Template C4

Programme Specification

Title of Course: *Foundation Year Social and Behavioural Sciences*

Date first produced	18/03/2017
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Version number	2
Faculty	Faculty of Business and Social Sciences
School	School of Law, Social and Behavioural Sciences
Department	Department of Psychology
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended 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. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1:   GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	Foundation Year Social and Behavioural Sciences
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	N/A
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	Various, depending on intended degree course.

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road Campus, Kingston University
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	
Minimum period of registration:	Full-time - 1
Maximum period of registration:	Full-time - 2

Entry Requirements:	The minimum entry qualifications for the programme are the equivalent of:
	
	From A levels: 48 points ('DD' or equivalent) from two A2 subjects
	BTEC National: 48 points ('PPP') from QCFBED
	Access Diploma: Pass in Access course with a minimum of 60 credits of which
	   at least 45 must be at the higher level
	              Plus: 5 GSCE at grade C, including English and Maths
	
	A minimum IELTS score of 6.5 (with a minimum of 5.5 in any component) or equivalent is required for those for whom English is not their first language.

Programme Accredited by:	Kingston University
QAA Subject Benchmark Statements:	For the Criminology pathway

	https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-criminology.pdf?sfvrsn=8f2c881_4 For the Economics pathway https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-economics.pdf?sfvrsn=31e2cb81_5 For the Politics and International Relations pathway https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-politics-and-international-relations.pdf?sfvrsn=73e2cb81_5 For the Psychology pathway https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf?sfvrsn=6935c881_13 For the Sociology pathway https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-sociology.pdf?sfvrsn=6ee2cb81_4
Approved Variants:	Not applicable.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	
Recruitment, Selection and Admission process:	
End Point Assessment Organisation(s):	

SECTION 2: THE COURSE

A. Aims of the Course

The main aims of the Foundation Year are:
- to provide students from a range of educational backgrounds with the knowledge, understanding, skills and competence to progress further in social and behavioural sciences in higher education
- to enable students to develop pathway-specific skills and insights
- to provide students with the opportunity to study a range of related subjects in social and behavioural sciences dependent on their interests and aptitude
- to develop the abilities of students to interrelate and apply with confidence knowledge, skills and understanding gained from different parts and pathways of the programme to the solution of problems
- to help students understand the global and the local challenges and opportunities related to their discipline
- to encourage students to develop their academic potential and employability,
- to help students develop a realistic view of their potential and career prospects,
- to provide an opportunity for students to build on earlier study experience and achievement,
- to develop in students the ability to work effectively with others.

B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in following areas of social and behavioural sciences. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A5	Demonstrate knowledge of the career opportunities within the chosen subject of study.	B4	Analyse information from primary and secondary sources.	C3	Demonstrate the ability to work both independently and with others.
A4	Demonstrate knowledge and understanding of the global and the local challenges and opportunities related to their discipline	B3	Develop general skills for critical analysis and problem solving.	C2	Demonstrate the ability to search, disseminate in appropriate format and acknowledge the source of information using a variety of sources.
A3	Use a variety of information technologies, databases and analytical tools as appropriate to their chosen subject.	B1	Apply subject specific knowledge and theory to tackle simulated problems and case studies in many in the many areas of Social and Behavioural Sciences.	C1	Use the appropriate skills and technologies for problems solving in Social and Behavioural Sciences.
A2	Understand the principles of investigational methodology as applied to Social and Behavioural Sciences.	B2	Assess and select the tools and methods appropriate for a number of given maths-related problems contextualised to the subject of study.	C4	Acquire and refine revision skills and examination techniques in preparation for work at Level 4.
A1	Demonstrate a knowledge and understanding of the concepts in Social and Behavioural Sciences required to underpin the study of a chosen degree at Level 4.				

Programme Learning Outcomes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered in full-time mode. Entry is at Level 3 with A-level or equivalent qualifications, but a wide range of qualifications are considered (See section D).

