UNIVERSITY
*of* DERBY

ONLINE LEARNING

## Programme Specification

# Foundation Certificate in Higher Education

Certificate of Credit in English for Academic Purposes
Certificate of Credit in Study Skills for Higher Education
Certificate of Credit in Technical English
Certificate of Credit in Introduction to Maths in Preparation for Higher Education

Whether you're starting out, moving up or starting again
WE'RE READY WHEN YOU ARE .

University of Derby Online Learning

| Commencing | September 2016 |
| --- | --- |
| Programme codes | **OLUAT** (Foundation Cert)<br>**OLUAU** (CoC English for AP)<br>**OLUAV** (CoC Study Skills)<br>**OLUAW** (CoC Intro to Maths)<br>**OLUAX** (CoC Tech English) |
| JACS code | Q310 |

www.derby.ac.uk/online

++

# Table of contents

## SECTION ONE: General Information

| | |
|---|---|
| **Programmed Title** | Foundation Certificate in Higher Education (60 Credits) |
| **Approval of Specification** | 17/06/2016 |
| **Award Title & Interim Awards** | Foundation Certificate in Higher Education *(60 credits)*<br>Certificate of Credit in English For Academic Purposes *(20 credits)*<br>Certificate of Credit in Technical English *(20 credits)*<br>Certificate of Credit in Study Skills for Higher Education *(20 credits)*<br>Certificate of Credit in Introduction to Maths in Preparation for Higher Education *(20 credits)* |
| **Mode of Study** | Full-time: ☐    Part-time: ☐  E-learning: ☒<br>Distance:☒    Sandwich: ☐ |
| **Programme Start Date & Period of Validation** | September 16 — Click here to enter a date.<br>5 Years: ☐  Indefinite:☐ Other *(Please state)*: |
| **Awarding Institution** | University of Derby: ☒<br>Other *(Please State)*: |
| **College Managing the Programme** | University of Derby Online Learning |
| **Institutions Delivering the Programme** | University of Derby: ☒<br>Other *(Please State)*: |
| **Relevant External Reference Points** | QAA (Quality Assurance Agency)<br>GSCSE/GCSE  A/S /B2<br>UK qualification Framework (National Qualification Framework)<br>UK Code of quality of HE<br><br>The programme is also informed by the following:<br>British Council Standards- International English Language Testing System (IELTS) |
| **External Accreditation/ Recognition** | |
| **JACS Code(s)** | Q310 |

| | |
|---|---|

## SECTION TWO: Overview

**Background/Context:**

The Foundation Certificate in Higher Education provides an access route to programmes, sufficiently to meet their entry criteria.

The programme is a three trimester preparation programme designed for students to gain a place a University of Derby programme.

The Foundation Certificate in Higher Education is a broad based foundation programme, providing access to Study Skills for HE, English for Academic Purposes, with optional modules in Technical English and Introduction to Maths in Preparation for He (this focuses on quantitative data collection in preparation for HE study.

The Foundation Certificate in Higher Education programme is designed and developed to meet a growing need for an online 'Access/ Foundation' programme as an alternative route for international applicants. However, the programme may also be considered for national, and local applicants who are unable to gain access to existing programmes or are unable to study on campus.

This programme resulted from investigations conducted by UDOL Business Development colleagues and the UDOL Admissions team that indicated a business need. This was followed by further broad focused working groups and collaboration with UDOL team members and on campus colleagues; in addition to guidance from Buxton and Leek College   Access to HE, Foundation Year 0, International Foundation Programme teams from this college and market insight research reports.

The programme aims to bridge the gap into Higher Education for people who do not hold the standard or relevant entry qualifications or are falling short of meeting the entry criteria for English.  It will raise competence/skills in English Language to Degree level entry, and enable students to gain the necessary skill set for succeeding in Higher Education Studies. The Foundation Certificate in Higher Education will be studied over three trimester.

It will enable students to develop a broad range of practical skills in academic writing, communication, interpersonal skills, study skills, numeracy, data collection and interpretation, problem solving and application underpinned by academic knowledge and an understanding of the use of Technical English skills.

The Foundation Certificate will be for those who do not currently hold the appropriate level or hold a traditional entry qualifications in English and math's to embark on their learning journey into higher education from different starting point.

**Rationale:**

The rationale behind the development of this bridging course is a consequence of UDOL recognition for the need to enhance knowledge and skills in core areas of English, study skills and maths. This will enable people who do not currently hold any traditional entry qualifications in English and math's to embark on their learning journey into Higher Education from a different starting point. It is important that people who are offered this programme are those who can potentially succeed, therefore the entry criteria will be minimum 4.5 IELTs or equivalent to ensure that the academic stretch is not too great for the course duration

For UK applicants the key component of the course is to provide you knowledge and skills in preparation for the examinations in GCSE Math's and/or English (should they be essential entry requirement for their desired programmes). However, it is important to note that the GCSE examination is not included within the course and the course does not provide a GCSE equivalent. What the course does offer is the knowledge and skills; focusing on academic writing and data analysis requirements which are common in many programmes, evidence of these competencies are accepted as an alternative to formal examination for many programmes including those delivered at UDOL. The Foundation Certificate in HE course at UDOL will be somewhat unique in offering these components 100% Online (most Foundation courses require either full- time attendance or a combination of online and blended learning.)

The course is designed around the skills taught at GSCE/AS Math's and English levels, plus the academic study skills component. For applicants (both UG and PG) not intending to reside in the UK and wishing to study in their country of residence, achieving an English qualification in preparation to further studies at UDOL satisfies programme entry criteria as an alternative to the IELTS 6 to 6.5 examination. These studies can also be used in preparation for IELTS testing should an official IELTS certificate be required. The 60 credit Foundation Certificate in HE course, and the individual Certificates of Credit provide choice in the amount of academic skills, English or math's required and enable selection of the appropriate pathway to the desired University programme – for instance, a student might only wish to enroll for the Study Skills option.

