In Foundation Curricula

and Mental Illness

Incorporating the Reporting of Suicide

The Response Ability Project
Feedback from Foundation Students

In addition to the feedback received from staff and students, the results of a comprehensive evaluation conducted in 2006/2007, showed that the programme has successfully achieved its objectives. This has been evidenced by the high levels of student satisfaction and the positive feedback received from alumni and employers. The programme has been praised for its innovative approach, its strong industry links, and its rigorous assessment methods. It has also been noted for its ability to support students in their future careers, whether in academic or professional pursuits.

Key Outcomes

1. Development and improvement in the Foundation degree in Communication.
2. Improved student satisfaction and engagement.
3. Enhanced employability and career development opportunities for students.
4. Increased student retention and completion rates.
5. Development of a strong alumni network.

The Foundation degree in Communication has been designed to meet the needs of students and employers. It has been developed with the input of industry professionals and has been approved by the relevant academic and professional bodies. It offers a broad and balanced curriculum, covering a range of subjects within the field of communication. The programme is delivered through a combination of lectures, seminars, practical sessions, and work placements, providing students with a well-rounded education.

The programme is delivered by a team of experienced lecturers and industry practitioners who are dedicated to supporting students throughout their studies. The programme is supported by a range of resources, including up-to-date software, industry-standard equipment, and access to expert advice and guidance.

The programme is designed to be flexible, allowing students to tailor their studies to their individual needs and interests. It is also designed to be accessible, with a range of support services available to help students overcome any challenges they may face.

The programme is designed to help students develop the skills and knowledge they need to succeed in their chosen careers. It is a progressive and dynamic programme, constantly evolving to meet the needs of the industry and the students it serves.
Qualitative Analysis

Several key issues were raised in the initial focus group interviews. Many students emphasized the importance of developing a strong foundation in the subject matter. In addition, several participants expressed the need for more interactive and engaging teaching methods. The evaluation process involved a thorough examination of the data collected from the interviews.

Table 1

<table>
<thead>
<tr>
<th>Questionnaire Responses</th>
<th>N =</th>
<th>Number of Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Success</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>Career Prospects</td>
<td>90</td>
<td>70</td>
</tr>
<tr>
<td>Personal Development</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>Overall Satisfaction</td>
<td>70</td>
<td>50</td>
</tr>
</tbody>
</table>

Between April 2004 and October...
Conclusions

The study shows that the intervention significantly improved self-reported physical activity levels and reduced the frequency of sedentary behavior. The intervention was well-received by the participants, with high levels of satisfaction and positive feedback. The results suggest that community-based interventions focusing on health promotion can be effective in promoting healthy behaviors and lifestyles.

Endnotes

1. Smith and colleagues (2005)
2. Johnson and colleagues (2006)
4. Davis and colleagues (2008)
5. Anderson and colleagues (2009)