



Course Specification

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Course title	Foundation Year	Course Codes	Please see below
FHEQ level and details of articulation	<p>The Foundation Year consists of 120 Level 3 credits (60 ECTS), (award of internal progression credits only) for progression to Level 4 study on the receiving courses as outlined below</p> <p>Students who successfully complete 120 Level 3 credits will be guaranteed progression onto Level 4 of the receiving undergraduate course. Final exit awards will be granted on successful completion of the receiving undergraduate course.</p> <p>Note: Final exit awards will not contain "with Foundation Year" on the final transcript or certification</p> <p>No intermediate awards are issued at Level 3.</p>		
Receiving courses FHEQ level, Credit of Final Awards and Intermediate Awards and Course Codes	<p><u>Master of Chiropractic (MChiro) – Foundation Year route</u></p> <p>Exit award: Master of Chiropractic requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS, 120 Level 7 CATS</p> <p>Interim award: BSc (Hons) Human Sciences requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS</p> <p>Interim award: Dip HE Human Sciences requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS</p> <p>Interim award: Cert HE Human Sciences requires 120 Level 3 CATS, 120 Level 4 CATS</p> <p>Course codes:</p> <p>Bournemouth full time – MCCFF; Bournemouth part time – MCCFP London full time – MCCFLF; London part time – MCCFLP</p> <ul style="list-style-type: none"> • <p><u>BSc (Hons) Radiography (Diagnostic Imaging) – Foundation Year route</u></p> <p>Exit award: BSc (Hons) Radiography (Diagnostic Imaging) requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS</p>		

Interim award: **Dip HE Radiographic Sciences** requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS

Interim award: **Cert HE Radiographic Sciences** requires 120 Level 3 CATS, 120 Level 4 CATS

Course codes:

Bournemouth full time – BSRDIFF; Bournemouth part time – BSRDIFP

London full time – BSRDIFLF; London part time – BSRDIFLP

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BSc (Hons) Radiography (Radiotherapy and Oncology) – Foundation Year route

Exit award: **BSc (Hons) Radiography (Radiotherapy and Oncology)** requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS

Interim award: **Dip HE Radiographic Sciences** requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS

Interim award: **Cert HE Radiographic Sciences** requires 120 Level 3 CATS, 120 Level 4 CATS

Course codes:

Bournemouth full time – BSRROFF; Bournemouth part time – BSRROFP

London full time – BSRROFLF; London part time – BSRROFLP

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BSc (Hons) Psychology – Foundation Year route

Exit award: **BSc (Hons) Psychology** requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS

Interim award: **Dip HE Psychology** requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS

Interim award: **Cert HE Psychology** requires 120 Level 3 CATS, 120 Level 4 CATS

Course codes:

Bournemouth full time – BSPFF; Bournemouth part time – BSPFP

London full time – BSPFLF; London part time – BSPFLP

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BSc (Hons) Sport and Exercise Psychology – Foundation Year route

Exit award: **BSc (Hons) Sport and Exercise Psychology** requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS

Interim award: **Dip HE Sport and Exercise Psychology** requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS

Interim award: **Cert HE Sport and Exercise Psychology** requires 120 Level 3 CATS, 120 Level 4 CATS

Course codes:

Bournemouth full time – BSSEPPFF; Bournemouth part time – BSSEPPFP

London full time – BSSEPPFLF; London part time – BSSEPPFLP

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BSc (Hons) Counselling and Mental Health – Foundation Year route

Exit award: **BSc (Hons) Counselling and Mental Health** requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS

	<p>Interim award: Dip HE Counselling and Mental Health requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS</p> <p>Interim award: Cert HE Counselling and Mental Health requires 120 Level 3 CATS, 120 Level 4 CATS</p> <p><u>Course codes:</u></p> <p>Bournemouth full time – BSCMHFF; Bournemouth part time – BSCMHFP London full time – BSCMHFLF; London part time – BSCMHFLP</p> <ul style="list-style-type: none"> • <p><u>BSc (Hons) Sport and Exercise Science – Foundation Year route</u></p> <p>Exit award: BSc (Hons) Sport and Exercise Science requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS</p> <p>Interim award: Dip HE Sport and Exercise Science requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS</p> <p>Interim award: Cert HE Sport and Exercise Science requires 120 Level 3 CATS, 120 Level 4 CATS</p> <p><u>Course codes:</u></p> <p>Bournemouth full time – BSSEHFF; Bournemouth part time – BSSEHFP London full time – BSSEHFLF; London part time – BSSEHFLP</p> <ul style="list-style-type: none"> • <p><u>BSc (Hons) Sport Rehabilitation – Foundation Year route</u></p> <p>Exit award: BSc (Hons) Sport Rehabilitation requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS, successful completion of placement</p> <p>Interim award: BSc (Hons) Rehabilitation Studies requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS,</p> <p>Interim award: Dip HE Rehabilitation Studies requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS</p> <p>Interim award: Cert HE Rehabilitation Studies requires 120 Level 3 CATS, 120 Level 4 CATS</p> <p><u>Course codes:</u></p> <p>Bournemouth full time – BSSRFF; Bournemouth part time – BSSRFP London full time – BSSRFLF; London part time – BSSRFLP</p> <ul style="list-style-type: none"> • <p><u>BSc (Hons) Health Sciences – Foundation Year route</u></p> <p>Exit award: BSc (Hons) Health Sciences requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS</p> <p>Interim award: Dip HE Health Sciences requires 120 Level 3 CATS, 120 Level 4 CATS, 120 Level 5 CATS</p> <p>Interim award: Cert HE Health Sciences requires 120 Level 3 CATS, 120 Level 4 CATS</p> <p><u>Course codes:</u></p> <p>Bournemouth full time – BSHSFF; Bournemouth part time – BSHSFP London full time – BSHSFLF; London part time – BSHSFLP</p>
Awarding Institution	AECC University College
Teaching Institution	AECC University College

Professional, Statutory and Regulatory Body (PSRB) accreditation/ recognition	The Foundation Year is not affiliated to any PRSB. Where the receiving course has PRSB regulation or accreditation, details and conditions may be found in each relevant Course Specification.
Duration of PSRB accreditation/ recognition	N/A
Mode of study	Full-time/Part-time See receiving Course Specification for details related to Levels 4-6/7
Distance Learning course	No
Standard length of course	One year (full time) Two years (part time)
Language of delivery	English
Place of delivery	AECC University College Bournemouth Campus AECC University College London Campus
UCAS code (where applicable)	<ul style="list-style-type: none"> • B320 Master of Chiropractic (MChiro) with Foundation Year (Bournemouth and London - September 2024) • B321 Master of Chiropractic (MChiro) with Foundation Year (Bournemouth and London from September 2025) • B101 BSc Health Science with Foundation Year • B825 BSc Radiography (Diagnostic Imaging) with Foundation Year • B824 BSc Radiography (Radiotherapy and Oncology) with Foundation Year • C801 BSc Psychology with Foundation Year • C605 BSc Sport and Exercise Science with Foundation Year • C631 BSc Sport Rehabilitation with Foundation Year • C815 BSc Counselling and Mental Health with Foundation Year • C816 BSc Sport and Exercise Psychology with Foundation Year
HECOS Code(s)	Please see receiving course specifications for HECoS.
Date Course initially approved	19.06.2020
Version number	v2.0
Date this version approved	20 August 2024
Academic year from which this applies	September 2024
Author	Hazel Jensen, Wenona Dancy

Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University Colleges' Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

The Foundation Year is an articulation arrangement whereby completion of the course at Level 3 guarantees entry to Level 4 of the receiving course. Admission will be onto the receiving course, with Foundation Year. The detailed entry requirements for each course may be found from the relevant course page on the University College website.

Foundation Year UCAS entry points may be found on the [Courses with a Foundation Year webpage](#).

UCAS tariff points: 64

Please note, all '**non-standard**' applications will be considered on a **case-by-case** basis.

2. Additional entry requirements

Additional entry requirements are set for the receiving courses. These may include (but are not limited to) successful completion of:

- Non-standard IELTS requirements
- Occupational Health Screening
- Disclosure and Barring Service (DBS) check
- Interview

Course specific additional entry requirements may be reviewed on the [Undergraduate Study webpage](#).