See attached for further information.

This programme offers flexible learning, enabling study around other commitments which may equally prevent the applicant accessing the campus based programme during the daytime. The focus of the programme is designed within the context of UDOL Academic Framework and guiding principles, offering global access and delivery through digital tools, such as Blackboard Collaborate (webinars similar to Skype), and forums and blogs.

**Overview of the Programme:**

Table 1. Programme Overview        -        Foundation Certificate in HE at Level 3

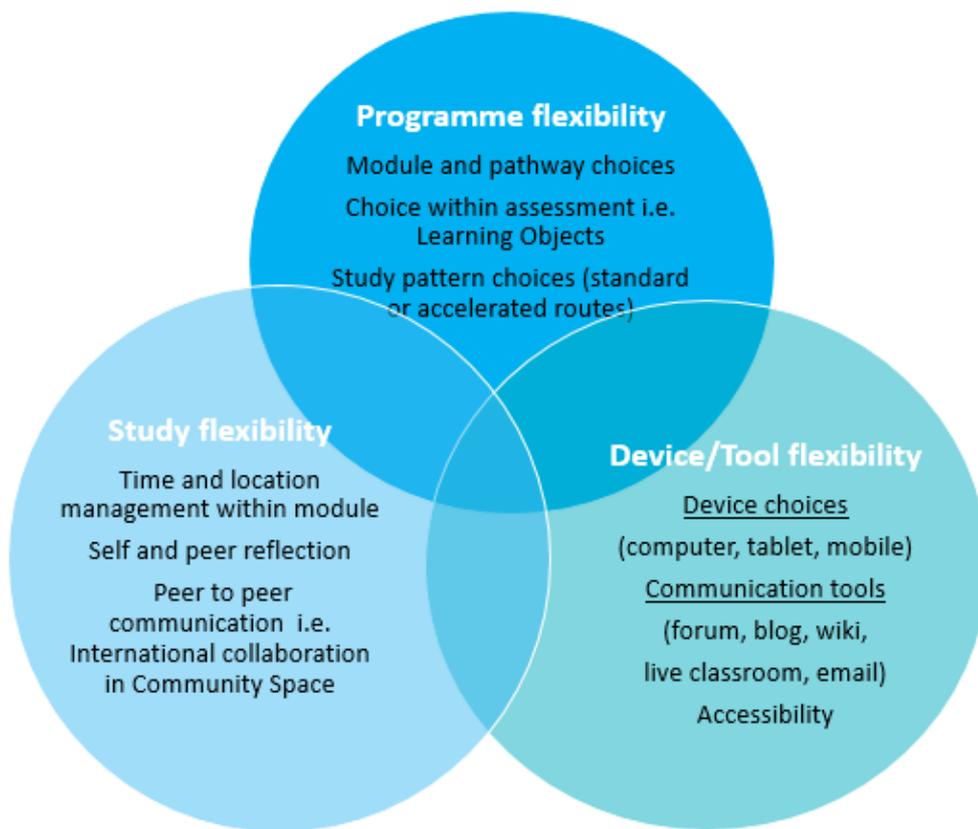| Module Title | Credits | Status |
|---|---|---|
| Study Skills for HE | 20 | Core |
| English for Academic Purposes | 20 | Core |
| Technical English or Introduction to Maths in Preparation for HE | 20 | Optional – One from this list |

The focus of this course is grounded in promoting access and widening participation and in supporting the fundamental principle in ensuring and maintaining a developed workforce with a secure knowledge and skills base while meeting your learning. This course reflects

the academic benchmarks for you to achieve B2 /GCSE /AS defined standards in knowledge, practice and application of English language skills requirements.

The flexibility that is offered within this course will enabled a coherent programme of study, guided by a specialist academic team consisting of Academic Lead, Lecturers, Associate Academics, Personal Tutors and Online Learner Advisors who will support both individual aspirations and also reflect on further studies and work-based requirements.

This team will support the selection of a suitable programme of study to meet individual needs and act as change agents. Individual modules within the programme address the development of professional skills and knowledge, communication, listening, written and inter personal skills in research skills appropriate for progression to further studies. The following diagram illustrates the flexibility of the programme:

UDOL Flexible Approaches to Online Study

**Programme flexibility**

Module and pathway choices

Choice within assessment i.e. Learning Objects

Study pattern choices (standard or accelerated routes)

**Study flexibility**

Time and location management within module

Self and peer reflection

Peer to peer communication i.e. International collaboration in Community Space

**Device/Tool flexibility**

Device choices (computer, tablet, mobile)

Communication tools (forum, blog, wiki, live classroom, email)

Accessibility

**Key Characteristics:**

- o Provide flexibility for individual centered approach in meeting academic standards, and entry requirements.
- o Respond to wider needs of individual's in providing opportunity to access Academic Study Skills, English and Math's.
- o To equip you with the necessary skills to progress your career or gain initial employment within your selected field of interest, for example with apprenticeships.

- o To provide a rigorous and academically based learning skills and inspire you to continue learning - lifelong learning

- o To promote an accessible route into Higher Education with the opportunity to progress on to undergraduate honors degrees or Postgraduate qualifications that require a higher level of English acquisition to be demonstrated.

- o To provide CPD and career employability opportunity through our virtual campus support services and Personal Tutor guidance

- o To facilitate the development of your "transferable skills" such as verbal and written communications and numeracy skills.

The modules within the programme will enable you to choose subjects relevant to your specific needs and undergraduate route. It will also give them the opportunity to choose technical English specific or Introduction to Math's to support and enhanced your skills.

**Programme Aims:**

The programme aims to bridge the gap into Higher Education (at UDOL) for people who do not hold the standard or relevant entry qualifications or are falling short of meeting the entry criteria for English Language. It will raise competences and skills in English Language to degree level entry, and enable you to obtain the necessary skills set for succeeding into Higher Education Studies.

