semester 2
	Practical	40%	500 words	Semester 2
	Presentation	30%	500 words, 10 mins	Semester 2
	Portfolio	Pass/Fail	500 words	Semester 2
YCW316 Anti-Discriminatory Practice in Youth and Community Work	Attendance	Pass/Fail		Semester 2
	Report	60%	1,500 words	Semester 2
	Reflective Practice	40%	1000 words	Semester 2
YCW317 Young People's Development	Attendance	Pass/Fail		Semester 1
	Presentation	40%	1000 words, 10 mins	Semester 1
	Case Study	60%	1,500 words	Semester 1

Module Title	Assessment Element	%	Word Equivalence/ Duration	Submission by end of:
<b>Psychology</b>				
PSY332 Introduction to Psychology 1	Portfolio	100%	2,500 words	Semester 1
PSY331 Writing and Presenting for Psychology	Portfolio	100%	2,500 words	Semester 2
PSY333 Introduction to Psychology 2	Presentation	50%	5 mins	Semester 1
	Essay	50%	1,500 words	
PSY330 A mini project in Psychology	In class test	50%	1 hour	Semester 2
	Report	50%	1,500 words	
<b>Sciences</b>				
SCI326 Plant and Animal Biology	Portfolio	100%	2,500 words	Semester 2
LND308 Laboratory and Field Skills	Coursework	100%	2,500 words	Semester 1
SCI338 Maths and Experimental Design	Presentation	50%	10 mins	Semester 2
	Coursework	50%	1500 words	Semester 2
LND309 Introduction to Science	Coursework	50%	1000 words	Semester 1
	Essay	50%	1500 words	Semester 1
<b>Art and Design</b>				
ARD315 Visual Investigation	Coursework	100%	2,500 words	Semester 1
ARD316 Materials and Methods	Coursework	100%	2,500 words	Semester 1
ARD309 Creative Process	Coursework	100%	N/A	Semester 2
ARD310 Progression Project	Coursework	100%	N/A	Semester 2
<b>Business</b>				
BUS348 Fundamentals of Finance	Report	50%	1,500 words	Semester 2
	Presentation	50%	15 mins	
BUS352 Fundamentals of HRM	Presentation	50%	15 mins	Semester 1
	Portfolio	50%	1,500 words	
BUS350 Fundamentals of Business	Presentation	50%	1000 words, 15 mins	Semester 1
	Coursework	50%	1,500 words	
BUS349 Introduction to Marketing	In-Class Test	60%	1.5 hrs	Semester 2
	Presentation	40%	15 mins	

Module Title	Assessment Element	%	Word Equivalence/ Duration	Submission by end of:
<b>Sport</b>				
SPT319 Introduction to Sports and Exercise Sciences and Human Performance	Essay	50%	1,500 words	Semester 1
	Presentation	50%	20 mins	Semester 2
SPT317 Introduction to Sports Coaching Concepts	Essay	50%	1,500 words	Semester 1
	Practical	50%	20 mins	Semester 2
SIR301 Foundations of Anatomy and Kinesiology	Practical	100%	20 mins	Semester 1
SIR302 Foundations of Injury Management and Exercise Prescription	Presentation	100%	15 mins	Semester 2
SPT318 The Performance Environment	Portfolio	50%	1,500 words	Semester 1
	Presentation	50%	1,000 words	Semester 2
FAW303 Football: Starting to Coach	Essay	50%	1,500 words	Semester 1
	Practical	50%	25 mins	Semester 2
FAW304 Parents and the Performer	Essay	40%	1,400 words	Semester 1
	Presentation	60%	20 mins	Semester 2
SPT321 Understanding Human Movement	In-class Test	100%	1 hour	Semester 1
<b>Computing</b>				
COM308 Computing Mathematics	In-class Test	30%	1 hour	Semester 1
	Learning log/journal	70%	1,500 words	
COM307 Computer Hardware and Software	In-class Test	50%	1 hour	Semester 2
	Coursework	50%	1,500 words	
COM396 Information Systems and Databases	Coursework	100%	N/A	Semester 2
ENG348 Design and Technology	Portfolio	100%	2,500 words	Semester 1
<b>Games</b>				
ENG348 Design and Technology	Portfolio	100%	2,500 words	Semester 1
COM320 Game Design Fundamentals	Coursework	100%	2,500 words	Semester 2
COM319 Game Design Project	Coursework	100%	2,500 words	Semester 2
COM326 Game Studies	Coursework	100%	2,500 words	Semester 1
<b>Engineering</b>				
ENG349 Analytical Methods for Engineering	In-class test	100%	1.5 hours	Semester 1/2
ENG348 Design and Technology	Portfolio	100%	2,500 words	Semester 1/2
ENG357 Mechanical Science	Portfolio	100%	2,500 words	Semester 1/2