3. Aims of the course

The aim of the Foundation Year is to allow entrants with non-traditional education backgrounds or Level 4 tariff points to enter AECC University College degree courses.

The Foundation Year course aims to develop students' core knowledge of human physiology and science related to contemporary health, science, and research. Key academic and cognitive skills required to be a successful lifelong learner, are fostered through purposeful units of study and assessments. The course of study enables students to learn and refine academic skills and practice, fundamental to lifelong learning. Through use of units and assessment aligned to subject of study, the Foundation Year integrates Level 3 learning, with subject knowledge and expertise, from the very beginning of the curriculum.

The aims of the course are to:

- Enable students to develop an overall foundation of knowledge and academic skills to underpin onward study.
- Enable students to understand the basic concepts, principles and theories relating to health and the interrelated wider determinants of health.
- Provide students the opportunities to develop their communication and presentation skills.

3. Aims of the course
<ul style="list-style-type: none"> • Support students in developing research, and academic writing skills. • Introduce foundations for onward study. • Enable students to develop an understanding of skills required to transition onto Level 4, within a chosen undergraduate degree.

4. Course Learning Outcomes – what students will be expected to achieve	
This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills, and other attributes in the following areas:	The methods used to enable outcomes to be achieved and demonstrated are as follows:
<p>Subject Knowledge and Understanding</p> <p>Having successfully completed this course, students will be able to demonstrate knowledge and understanding of:</p> <p>A1 The human body in health, from molecular to system level.</p> <p>A2 Techniques to handle basic research data.</p> <p>A3 A range of communication skills, and an appreciation of how communication can be adapted to audience and task.</p> <p>A4 The main theories of physiology and health in relation to contemporary healthcare practice.</p>	<p>Teaching and Learning Methods:</p> <p>Seminars, workshops, lectures, groupwork. Students will engage in interactive learning opportunities and discussion-based content. These methods will promote independent study skills.</p> <p>Students will become competent and confident with technology and pertinent electronic systems. Students will engage with theory and practice of effective communication.</p>
	<p>Assessment Methods:</p> <p>Essays, reports, portfolios, presentations, written exams.</p>
<p>Cognitive Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>B1 Demonstrate an understanding of the body in health.</p> <p>B2 Communicate effectively through writing, oral presentations and verbally within academic and healthcare settings.</p> <p>B3 Understand and interpret simple data from directed sources.</p> <p>B4 Understand broad health related concepts.</p>	<p>Teaching and Learning Methods:</p> <p>Seminars, workshops, lectures, groupwork. Students will engage in interactive learning opportunities and discussion taught content. These methods will promote independent study skills, group/practical work will aid students' ability to work proactively with others.</p> <p>Students will become competent and confident with technology and pertinent electronic systems. Students will engage with theory and practice of effective communication.</p>
	<p>Assessment Methods:</p> <p>Essays, reports, portfolios, presentations, written exams.</p>
<p>Practical Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>C1 Demonstrate appropriate, professional communication and patient handling in a simulated clinical encounter.</p>	<p>Teaching and Learning Methods:</p> <p>Seminars, practical sessions, groupwork. Students will engage in interactive learning opportunities. These methods will promote independent study skills, group/practical work will aid students' ability to work proactively with others.</p>

<p>C2 Develop as an efficient, evidence informed professional relevant to contemporary healthcare.</p> <p>C3 Perform effectively within a team environment recognising own, and others' contributions to group tasks.</p> <p>C4 Communicate effectively using a range of media.</p>	<p>Students will become competent and confident with technology and pertinent electronic systems. Students will engage with theory and practice of effective communication.</p> <p>Assessment Methods: Essays, reports, portfolios (written and or practical), presentations, written exams.</p>
<p>Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1 Find, select, and interpret resources for research and handle healthcare data appropriate for level and onward study.</p> <p>D2 Work efficiently as an individual and within a group.</p> <p>D3 Communicate effectively in informal and formal situations.</p> <p>D4 Develop the skills required for successful study in higher education.</p>	<p>Teaching and Learning Methods: Seminars, workshops, lectures, groupwork. Students will engage in interactive learning opportunities and discussion taught content. These methods will promote independent study skills, group/practical work will aid students' ability to work proactively with others.</p> <p>Students will become competent and confident with technology and pertinent electronic systems. Students will engage with theory and practice of effective communication.</p> <p>Assessment Methods: Essays, reports, portfolios (written and practical), presentations, written exams</p>

Intermediate exit award outcomes

No intermediate exit awards are awarded within the Foundation Year course.