The programme has the following aims:

- To equip you with the academic study skills required for progression to study.

- To provide opportunities for you to develop appropriate academic English language competences at level 3 and preparation for undertaking IELTS 6.0 testing in country where appropriate.

- To provide appropriate academic skills that will underpin future study in a student's chosen field.

## SECTION THREE: Programme Learning Outcomes

The Programme Learning Outcomes for the Foundation Certificate in HE will describe knowledge and skills that are expected to be acquired as a result of successfully completing the programmes. As an overview these are;

- Demonstrate competency in the use of English grammar, spelling and punctuation to a minimum of IELTS 6.0 or above or Level B2 standards of the Common European Framework for Languages (CEFR)

- Develop skills for academic discussion in both written and oral formats.

- Demonstrate understanding and knowledge of specific skills appropriate for successful progression to a given programme.

These are broken down into four specific areas for the programme; Knowledge and Understanding, Intellectual skills, Subject specific skills, Transferable skills.

On successfully completion of this programme, students will have demonstrated the following learning outcomes:

**Knowledge and Understanding**

LO K1: Competency in the use of English Language to IELTS 6.0 standards or above.

(International English Language Test System/ Level B2 CEFR= Common European Framework of Reference for Languages))

LO K2: Subject specific terminology at Level 3 in their chosen subject area suitable for progression to level 4.

LO K3: Study skills and an ability to operate as independent learner with guidance and support.

LO K4: The ability to search, find, access and evaluate information independently.

**Intellectual Skills**

LO I1: Skills for academic purposes, both written and oral at level 3.

LO I2: The expression of ideas in written and oral form appropriate to undergraduate level.

LO I3: The application of skills and knowledge to a range of tasks.

**Subject specific skill**

LO S1 Understanding and knowledge of the specific subject appropriate for progression to undergraduate programme.

LO S2. Extended language skills required in dealing with the written and oral communication in assignments, activities and discussions.

**Transferable Skills**

LO T1: The ability to access and utilise a range of primary and secondary information sources to extend academic understanding.

LO T2: The ability to communicate effectively including the use of information and communication technologies.

LO T3: Responsibility for managing their studies as an independent learner.

## SECTION FOUR: Programme Structure & Curriculum

The Foundation Certificate in Higher Education has been designed to provide a flexible programme of study whilst still retaining an integral core English. The modules available and the way in which they will be delivered.

The curriculum is designed to provide structured and cohesive focus on the core areas required for IELTS 6.0 – Level B2 – Upper –Intermediate: Standard English (Common European Framework of Reference for Languages (CEFR) an international standard for describing language ability.

You will be able to select any module of study with guidance from the academic team. The defined Learning Outcomes will be used as a template for the programme of study to ensure all the appropriate outcomes are met. Together with the academic team you will be guided to devise a programme of study that not only meets your aspirations but also draws on the range and combination of modules to ensure the academic integrity of the qualification.

Each single module comprising of 20 credit requires 200 hours of individual effort over a 10 week study period (roughly equating to 20 hours per week) and there will be three entry points autumn, spring and summer. Modules will be free standing in terms of content, teaching and assessment. Information regarding the recommended study requirements will be located within the individual module specifications.

You will be required to take Study Skills for HE, English for Academic Purpose and choice of optional modules from Technical English or Introduction to Maths in Preparation for HE.

This programme will provide the opportunity to study:

- English For Academic Purposes
- Study Skills For Higher Education
- Technical English
- The Introduction to Maths programme

These enable a wide range of people to access and engage with HE studies. This will provide flexibility of study- an important factor for UDOL Online learning.

Module study can be taken in the order determined in the standard study pattern. Accelerated study will only be made available with sufficient student numbers, the delivery pattern is shown in full accelerated study pattern diagram.

## Standard study pattern

| | |
|---|---|
| **Trimester 1 (Sep)** | Study Skills for HE |
| **Trimester 2 (Jan)** | English for Academic Purposes |
| **Trimester 3 (May)** | Technical English / Introduction to Maths in Preparation for HE |

**Background Key** — **Module Type**

Optional

Core

one optional module must be studied to complete the programme
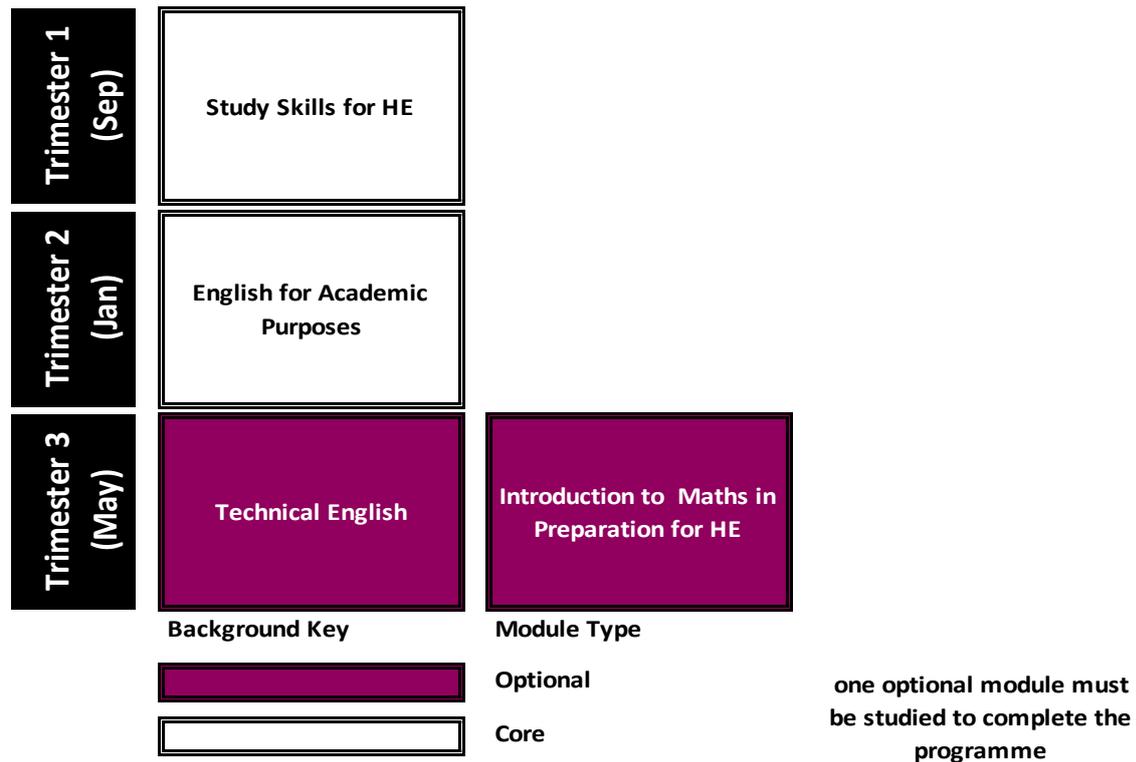
## Full Accelerated study pattern (only with suffcent student numbers)

