Template C4

Programme Specification

Title of Course: *International Foundation Year (IFY) Engineering and Computing*

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Version number	7
Faculty	Faculty of Business and Social Sciences
Cross-disciplinary	
School	Study Group
Department	*Foundation Year*
Delivery Institution	Kingston University International Study Centre – (“KULISC”) – Study Group

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):	International Foundation Year (IFY) Engineering and Computing
Exit Award(s) and Title(s):	N/A
Course Code *For each pathway and mode of delivery*	UFSGF1SEC95
UCAS code *For each pathway*	N/A

Award(s) and Title(s):	International Foundation Year (IFY) Life Sciences
Exit Award(s) and Title(s):	
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University International Study Centre – ("KULISC") – Study Group
Location:	Study Group
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 1
Maximum period of registration:	Full-time - 2
Entry requirements	**The minimum entry requirements for the programme are:** Good high school grades or equivalent. Details of minimum international entry qualifications and qualification equivalencies are provided on a separate spreadsheet maintained by both the validated partner and the university.

	Academic IELTS for UKVI 4.5 overall (minimum 5.0 in writing and no other skill less than 4.0), or a higher entry requirement for progression to the MPharm in Pharmacy (5.5 in all skills). **Progression Requirements:** Details of progression requirements and conditions are provided on a separate spreadsheet maintained by both the validated partner and the university. • Progression to MPharm Pharmacy degree is subject to a successful interview during the International Foundation Year. • Progression to the Architecture degree is subject to a successful interview and design portfolio review with the university.
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	Students failing to achieve at least 40% in any module, Core or Pathway specific, will be allowed a maximum of two opportunities to re-sit the module assessments (examination or coursework) but these opportunities must fall within the maximum period for registration, that is, two years. The student re-sitting may opt, following discussions with the Head of Centre, either to submit new examination/coursework or carry over his/her existing marks. Students who improve their mark on a re-sit will be allowed to carry forward the improved mark without its being capped, and this improved mark will appear on the student's final transcript.
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

Educational aims of Programme

The International Foundation Year Programme at Kingston University International Study Centre (KUISC) is designed to provide the opportunity for international students to develop the academic skills and values necessary to be successful in higher education within UK institutions. The aims of the programme are designed to include:

- Introduce students to Higher Education teaching styles and provide them with opportunities to acquire relevant and appropriate knowledge for their chosen discipline through the teaching medium of English.
- Encourage students develop skills in the collection, analysis, interpretation and understanding data and information, as well as academic English language, critical thinking, and reading and investigating skills.
- Support students in the acquisition of practical, employability, transferable and sustainability skills to be utilised in their future studies and career.
- Promote the development of a range of communication and information technology skills.
- Ensure that students have been given a fair opportunity to achieve all stated learning outcomes.
- Develop inquisitive and independent learners with well-equipped written and other communication skills, and extend their planning, research, analysis, and presentation skills.
- Develop effective interpersonal and intrapersonal skills so that they contribute to their academic community and become life-learners.
- Guided by the United Nation's Education for Sustainable Development (ESD) goals of 2030, to foster an understanding of sustainability and global citizenship, and to develop the skills and knowledge necessary for students to contribute positively to their communities and the wider world. This includes promoting an awareness of social responsibility and ethical behaviour, as well as encouraging students to critically evaluate the environmental impact of their actions and decisions.

B. Programme Learning Outcomes

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

Programme Learning Outcomes					
	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
A4	Evaluate relevant information, arguments and theories related to area of study.	B4	Test and evaluate outcomes of a given problem and review developed solution to the problem	C3	Effectively communicate in written and oral formats to a range of audience using a variety of tools and techniques
A3	Analyse data, information and/or evidence.	B3	Assess risks, ethical dimensions and safety standards required in a science and engineering project	C2	Become self-aware of personal strength and weaknesses, take the responsibility to manage own learning to enhance their independent learning skills
A2	Apply subject-specific knowledge to real-world applications.	B1	Apply mathematical and computing methods and techniques to other field of science, correctly use the appropriate symbols and language, conventions to make logical deductions	C1	Work effectively as a member of a team, respecting the viewpoints of others recognising other factors that affect team performance
A1	Understand fundamental terminology, concepts, and theories relevant to the field of study.	B2	Collect and organise data/information, using the information to analyse problems and develop solutions within a given set of requirements and specifications	C4	Critically think on professional, moral and ethical aspects of problems, designs and solutions, identify and reflect on risks or safety aspects in a given context

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. Outline Programme Structure

The programme is made up of four core modules, each with a credit-value of 30 credits; a student must complete 120 credits from the programme to progress. Designated modules are determined by the designated route students are taking through the programme. All students will be provided with the relevant designated route, progression requirements and conditions, university academic regulations and any specific additions that are sometimes required for accreditation by outside bodies (e.g., professional, statutory and regulatory bodies that confer professional accreditation) when they commence studies on the programme.
Full details of each module are provided in module descriptors and student module guides/handbooks.