ENG358 Electrical and Electronic Science	Portfolio	100%	2,500 words	Semester 2
<b>Health</b>				
HLT304 Fundamentals of Health, Mental Health and Wellbeing	Poster Presentation	100%	2,500 words	Semester 1
HLT303 Professional Communication in a Health Context	E-learning log/Journals	50%	1,500 words	Semester 1
	Simulation	50%	10 mins	
HLT307 Fundamental capabilities for working in health	Presentation	100%	10 mins	Semester 2
HLT306 Fundamentals of Anatomy and Physiology	Examination	100%	1 hr	Semester 2



Module Title	Assessment Element	%	Word Equivalence/ Duration	Submission by end of:
<b>Built Environment</b>				
AUR347 Number in the Built Environment	Coursework Coursework	50% 50%	1,250 words 1,250 words	Semester 1
AUR346 Sustainability and the Environment	Portfolio	100%	2,500 words	Semester 1
AUR 348 Graphical Communication in the Built Environment	Portfolio	100%	2,500 words	Semester 2
AUR 349 Built Environment Project	Reflective practice	100%	2,500 words	Semester 1
<b>Humanities</b>				
HUM323 Introduction to Humanities Part One	Portfolio	100%	2,500 words	Semester 1
HUM324 Introduction to Humanities Part Two	Portfolio	100%	2,500 words	Semester 2
MCT301 Media Culture	Portfolio	100%	2,500 words	Semester 1
MCT302 Personal Project	Case Study	100%	2,500 words	Semester 2

## 29 Assessment regulations

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

### Derogations

#### BA (Hons) Youth and Community Work only

**All modules** - credits shall be awarded by an Assessment Board for those modules in which a pass mark (40% unless a different pass mark has been approved by Academic Board) or a pass grade has been achieved and all elements of assessment have been passed.

**Youth and Community Work in Practice 1 and Youth and Community Work in Practice 2** - at the discretion of the Assessment Board, students who have been unsuccessful may be permitted one further attempt to redeem their failure.

Compensation is not permitted.

#### BA (Hons) Sports Injury Rehabilitation (with Foundation Year)

SIR Foundation Year strand students will be required to pass the two specific Sports Rehabilitation Injury (SIR) modules with a minimum of 40% and no compensation will be applied

SIR301 Foundations of Anatomy and Kinesiology

SIR302 Foundations of Injury Management

## Non-credit bearing assessment

N/A

## Restrictions for trailing modules (for taught masters programmes only)

N/A

## 30 Programme Management

The Foundation Year framework as a whole will be co-ordinated by a member of staff who will have overall responsibility for co-ordinating the strands overall. This role is designated as:

Foundation year Academic Coordinator – Dr Stephen C. Kenyon-Owen

Each named Foundation Year strand will have a designated leader 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:

Name	Subject strand	Email	Phone
Ian Ratcliffe	Sciences	<a href="mailto:i.ratcliffe@glyndwr.ac.uk">i.ratcliffe@glyndwr.ac.uk</a>	3417
Susan Thornton	Art and Design	<a href="mailto:Susan.Thornton@glyndwr.ac.uk">Susan.Thornton@glyndwr.ac.uk</a>	3521
Catherine Hewins	Health	<a href="mailto:c.hewins@glyndwr.ac.uk">c.hewins@glyndwr.ac.uk</a>	3137
Stephen C Kenyon-Owen	Media & Creative Tech	<a href="mailto:s.kenyon-owen@glyndwr.ac.uk">s.kenyon-owen@glyndwr.ac.uk</a>	3560
Sara Wheeler	Psychology	<a href="mailto:s.wheeler@glyndwr.ac.uk">s.wheeler@glyndwr.ac.uk</a>	3556
Julian Ayres	Education	<a href="mailto:j.ayres@glyndwr.ac.uk">j.ayres@glyndwr.ac.uk</a>	3325
Holly Dougan	Business	<a href="mailto:holly.dougan@glyndwr.ac.uk">holly.dougan@glyndwr.ac.uk</a>	4497
Julian Ferrari	Sport	<a href="mailto:j.ferrari@glyndwr.ac.uk">j.ferrari@glyndwr.ac.uk</a>	3054
David Cheesbrough	Built environment	<a href="mailto:d.cheesbrough@glyndwr.ac.uk">d.cheesbrough@glyndwr.ac.uk</a>	3087
Hayley Douglas	Youth & Community	<a href="mailto:H.Douglas@glyndwr.ac.uk">H.Douglas@glyndwr.ac.uk</a>	3258
Leila Luukko-Vinchenzo	International Foundation Year	<a href="mailto:l.luukkovinchenzo@glyndwr.ac.uk">l.luukkovinchenzo@glyndwr.ac.uk</a>	3553
Julie Mayers	Computing	<a href="mailto:j.l.mayers@glyndwr.ac.uk">j.l.mayers@glyndwr.ac.uk</a>	3348
Maria Kochenova	Mechanical Engineering	<a href="mailto:m.kochenova@glyndwr.ac.uk">m.kochenova@glyndwr.ac.uk</a>	3151
Peter Bolton	Humanities	<a href="mailto:p.bolton@glyndwr.ac.uk">p.bolton@glyndwr.ac.uk</a>	3312

Daniel Morris	Sports Injury Rehabilitation	<a href="mailto:Daniel.morris@glyndwr.ac.uk">Daniel.morris@glyndwr.ac.uk</a>	3173
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## 31 Quality Management

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

- Foundation Year Strand Leaders to receive Foundation Year Strand Leader Guidance document.
- Assessment Boards at module and programme (“award”) levels

### Strand Meetings

- Internal moderation within each strand will be undertaken throughout the year to monitor student engagement in assessment and attendance. Online submissions via Moodle and the electronic register system will assist with such monitoring.

### Foundation Year Programme Oversight

- Student Voice Forums held will be held within each faculty - Faculty of Arts, Science and technology (FAST), Faculty of Social and Life Sciences (FSLs) to incorporate student representatives from each subject strand in the faculty.
- Twice-yearly meetings following the SVFs and SEM results. During these meetings Strand Leaders will discuss student comments, progression of cohort and internally moderate student work. These meetings will primarily scrutinise the core modules, however discussion should include subject-specific assignments to foster a holistic view of the Foundation Year across the University and share best practice.

### Annual Monitoring

- There will be an Annual Monitoring Report (AMR) for each faculty (FAST and FSLs) conducted by all Foundation Year strands, collated and monitored by the Foundation Year Academic Coordinator and Associate Deans of Faculty.

## 32 Research and scholarship activity

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 terms of research activities, publications and professional practice, with each area having a national research profile.

### 33 Learning support

#### Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- Inclusion Services
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

See also 25. additional support - in place through Computing and the Digital Support team providing introductory/enhanced IT skills.

#### Faculty support for students

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

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.
- **Programme 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.

### **34 Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's [Equal Opportunities Policy](#) ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.