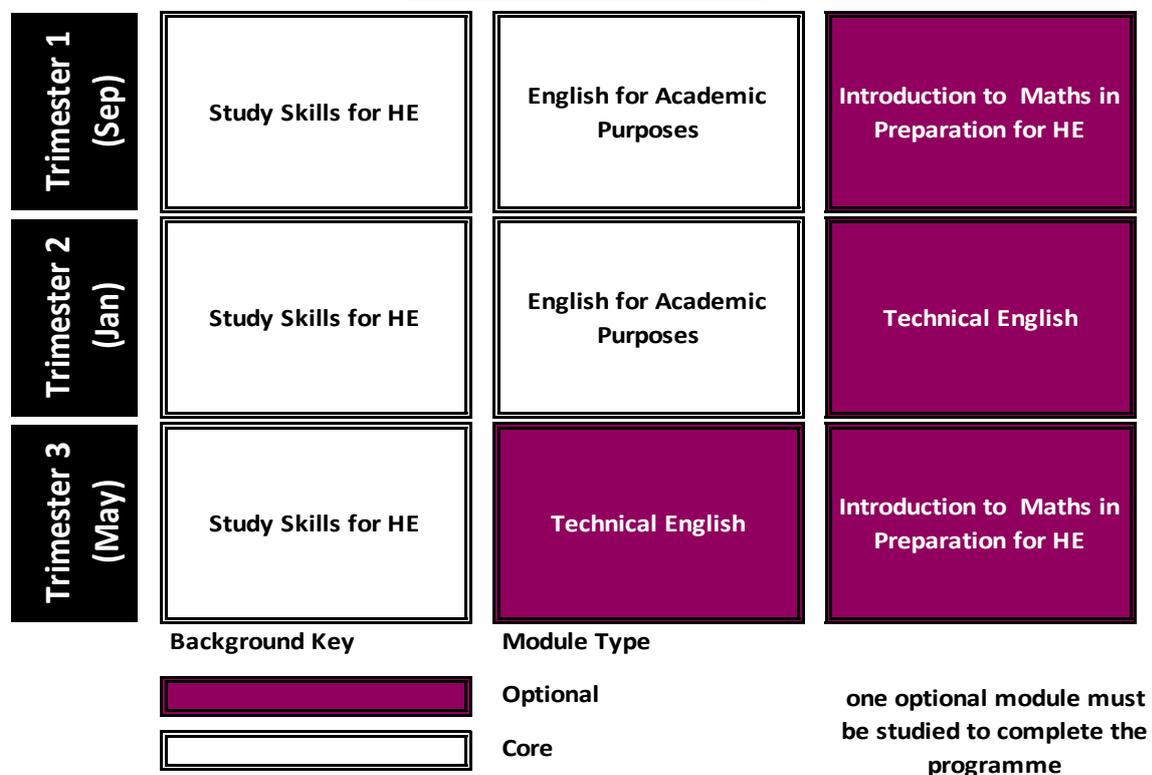| | | | |
|---|---|---|---|
| **Trimester 1 (Sep)** | Study Skills for HE | English for Academic Purposes | Introduction to Maths in Preparation for HE |
| **Trimester 2 (Jan)** | Study Skills for HE | English for Academic Purposes | Technical English |
| **Trimester 3 (May)** | Study Skills for HE | Technical English | Introduction to Maths in Preparation for HE |

**Background Key** — **Module Type**

Optional

Core

one optional module must be studied to complete the programme

Sensitivity: Internal

**Single module**

To promote flexibility and choice in meeting your individual needs, each module will be available as standalone qualification, and it will be possible to study a single module, which includes its own programme learning outcomes and assignments. However, if you wish to take more than one module at any entry point, you will be required to discuss your preferences and realistic study plan with the academic team prior to final selection of modules prior to commencing your studies.

As illustrated in the diagram above, the full programme of 60 credits of Study Skills, English for Academic Purposes and a choice of any core module or from Technical English and or Introduction to Maths in Preparation for HE.

The integration of English academic writing within the Study Skills module as one of the main core areas will support and enable your preparation and equipped you with the skills required to become lifelong independent individuals in line with UDOL development and delivery guiding principles. Academic writing skills, communication, time management, research and referencing skills are all important components of the foundation course. On successful completion of the course, it will provide a smooth transition and progression for you to other selected undergraduate courses. The study skills component contains varied practical exercises which will enable you to work independently and encouraged active participation to apply learning.

Certificate of credit:

On successfully completion of a single 20 credit module:

A certificate of credit will be awarded in recognition of your study.

In order to be awarded credit for a module, you have to meet the learning outcomes by completing the assessment to a minimum standard (a pass).