The Foundation Year is part of a 4 year route through one of the BA(hons) or BSc(hons) programmes offered by the School and is made up of four modules each worth 30 credit points. Typically, a student must complete 120 credits at level 3 to progress onto level 4 of their intended degree programme. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

Foundation Year Social and Behavioural Sciences

Level 3							
Foundation Year Social and Behavioural Sciences							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Becoming An Active Learner	FY3004	30	3	1 and 2			
Exploring the Social World	FY3006	30	3	1 and 2			
Practical research skills	FY3002	30	3	1 and 2			
Using Quantitative Methods	FY3003	30	3	1 and 2			
Optional Modules							

D. Principles of Teaching, Learning and Assessment

The programme has been designed to take account of the KU curriculum design principles. As befits a programme with a diverse entry, the teaching and learning methods used are varied and designed to be inclusive of all students, irrespective of background. The focus of the teaching and learning is to develop a range of academic and study skills, as well as basic quantitative skills that prepare students for successful study, at Level 4 and beyond, to maximise their chances of obtaining the best possible degree awards.

As the Foundation Year is seen as a 'stepping stone' from Further Education to Level 4, the teaching strategies are designed to help develop students as independent learners as the year progresses.

Lectures use active learning through the use of question and answer sessions, utilising teaching aids such as electronic white boards and clickers. The use of cases drawn from current events (FY3006), and practical engagement in small groups on specific tasks (FY3004) will enable the exchange of divergent views for deep and critical reflection. The formative exercises to build and develop mathematical skills may seek to foster links between mathematical content and the application of the theory to contexts in the social and behavioural sciences through problem solving (FY3003). Topic areas introduced in lectures are then applied in seminars and workshops, offering opportunities to unpack the lecture content through debate and simulation activities. Additional learning will take advantage of the new Canvas VLE, which allows formative assessment of understanding and the application of knowledge, blogs and vlogs, and so on. Students are directed towards independent study where appropriate, both as enhancement to topics studied or for stand-alone topics.

Students will have a number of opportunities to sample level 4 lectures at the University over the Foundation Year. This is designed to reinforce the skills development they are undertaking, the differences in learning within the HE environment and, by reflection, to establish what additional learning strategies they may need to succeed in Level 4. The opportunities to sample level 4 modules are embedded in FY3004 Becoming an Active Learner.

Seminars / workshops activities are key components of the teaching and learning strategy and allow individual and group work. For FY3006 Exploring the Social World, and FY3003 Using Quantitative Methods the initial focus is on the development of the basic skills, while seminars / workshops towards the end of the module will allow students greater opportunities to engage in more investigative activities and finding solutions to problems.

The development of academic skills and basic research skills are important in the transition to learning in the HE environment, in consolidating subject material and to the success of students on their degree. The 'FY3002 Practical Research Skills' module will introduce students to how research is undertaken and the wider ethical and socioeconomic issues associated with such research. Students are introduced to the methods of inquiry appropriate to their chosen subject, how information can be gathered and its reliability, how to construct simple testable hypotheses, and the basic data manipulation that allows conclusions to be drawn from such data. These will be reinforced within the subject specific module to help contextualise research. Wherever possible lectures will consider not just the subject information, but highlight the methods used to prove current understanding and any controversies that still exist with the interpretation.

The capstone project element allows students to bring all these skills together to research a topic specific to the degree they intend to study. Students will be asked to keep a log of how they have researched the topic, the information they have retrieved, and how they have analysed this to generate their final poster presentation.

Given the cohort of students anticipated, formative assessment is a crucial element of the course. Formative assessments and feedback are designed to practice particular skills and to allow students to maximise the impact of the feedback in the preparation of their summative assessments. In particular, it is recognised that formal examinations may have been the cause of poor performance amongst some students in their previous academic

life.   Examinations at the end of the year-long modules can place additional strain on such individuals and thus where such examination takes place, exercises will be used which resemble those used in seminars and workshops. This feature is closely allied to the examination skills component of the skills module and can provide feedback not just on the understanding of material but also on strategies for dealing with examinations.

E. Support for Students and their Learning

Students at Level 3 on Foundation Year programmes often require additional support reflecting the nature of previous educational background upon entry.
 Students are supported by a range of academic staff which include:
- A Course Director to help students understand the programme structure and who can advise on issues of progression and subsequent degree course study
- A Module Leader for each module
- Personal Tutors to provide academic and personal support
- Access to the University programme leaders of the degree routes students intend to study, who can offer subject-specific advice.

In addition students are supported by a range of specialist staff including:
- Technical support to advise students on laboratory practice, IT and the use of software
- LRC with dedicated staff
- A designated programme administrator
- A substantial Study Skills Centre at the University that provides Academic Skills support
- The Maths Aid programme
- The Education for Sustainable Development programme

For issues outside of the academic arena support is also available from:
- FBSS Student Support Officers and university support facilities which provide advice on issues such as finance, regulations, legal matters, accommodation, international student support, etc.
- Disability and Mental Health student support
- The Union of Kingston Students
- The University Careers and Employability Service.