Course Structure

<p>5. Outline of course content</p> <p>The Foundation Year course is designed to welcome students requiring additional study at Level 3 into their named course of study (receiving course). The Foundation Year course elongates a course by one year, to provide the necessary pre-requisite knowledge and skill to facilitate onward progression to Level 4, and beyond. Students study their Foundation Year course within the University College environment, in either a full-time or part-time format.</p> <p>The course introduces students to effective methods of learning, supporting them to develop strategies to benefit their onward education. The course has a strong core of human physiology and health. Research methods and understanding health data are also explored. Students also gain and understanding of professional behaviour, attitudes and how self-awareness and reflection are key skills in professional life.</p> <p>Subject specific and common academic skills are showcased in the Foundation Year Extended Project, where students take a topic of choice and apply research and presentation skills, to show deep understanding.</p>

6. Placements, work-based learning, or other special features of the course

The Foundation Year course does not provide students with a placement opportunity.

Placements, work-based learning, and other special features, including optional sandwich years, are offered as part of the receiving courses. The relevant Course Specification should be referred to for specific information.

7. Course structure, levels, units, credit, and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as [Appendix 1](#).

A: Full time

B: Part-time

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units, and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

The credit value of this unit represents 'notional hours of learning' - a guide to how long it will take a typical student, on average, to achieve the learning outcomes specified for the unit. The estimate of notional hours includes all forms of learning, including independent study time. **One credit represents 10 notional hours of learning.** Therefore, the credit weighting of units across your course will give you an indication of how to split your working week across all the units you are taking. If units have the same credit weighting, you should aim to spend roughly the same amount of time studying for them. However, this is a guide and will depend on your personal abilities and interests.

Student contact time refers to the amount of time you can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions, specific academic guidance (i.e., not broader pastoral support/guidance) and feedback. It can include both face-to face (in person) through on-campus seminars, labs, studios, and workshops - and online, for example through Teams seminars, online discussion forums, webinars, email, or live chat. Online contact time can be synchronous or asynchronous.

Independent study is learning that you undertake without the guidance of a member of teaching staff, such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks,

Tutor-guided learning covers specific learning activities that you are asked to undertake by a tutor, such as directed reading, review of learning materials on the VLE in advance of scheduled sessions.

All these aspects are important as part of your overall learning experience within the unit and play a part in enabling you to succeed.

9. Staff delivering the course

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise.

University college support staff will be closely allied to the Foundation Year course, to ensure students are supported where necessary to achieve in onward progression.

10. Progression and assessment regulations

The Assessment Regulations for this course are the University College's standard Assessment Regulations which may be found from the [Latest Policies webpage](#).

Internal progression to Level 4 of the receiving course is dependent on attaining 120 credits at Level 3.

11. Employment progression routes

At point of graduation the primary employment progression routes for each course of study is including, but not limited to:

Master of Chiropractic (MChiro)	GCC registered chiropractor
Radiography BSc (Hons) (Diagnostic Imaging)	HCPC registered diagnostic radiographer
Radiography BSc (Hons) (Radiotherapy and Oncology)	HCPC registered therapeutic radiographer
Psychology BSc (Hons)	Careers allied to psychology or further study to be a BPS chartered psychologist
Sport and Exercise Psychology BSc (Hons)	Careers allied to sport psychology or further study to be a BPS chartered psychologist
Counselling and Mental Health BSc (Hons)	Careers within mental health support or further study to become a counsellor
Sport, Exercise and Health Science BSc (Hons)	Careers allied to sport, exercise and public health and coaching
Sport Rehabilitation BSc (Hons)	Careers allied to sport, exercise and rehabilitation and coaching
Health Sciences BSc (Hons)	Careers allied to health or onward study to gain health professional status

12. Additional costs and special or unusual conditions which apply to this course

Additional costs and special or unusual conditions can be located within [Foundation Year – Important information and Additional Costs](#).