Credit can be used to support your entry to a Higher Education programme of study. Credit may also help you transfer to another programme within the same institution. However, as there is no National Curriculum for Higher Education, each institution's programmes requirements for entry vary. You should contact individual institutions to find out if the programme's learning outcomes would meet their requirements for specific programmes.

You may want to use the credit you have accumulated to study abroad - academic credit is used and recognised internationally.

**Exit award**

Should you wish to exit the Foundation Certificate in HE early, you will be able to do so on completion of a module at 20 credits.

For the purpose of the award certificate of credit, a maximum of one module will be successfully completed and pass grade obtained.

## SECTION FIVE: Learning & Teaching

In accordance with UDOL framework, the Foundation Certificate in Higher Education offers both variety and flexibility, ensuring that the learning and assessment activities are relevant and of value for future progression. The delivery is completely online, in responding to the needs of those working and family commitments.

The development of English language skills  at level 3 are essential to achieving academic competence and in developing questioning and problem solving with the ability for autonomous practice within their sphere of expertise.  These skills, and specific knowledge from individual modules, will be developed as you progress through the programme.

 As autonomous student, you will be expected to participate fully in experiential, individualised and self-directed learning and teaching choice of studies and assessments?

This programme is underpinned by the University of Derby Online Learning's Academic Framework. This framework outlines the teaching and learning approach taken within modules delivered through the online mode.  Modules within the Foundation Certificate of higher Education uses the "Self-paced, Supported Online Learning" learning design, the "Collaborative Online Learning" design and the "Reflective Online Learning" design.

**The key features of self-paced, supported online learning are:**

o   As you work through the module at your own pace, with a tutor and peer group to call on for support, with a set of optional tasks to undertake to support your learning and with explicitly identified formative assessment activities about which you receive online feedback and guidance from your online tutor.

o   You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers.

o   Each unit of content contains optional tasks for you to undertake to apply or 'process' the content. These activities will include suggestions for postings you could make in the community space for the module.

o   Each module contains explicitly identified formative assessment activity that you can undertake and for which you can expect to receive feedback from your tutor.

o   You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

**The key features of collaborative online learning are:**

o   At a set point or points within the module, you are required to participate in online collaborative activity with a small group of your peers which contributes towards your final assessment for the module.

o   A primary responsibility of the tutor will be to facilitate the assessed collaborative activity.

o The collaborative activity will take place within a private space for each group within the module's 'Community space' on Blackboard.

o You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers.

o Some of the units of content contain optional tasks for you to undertake to apply or 'process' the content.

o There will be a community space / discussion area for the module which is the primary space for you to receive support from tutors and peers.

o The community space / discussion area will be lead and managed by online tutors.

o You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

**The key features of reflective online learning are:**

o As you work through the module, you are set activities that require you to contribute to a 'portfolio' of work or continuous reflections which contribute to your final assessment for the module.

o The portfolio or collection of reflections (which may be a blog or journal) can be used to assess knowledge, to assess reflective skills) or to assess development over a period of time.

o You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, presentations with voiceovers.

o There will be a community space / discussion area for the module which is the primary space for you to receive support from tutors and peers.

o The community space / discussion area will be lead and managed by online tutors.

o A primary responsibility of the tutor will be to facilitate and provide formative feedback on the production and development of your portfolio of work.

o You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

A common approach is for regular activities to be set based on the content of an online unit and then you are provided with the opportunity to discuss this work in online discussions. Feedback may be in groups or to you individually.

The programme contains a combination of the learning design types that specifically reflect the nature of online learning. These are identified in module specifications as:

o Self-paced, supported online learning (S)
o Collaborative online learning (C)
o Portfolio-based, reflective online learning (R)

In some cases the learning design types are combined, for example self-paced supported with significant collaborative activity (SC) or Self-paced supported with significant reflective activity (SR).

The tables below the abbreviations placed beside individual modules identifying the learning design type used.

| Module | Learning design type |
|---|---|
| Study Skills | Self-paced |
| English for Academic Purposes | Self-paced<br><br>Collaborative online learning<br><br>Portfolio-based, reflective online learnin |
| Technical English | Self-paced<br><br>Collaborative online learning<br><br>Portfolio based, reflective online learnin |
| Introduction to Maths in Preparation for HE. | Self-paced<br><br>Collaborative online learning<br><br>Portfolio based , reflective online learnir |
|  |  |

**Personal Development Planning (PDP)**

There will be opportunities for you to reflect on your progress and the learning journey within activities set in the academic skills module. This will provide an opportunity for you to identify areas of strength and areas for improvements.

The activities will help equip you with the required skills needed in the development of your digital literacy and communication skills and provide a foundation for future development of your graduate skills in your main Undergraduate programme...

The PDP opportunity will create autonomous and self-directed students who are capable to sustain and advance their specialist knowledge in English and Study Skills in meeting personal, professional and HE entry requirements.

Develop problem solving and appraisal skills to enable you to be successful and in preparation for future progression.

Improve writing and reasoning skills, applying these skills to gain progression.

Opportunities for PDP are included in the programme in the following ways:

- o The application of learning materials to current practice within foundation programme
- o The use of problem solving and reflection within modules.

- o Option module selection can be undertaken ensuring a programme of study that reflects both the personal and professional requirements of PDP.
- o You will be encouraged to include reflective learning within your relevant assignment activities and portfolios.

- o PDP is not restricted to portfolio development but is integral within modules as part of individual personal and professional development.

PDP requirements for this programme.

During the programme, you will be directed to activities that will assist in developing your study and career plans, by use of tools and digital technologies. The types of activities appropriate to the level of the programme and learning design.

This approach will provide the opportunity for you to develop and demonstrate new skills within your module and as you progress through your programme.