In addition students receive guidance and can input to the development of their programme by:
- An induction week at the beginning of the academic session
- Canvas – an on-line interactive intranet and learning environment
- Student Staff Consultative Committee
- Opportunities to undertake student representative and Ambassador roles.

Students are introduced to many of the support systems during induction week. During this week students undertake orientation exercises designed to help them familiarise their way around the University's Penrhyn Road campus.
 Students are assigned to an academic member of staff as their personal tutor. The role of the personal tutor scheme is to establish a rapport between students and staff and to help personalise the student educational experience. At the beginning of the year personal tutors will meet with students to undertake a skills audit and to highlight the support provision within the University in developing a range of skills. Students are asked to develop a time and learning planner in the first few weeks and they reflect on its impact in conjunction with their personal tutor in subsequent meetings. Further meetings allow monitoring of progress, the signposting of skills development, how to utilise feedback and to build confidence in the transition toward study in Higher Education. To maximise the understanding and utilisation of feedback, a number of exercises will be undertaken within the Skills modules, aimed at improving engagement with feedback and in helping to develop independent

learning. Students are encouraged to engage with their PDP and PLP on a weekly basis, identifying activities undertaken and skills developed. Routine audits of engagement with these are undertaken in taught sessions.

As personal tutors are staff from the School of Social and Behavioural Sciences, and students at the end of the Foundation Year may progress to the School's BA or BSc programmes, the tutors also play a crucial role in the 'handover' of students to their respective course directors. All students are offered an exit interview where achievements are highlighted and opportunities for a 'head start' to level 4 discussed. Tutors are able to provide detailed information for the respective course directors on the students' achievements, skills-set and individual needs, smoothing the students' progression between levels.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:
- External examiners
- Boards of Study with student representation
- Annual review and development
- Periodic review undertaken at subject level
- Student evaluation
- Moderation policies
- Teaching evaluation.

G. Employability and work-based learning

Whilst the primary aim of the Foundation Year is to be part of a 4 year route through the undergraduate degree programmes offered by the School by supporting entry onto Level 4 of the respective programmes, students' generic employability skills are developed throughout the year. Students are encouraged to take a reflective approach, via the use of the PDP and the personal tutor scheme, to what they have learned both academically and in terms of transferable skills and how these relate to attributes that graduates will require for successful employment and lifelong learning.

The Skills modules, in conjunction with the other modules, help develop a range of such employability attributes through lectures, seminars, and workshops. These attributes include:
- Time management and ability to prioritise
- Group working and negotiation skills
- Research skills
- Information retrieval and utilisation
- Giving and receiving of feedback
- Basic financial awareness and its application to business.

In addition, there is an 'early awareness setting' of the careers available as a result of studying their chosen degree, how employability skills will be developed in subsequent years of study beyond the Foundation Year and the Careers and Employability Services available at the University. The capstone project within the Skills module 'FY3002 Practical Research Skills develops many of these attributes and requires the student to consider the careers within their chosen field and how they contribute the specific area of the capstone project.

As part of their programme, there are a number of opportunities which students can undertake to develop their employability skills via co-curricular activities. These include becoming a programme representative, requiring students to interact with their peers and communicate their collective views at a number of Faculty and University forums. Students

can also become student ambassadors playing an important role in promoting the University at Open days and undertaking outreach activities with local schools / colleges. Students can also participate in the Kingston University Student Union (KUSU) Volunteering scheme which helps in a range of activities for the local community. All these opportunities allow students to develop their communication, networking and negotiation skills.

Work-based learning, including sandwich courses and higher or degree apprenticeships

>   Not applicable.

H. Other sources of information that you may wish to consult

>   n/a

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 3			
		FY3002	FY3003	FY3006	FY3004
Knowledge & Understanding	A5				S
	A4			S	S
	A3	S	S	S	
	A2	S		S	
	A1	S		S	
Intellectual Skills	B4	S	S		
	B3	S	S	S	S
	B1	S		S	
	B2		S		
Practical Skills	C3	S	S	S	S
	C2	S		S	S
	C1	S		S	
	C4		S	S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.