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole.
- Completing the National Student Survey in the final year of the course.
- Taking part in focus groups as arranged.

- Seeking nomination as a Student Union representative OR engaging with these elected student representatives.
- Serving as a student representative on Course Consideration panels for course approval/review.
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel.
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually).

The ways in which the quality of the University College's courses is monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and courses.
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report.
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board.
- Professional body accreditation and annual reports to these bodies.

14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy. We are committed to a working and learning environment that is free from physical, verbal, and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration, and reasonable adjustments will be made, provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

- UK Quality Code for Higher Education
- The Frameworks for Higher Education Qualifications of UK degree-awarding bodies
- QAA Characteristics statement
- Transforming Access and Student Outcomes in Higher Education Evidence Toolkit
- HESA Foundation Year statistics
- DfE Higher Education reform consultation
- QAA Access to HE

16. Internal reference points and policy frameworks

AECC University College Strategic Plan

AECC University College Course Design Framework

AECC University College Feedback on Assessments policy

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

Record of Modifications

Course level

Description of Modification	Date approved	Intake to which modification applies
Update to course title		

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

Appendix One A: Foundation Year Course Diagram - Full time

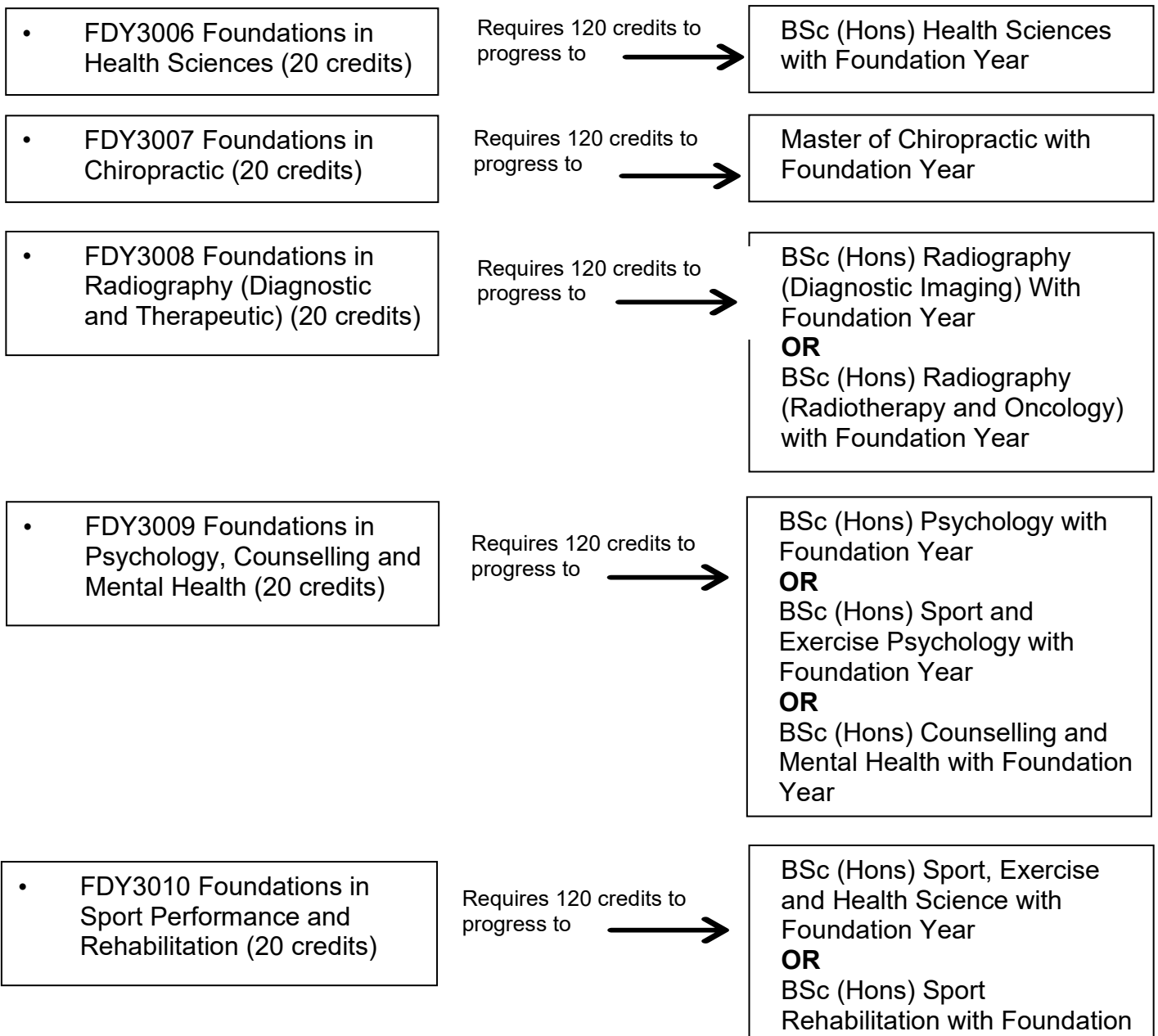
Full Time

Students are required to complete all of the Core units:

- FDY3001 Human Sciences I (20 credits)
- FDY3002 Introduction to Healthcare (20 credits)
- FDY3003 Personal and Professional Development (20 credits)
- FDY3004 Foundation Year Extended Project (20 credits)
- FDY3005 Human Sciences II (20 credits)

(100 credits)

And **one** of the following Pathway units:



Appendix One A: Foundation Year Course Diagram - Full time

Foundation Year/Level 3 Full time

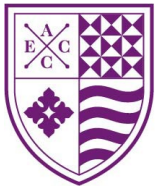
Core units:

- FDY3001 Human Sciences I (20 credits)
- FDY3002 Introduction to Healthcare (20 credits)
- FDY3003 Personal and Professional Development (20 credits)
- FDY3004 Foundation Year Extended Project (20 credits)
- FDY3005 Human Sciences II (20 credits)

PATHWAY units (see table below:

- FDY3006 Foundations in Health Sciences (20 credits)
- FDY3007 Foundations in Chiropractic (20 credits)
- FDY3008 Foundations in Radiography (Diagnostic and Therapeutic) (20 credits)
- FDY3009 Foundations in Psychology, Counselling and Mental Health (20 credits)
- FDY3010 Foundations in Sport Performance and Rehabilitation (20 credits)

PROGRESSION: Requires 120 credits at Level 3



Appendix Two A: Foundation Year Course Diagram - Part time

Part Time

Students are required to complete all of the Core units over 2 years:

Year 1

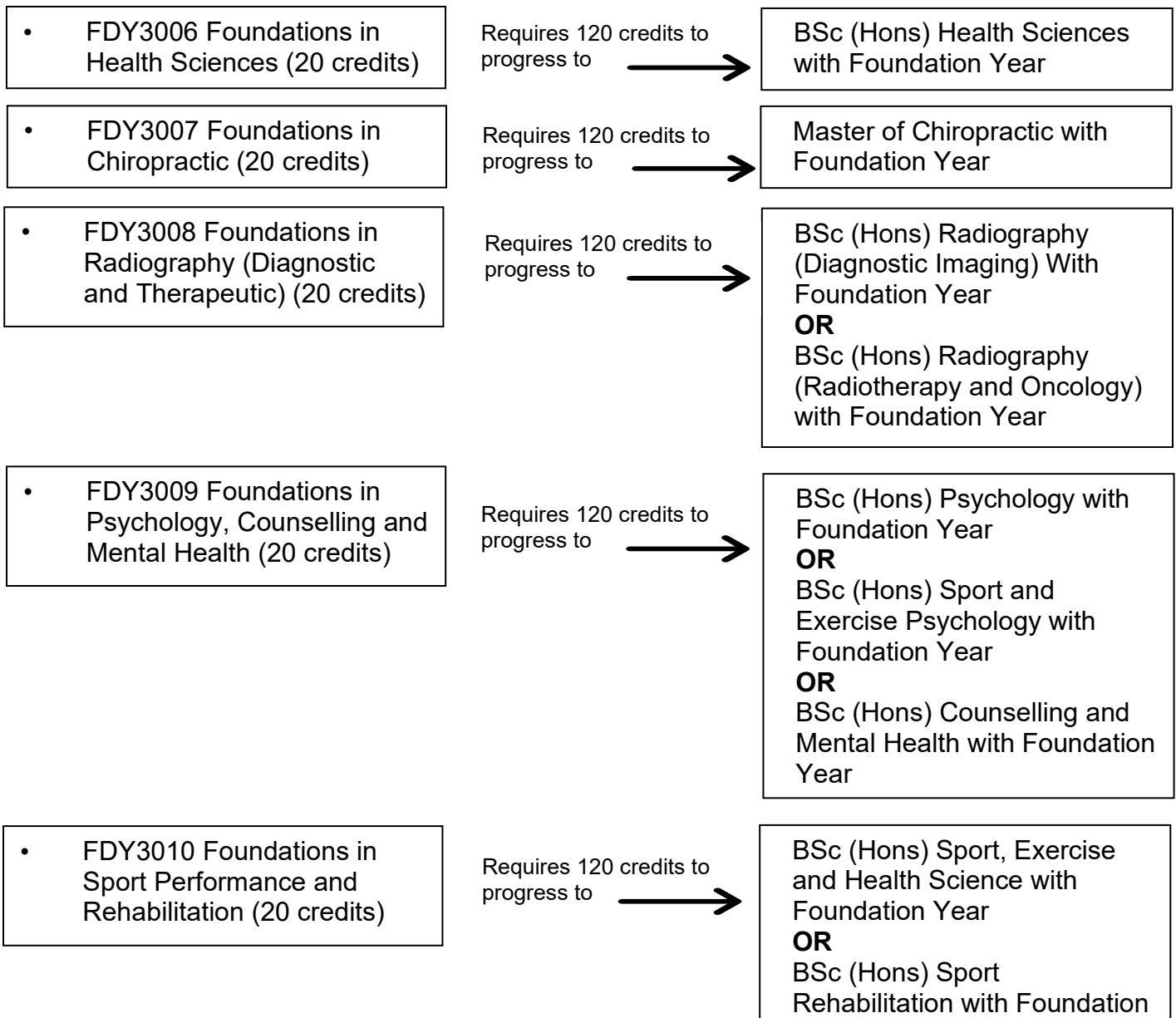
- FDY3001 Human Sciences I (20 credits)
- FDY3002 Introduction to Healthcare (20 credits)
- FDY3003 Personal and Professional Development (20 credits)

Year 2

- FDY3004 Foundation Year Extended Project (20 credits)
- FDY3005 Human Sciences II (20 credits)

(100 credits)

And **one** of the following Pathway units in **Year 2**:

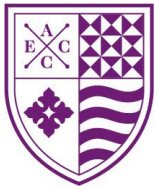




Appendix Two B: Foundation Year Course Diagram - Part time

The following pattern for part-time route is normally undertaken by students:

Foundation Year/Level 3 Part time	
YEAR 1	
Core Units:	
<ul style="list-style-type: none">• FDY3001 Human Sciences I (20 credits)• FDY3002 Introduction to Healthcare (20 credits)• FDY3003 Personal and Professional Development (20 credits)• 	
YEAR 2	
Core Units:	
<ul style="list-style-type: none">• FDY3004 Foundation Year Extended Project (20 credits)• FDY3005 Human Sciences II (20 credits)	
PATHWAY units (see table below:	
<ul style="list-style-type: none">• FDY3006 Foundations in Health Sciences (20 credits)• FDY3007 Foundations in Chiropractic (20 credits)• FDY3008 Foundations in Radiography (Diagnostic and Therapeutic) (20 credits)• FDY3009 Foundations in Psychology, Counselling and Mental Health (20 credits)• FDY3010 Foundations in Sport Performance and Rehabilitation (20 credits)	
PROGRESSION: Requires 120 credits at Level 3	



Pathway units are aligned to course of enrolment in the following way:

Course of study	Pathway Unit of study
BSc (Hons) Health Sciences with Foundation Year	FDY3006 Foundations in Health Sciences (20 credits)
Master of Chiropractic (MChiro) with Foundation Year	FDY3007 Foundations in Chiropractic (20 credits)
BSc (Hons) Radiography (Diagnostic Imaging) With Foundation Year	FDY3008 Foundations in Radiography (Diagnostic and Therapeutic) (20 credits)
BSc (Hons) Radiography (Radiotherapy and Oncology) with Foundation Year	FDY3008 Foundations in Radiography (Diagnostic and Therapeutic) (20 credits)
BSc (Hons) Psychology with Foundation Year	FDY3009 Foundations in Psychology, Counselling and Mental Health (20 credits)
BSc (Hons) Sport and Exercise Psychology with Foundation Year	FDY3009 Foundations in Psychology, Counselling and Mental Health (20 credits)
BSc (Hons) Counselling and Mental Health with Foundation Year	FDY3009 Foundations in Psychology, Counselling and Mental Health (20 credits)
BSc (Hons) Sport and Exercise Science with Foundation Year	FDY3010 Foundations in Sport Performance and Rehabilitation (20 credits)
BSc (Hons) Sport Rehabilitation with Foundation Year	FDY3010 Foundations in Sport Performance and Rehabilitation (20 credits)



Appendix Three: Learning outcomes mapping document

This table shows where a learning outcome referenced in the course specification may be **taught (T)**, **developed (D)** and/or **assessed (A)** within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course Intended Learning Outcomes).

Insert unit codes and levels and mark in each box where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. Add rows /delete columns as needed.

		Course Outcomes																			
Unit Code	Level	A1	A2	A3	A4		B1	B2	B3	B4		C1	C2	C3	C4		D1	D2	D3	D4	
CORE																					
FDY3001	3	T/A			T/A		T/A	D/A	D/A											D/A	
FDY3002	3			D/A	T/A			D/A	D/A	D			D/A	A			D/A	D/A	D	D/A	
FDY3003	3			D/A				D/A	T/A						T/A		D/A	D/A	D	D/A	
FDY3004	3		D/A	D/A				D/A	T/A	D/A			D/A	D/A	D/A		D/A	D/A	D/A	D/A	
FDY3005	3	T/A	T/A		T/A		D/A	D/A	T/A	D/A							D/A			D/A	
PATHWAY																					
FDY3006	3	T/A			T/A		T/A			D/A							D/A			D	
FDY3007	3			D				D/A	T/A			T/A	T/A					D/A	D/A	D/A	
FDY3008	3	T/A	T/A	T/A	T/A			D/A	T/A			D/A	D/A		T/A			D/A	D/A	D/A	
FDY3009	3				T/A		T/A	T/A				D/A	T/A				D/A	D/A	D/A	D/A	
FDY3010	3				T/A		T/A	T/A				D/A	T/A				D/A	D/A	D/A	D/A	

Appendix Four: Course summary

Course title: Foundation Year

Unit details						Assessment Component Weightings (%) [*]						Prof. body requirement applies [*]	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
CORE UNITS															
FDY3001	Human Sciences I	2.0	20	Core	None	100%						No	24	48	128
FDY3002	Introduction to Healthcare	2.0	20	Core	None					100%		No	24	48	128
FDY3003	Personal and Professional Development	2.0	20	Core	None			100%				No	24	36	140
FDY3004	Foundation Year Extended Project	2.0	20	Core	None			100%				No	24	48	128
FDY3005	Human Sciences II	2.0	20	Core	None	100%						No	24	48	128
PATHWAY UNITS															
FDY3006	Foundations in Health Sciences	2.0	20	PATHWAY (Core)	None			100%				No	36	72	92
FDY3007	Foundations in Chiropractic	2.0	20	PATHWAY (Core)	None			100%				No	48 [*]	48	104
FDY3008	Foundations in Radiography (Diagnostic Radiography and Therapeutic Radiography)	2.0	20	PATHWAY (Core)	None			100%				No	36	72	92
FDY3009	Foundations of Psychology, Counselling and Mental Health)	2.0	20	PATHWAY (Core)	None			100%				No	36	72	92
FDY3010	Foundations in Sport Performance and Rehabilitation	2.0	20	PATHWAY (Core)	None			100%				No	36	72	92

***Includes allocated time for in-class competency-based assessments.**

Progression requirements: Progression to level 4 requires 120 credits at Level 3

Exit qualification: No exit awards are presented for the Foundation Year course. Students who exit at the end of Level 3 will be awarded 120 credits.