- o You may be directed to carry out tasks which have been written into the authored materials.
- o The module tutor or Personal Tutor may request or advice you to study specific skills to improve your understanding of a work related concept, develop a specific digital literacy or enhance a specific scholarship skill. They will look for the development of these skills within the modules.
- o You may proactively engage with the microsite to develop these skills independently.

The attributes are mapped against each learning design type to ensure you have the opportunity to develop all of them within the programme.

The Foundation Certificate in HE programme is designed to encourage you to reflect on your study skills, academic skills and set goals for improvements.

| Module Type | Skills for Employment |
|---|---|
| **All modules include:**<br>Communicating Effectively<br>Thinking Critically<br>Developing Professionalism | Communication including:<br>Verbal communication, written communication, giving and receiving feedback, Presenting ideas to an audience, participation.<br>Conceptualisation and evaluation<br>Independence and autonomy<br>Efficiency including:<br>Time management, multi-tasking, drive, goal and task management. |
| **Self-Paced, Supported Online Learning** includes:<br>Analysing Data and Using Technology<br>Developing Initiative and Enterprise | Professional awareness and development<br>Specific occupational skills<br>Numeracy and technology Skills<br>Digital scholarship and literacy (Information management)<br>Creativity<br>Change management |
| **Portfolio-based/ Reflective Online Learning** includes:<br>Self-Awareness<br>Self-Management | Leadership<br>Assertiveness<br>Confidence building and stress tolerance<br>Life-long learning<br>Reflection<br>Career management<br>Work/life balance |
| **Collaborative Online Learning** includes:<br>Working Effectively With Others<br>Social Responsibility<br>Problem Solving | Problem solving including: Reasoning, analysing, diagnosing and decision making<br>Networking/ Task collaboration<br>Negotiation, persuasion and conflict resolution<br>Social intelligence<br>Team working<br>Cultural and diversity awareness |

You will be able to network with peers at the programme level as well as the module level to promote interaction and collaborative working.

## SECTION SIX: Assessment

**Formative Assessment**

Formative activity is a core part of the ongoing teaching learning and assessment strategy.

In all modules there is a formative piece of assessment. These have been designed to be part of the overall assessment to provide you with important opportunity to practice learning activities and receiving feedback on how to make further improvements to build and structure the final piece of work. As a programme team we have endeavoured to provide diversity in the assessment types to ensure that we are catering for the variety of learning styles.

Similarly, the methods of assessment for each module will be designed to assess the learning outcomes of the module. Each module specification outlines the assessment you will undertake. The approach to assessment assures:

- Each assessment has value and relevance to practice and or the award

- Academic rigour to test rigour to assessments, achievement of the module/programme learning outcomes and application to learning.
- Ensures the academic credibility of the programme.

**Summative assessment**

Modules are typically assessed through one or more coursework assignments. Depending on the nature of a given coursework assignment, you will be given the assignment specification at the beginning of the module for hand-in at the end of the module. Normally, you will receive feedback on coursework within three weeks of submission or completion. Modules also provide ample opportunities for formative feedback to guide you in your learning.

Coursework assignments may involve essays, reports, projects, creating artefacts or displays  answering or reflecting on questions, or various combinations of these submitted as a portfolio of work. Coursework assignments may be individual or collaborative (i.e., involve group work). Some may be based entirely on material covered in online units or others may require independent research. Assignments will be submitted in line with the University's requirement for the electronic submission of all assessment tasks.

The assessment strategy takes into account the different learning needs of online students and the following principles also inform our approach:

- To include a range of assessment types, with these being viewed holistically, within and across a programme structure.

- To ensure that you are well-informed in advance of a module of the assessed online activity.

- To ensure that at the very beginning of a module you are made very clearly aware of the specific, assessed, activities or online participation that will be required of you and of the assessment criteria involved.

- To take a well-planned approach to the initiation of new or unusual assessment activity, paying attention to the need for clear instructions and opportunities to undertake low-risk preparatory activities to support familiarity with the technology involved or the development of new skills.

- To ensure that sufficient time is allowed within modules where there are multiple assessment types for you to grasp the different approaches to assessment.

- Assessments for all modules have been designed to be inclusive for all students.

- www.derby.ac.uk/.../**inclusive**.../developing**inclusive**learningandteaching/

- Further detail on the University of Derby Online Learning's approach to assessment can be found within our Academic Framework and Guiding Principles.

Formative activity is a core part of the ongoing teaching learning and assessment strategy.

## SECTION SEVEN: Admission

**Process**

Within the context of the University's Mission Statement, equal opportunities and the Admissions policy, the programme aims to attract a wide range of applicants.

We welcome and encourage applications from people of all ages as long as they can be considered adequately prepared to succeed on the programme. All applicants must satisfy the entry criteria but also be suitably prepared to achieve the aims and objectives of the module and or programme of study.

The primary function of the admissions process is to ensure that there are grounds for believing that you are adequately prepared and will successfully complete the programme of study leading to the intended award.

**Entry Requirements**
**Standard Entry Criteria**
Students will:

- On entry to admission to the programme it is expected that you will have a minimum IELTS 4.5 or equivalent.
- Functional Skills –Level 2
- For some candidates with extensive work/vocational experience will be considered on an individual basis.
- CV and personal statement.

    You will follow the University of Derby Equality and Diversity policy and the Code of Conduct.
    www.derby.ac.uk/about/learning-enhancement/inclusive-practice/

**International / European Students**
Students will:

- Have graduated from secondary school in their country and demonstrating basis level of English to benefit from the programme

- Minimum IELTS 4.5 or equivalent.

- You will follow the University of Derby Equality and Diversity policy and will be required to sign up to the University Professional Conduct and Suitability policy.

- You will benefit from the programme in your preparation for IELTS testing (or equivalent) at the end of the programme where this is appropriate, you will arrange your own IELTS testing in country.

Normally the entry qualification will need to be mapped to the UK equivalent course to ensuring access to the appropriate programme level (with a view to progressing to undergraduate level and achieving 60 credits at level 3).

When applying, it is essential that you submit the following:

a) CV
b) Qualification evidence awarded in country [These will be checked for equivalency with the National Recognition Information Centre (NARIC) organisation]
c) Transcripts of all relevant education/training

**Non-standard entrants:**
If qualifications do not match the criteria above, it may be possible to access as on-standard' entrant where there are equivalent/alternative qualifications and will be required to submit evidence of work experience and counselled before being offered a place as a direct entrant to ensure that you have the necessary capacity for studying at level 3, reflection and progression.

RPL is not available for this programme- as standalone module will be available depending on the needs and requirements of each student.

## SECTION EIGHT: Student Support & Guidance

**Student Support**

UDOL's learning and Teaching Strategy does not disadvantage students with additional needs. Students experiencing difficulty or who have specific needs will be advised to use the University Central Support systems. Students in employment may already benefit from work place support systems, but are fully informed of and have access to all services available through the University of Derby.
There will be an Online Student Orientation which serves the purpose of highlighting the particular needs of online study and prepares you for the online learning environment. This orientation will be available to you before formal entry to the programme and is accessible to you throughout your studies.
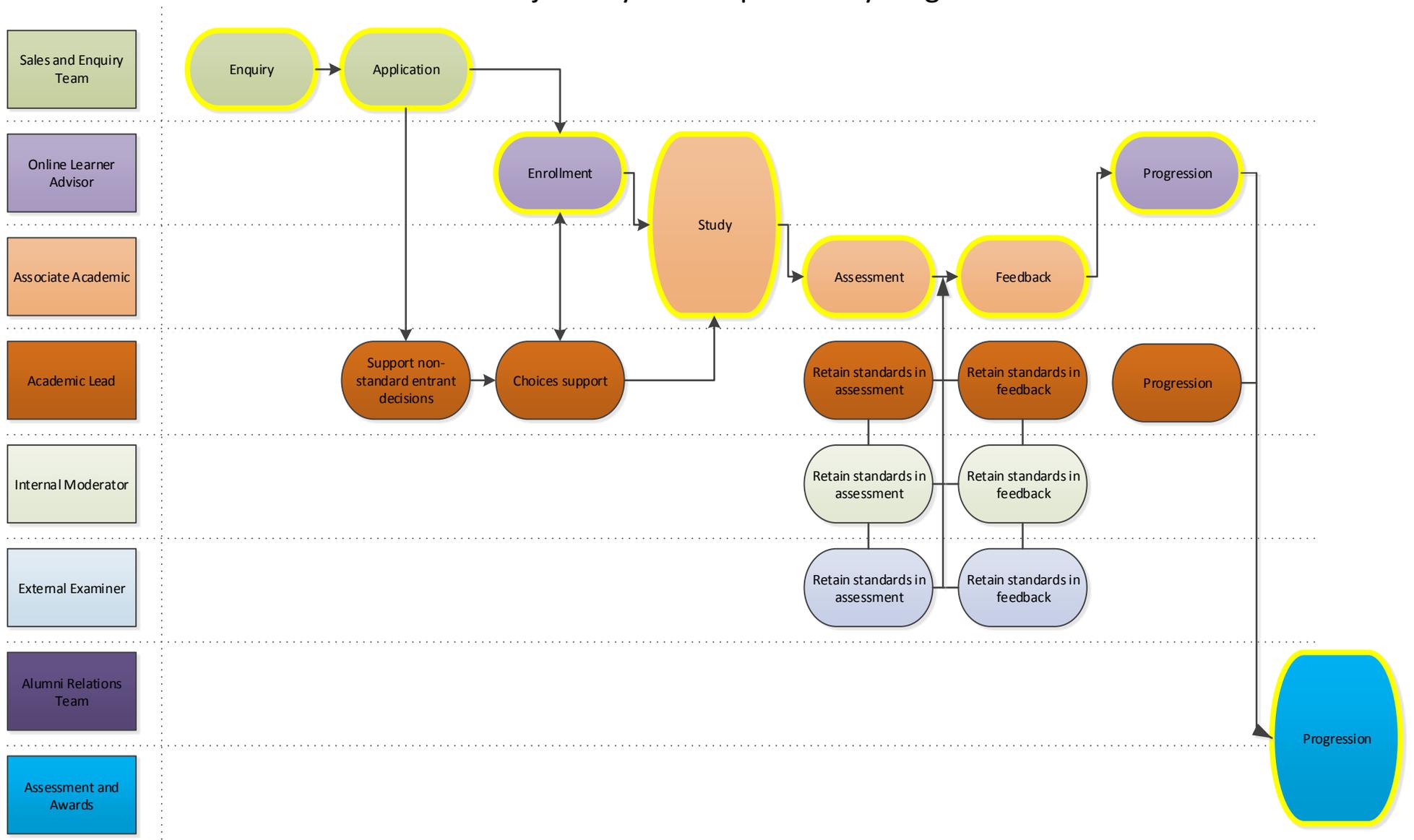You will have access to an Online Student Portal, this will be the main source of information and access to your studies throughout your programme, it directs you to appropriate support guidance and prepares you for the online study and online learning environment.
A number of support mechanisms are available through the portal and via direct contact:

- Academic Leads provide programme and academic guidance;

- Your Online Learner Advisor provides advice and guidance on administrative and pastoral support issues:

- Your Online Learner Advisor or Academic Lead is able to refer you to central University services designed to support your academic and personal development within the programme i.e. technical support, library services, careers or student wellbeing;

- Associate Academics and Lecturers (module tutors) provide module support and guidance.

- Personal Tutors provide ongoing support and guidance in relation to personal development and successful study approaches. They may also direct you to appropriate central services.

There are many ways in which to access support during your studies either for tutorial support or general programme related matters. A table depicting the students' journey and support mechanisms available is shown below.

# Student journey and responsibility diagram



| Sales and Enquiry Team | Enquiry → Application |
| Online Learner Advisor | Enrollment |
| Associate Academic | Study / Assessment / Feedback / Progression |
| Academic Lead | Support non-standard entrant decisions / Choices support / Retain standards in assessment / Retain standards in feedback / Progression |
| Internal Moderator | Retain standards in assessment / Retain standards in feedback |
| External Examiner | Retain standards in assessment / Retain standards in feedback |
| Alumni Relations Team | |
| Assessment and Awards | Progression |

Boxes highlighted yellow denote the student journey

Further detail of the supporting teams is identified below.

**Programme Leadership**

Foundation Certificate to HE programme has clearly identified management structure to support you throughout your studies which includes:

**Senior Academic Manager**

The Senior Academic Manager is responsible to the strategic implementation of the academic framework and driving academic decisions about the portfolio.

**Academic Manager**

The Academic Manager manages a range of programmes at a cross subject level and drives the coherence, consistency and online student experience across the UDOL portfolio.

**Academic Lead**

The Academic Lead is a subject specialist and is the Programme Leader. The Academic Lead also takes line management responsibility for the online tutors.

**Online Learner Advisors**

The Online Learner Advisors provide the bridge between you and the academic team. Their primary focus is on student pastoral care and guidance.

**Admissions Advisors**

The Admissions Advisors are often your first contact with the University of Derby Online Learning. Their primary focus is to provide initial information and guidance in preparation to make an application.

**Content and Commissioning Team**

The content and commissioning team consists of a manager and web developers. This team coordinates the actions of authors and guides them in the preparation of academic learning materials.

It is essential given the complexity and flexibility of choices and potential options that student support is robust. To ensure this occurs, it is envisaged that there will be close communication between all the members of the UDOL team and wider University teams, with the Academic Lead acting as a conduit between these supports mechanisms. The success of the programme recognises the importance of academic counselling in guiding you - through the range of options available. Rigorous academic counselling will ensure the appropriateness of module choice for you.

**Development and Delivery Team**

You will also have access to the appropriate academics for tutorial support on individual module-related matters. Methods of contact will be advised in the module information. The teaching team is composed of Lecturers, Associate Academics and Module Authors that perform their duties under guidance from the Academic Lead and the Content and Commissioning Team.

**Lecturers/Associate Academics**

These are subject specialists within modules. They manage the online student experience within a module, encourage engagement and provides support. They are also responsible for marking formative and summative assessments and providing feedback to you.

**Module Author**

The module learning content is front loaded and prepared in advance of delivery. Internationally renowned module authors are appointed for their specialist knowledge in the subject area and their ability to visualise the learning process within the module. The module author is guided by the Content and Commissioning Team's appointed project manager.

**The Student Voice**

Whilst we develop academically robust programmes we constantly update and assess the appropriateness of the curriculum via a series of methods. Students play an integral part in these processes. For this diverse and flexible programme it is crucial we learn from your experience.

As online students use Blackboard/Course Resources as the medium for learning and collaboration, the Academic Lead is in the position to view the majority communications that take place between the tutor and students, and also between students themselves as part of group work and feedback on activities. This gives the Academic Lead the opportunity to pick up initial concerns and gauge if there are any potential problems both with the Associate Academic and the students on a particular module. This allows UDOL to monitor the student voice in an unobtrusive way and has allowed us since inception to make changes during the delivery of modules to improve the student experience. The tutor constantly monitors the frequently asked questions forum in each module and responds to your e-mails in a timely manner.

We additionally ask for student representation for our programme committee to represent the student group. The students' voice provides an opportunity for the student group to comment on the delivery and learning within the programme and inform the quality and professional standards of their studies. Through the student representatives we will seek formalised feedback on the delivery of each module. The programme team also value informal comments/opinions as to the relevance of the programme in developing professional practice. Consequently the students' views are important to us and the identification of a representative to convey the views of the student group is essential to the success and on-going development of the programme.

You will also be asked to complete a module evaluation that provides feedback after completion of each module. These will be reviewed by the academic team and feedback reported to Academic Lead and to the Programme Committee. You may also be asked to complete other online surveys by the academic team at different stages in your studies. The role of your representative is not extensive and requires interaction with UDOL typically three times a year- to inform the programme committee meetings. The representative is also required to gather your comments and provide feedback on the outcomes from each meeting.

## SECTION NINE: Employability

To achieve successful transitions into undergraduate studies or progression to the employment market, you will need to know what you want to do and how to get there.

During the programme/module there will be guidance opportunities to support your progression to undergraduate studies.

## SECTION TEN: Post Programme Opportunities

The knowledge and skills gained from studying this programme /module will enhance your ability for further your career and progression to undergraduate studies.

## SECTION ELEVEN: External Links

The programme team maintains strong links with on campus Foundation and Access Team members within Buxton and Leek College.  Buxton and Leek colleagues have supported and contributed to the design and development of the programme which is reflected in the design of this award.

There has been external consultation with the International Team, and across the provision of UDOL and this will continues as the programme develops and progresses.

## Appendix 1: Curriculum Map

**Mapping of Programme Learning outcomes against module learning outcomes:**

| Programme Learning Outcomes | | Study Skills for HE | English for Academic Purposes | Technical English | Introduction to Maths in Preparation for HE |
|---|---|---|---|---|---|
| **Knowledge and Understanding** | PL K1 | X | X | X | |
| | PL K2 | | X | X | X |
| | PL K3 | X | | X | X |
| | PL K4 | X | X | X | X |
| **Intellectual Skills** | PL I1 | X | X | | |
| | PL I2 | | X | X | X |
| | PL I3 | | X | X | X |
| **Subject specific skill** | PL S1 | | | X | X |
| | PL S2 | X | X | X | |
| **Transferable skills** | PL T1 | X | X | X | X |
| | PL T2 | X | X | X | X |
| | PL T3 | X | X | X | X |