International Foundation Year (IFY) Engineering and Computing

Level 3							
International Foundation Year (IFY) Engineering and Computing							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Computer Science	XS3027	30	3	1, 2 +3	None	1	
Foundation Academic English Skills	XS3016	30	3	1, 2 + 3			
Mathematics	XS3023	30	3	1, 2 + 3			

Physics	XS3028	30	3	1, 2 +3	None	1	

International Foundation Year (IFY) Life Sciences

Level 3							
International Foundation Year (IFY) Life Sciences							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Biology	XS3024	30	3	1 2 and 3		1	
Chemistry	XS3026	30	3	1 2 and 3		1	
Foundation Academic English Skills	XS3016	30	3	1 2 and 3		1	
Mathematics	XS3023	30	3	1 2 and 3		1	

E. Teaching, Learning and Assessment

Kingston University International Study Centre (KUISC) strive to provide inclusive and effective learning, teaching and assessment opportunities that cater to the diverse needs of students. Provision of holistic and individual support mechanisms and enrichment activities aim to foster student engagement with modules and programmes, removing barriers to learning so that all students have equity of opportunity to achieve the learning outcomes of the programme, and modules. The centres endeavour to prepare students for the dynamic and demanding academic environment at partner universities by equipping students with the knowledge, skills, attributes, and values necessary for navigating a complex and rapidly changing world.

The learning, teaching and assessment strategy is key to the design and assurance of the quality of the learning, teaching and assessment activities delivered to students.

The LTA vision is for an inclusive learning experience for all students, wherein principles of accessibility are actively incorporated in each stage of programme/module design, delivery and assessment.

The LTA strategy's purpose is to support and guide centre staff to actively engage students in their learning journey and prepare students for academic and professional success in a global world.

- The LTA strategy's mission is to deliver academic excellence through agile curricula design and development creating market-leading, flexible, and innovative in-person, online and hybrid study programmes for our partners.

- The LTA strategy's unique programme level student-centred design approach shapes enhancement and innovation by listening to Student Voice, by acting upon student feedback and by equipping students with the fundamental subject-specialist knowledge, English language skills, employability skills and academic skills to become resilient, self-reliant, and successful students at university. This holistic and inclusive approach to design supports students to develop a diverse set of values and a global mindset that empowers them to become agents of change that strive for a better and more sustainable future for all.

The Learning, Teaching and Assessment strategy is underpinned by the following Pedagogical Principles and Curricula Design Standards:
Principle P1: Equality, Diversity, and Inclusivity (EDI) principles are central to learning, teaching and assessment and the student experience.
Principle P2: Students are supported in becoming effective learners.
Principle P3: Pedagogical approaches are student-centred and inclusive.
Principle P4: Feedback is used to inform enhancement and innovation.
Principle P5: Assessment and feedback methods are appropriate and varied.
Principle P6: A programme level approach to design, delivery, assessment, feedback, and support is crucial to student success.
Principle P7: English language development is embedded within the curriculum and student experience.
Principle P8: Employability skills are embedded within the curriculum and student experience.
Principle P9: Education for sustainable development is embedded within the curriculum and student experience.
Principle P10: Reflective practice, community-based initiatives, and scholarly activity are at the heart of Study Group's approach to learning, teaching, and assessment.

Standard S1: Overview and student support.
Standard S2: Learning Outcomes.
Standard S3: Digital Technology and Tools.
Standard S4: Assessment, Feedback and Measurement.
Standard S5: Design and planning of activities and learning materials.
Standard S6: Design and Layout of VLE/ learning platform.
Outcomes, strategies, and tasks are achievable for all modes of learning. In devising schemes of work and planning learning activities, tutors may change the teaching activity to best suit the mode of delivery. These are broadly equivalent so that all students receive consistent experiences and can demonstrate their learning through the assessments, irrespective of the mode of delivery. Each mode of delivery provides a broadly equal opportunity to achieve the learning outcomes.
This programme is designed to be multi-model in delivery, with in-person teaching being the primary mode of delivery for synchronous teaching. The other form of delivery includes live synchronous seminars and other asynchronous activities. Students are supported in becoming effective learners through student-centred learning in one-to-one, small group, large group settings led by staff as appropriate and asynchronous independent study.
All modes of delivery can include different pedagogical methods such as experiential, team-based, problem-based, or action-based learning. Digital technologies play a pivotal role in creating high quality learning and assessment experiences for the students on this programme. The programme uses an enhanced

Virtual Learning Environment (VLE) to facilitate and enhance teaching and learning with digital resources and communication tools. The VLE provides a digital space for students and staff to interact, share and engage with the learning materials and activities. The (VLE) plays a key role in teaching, learning, and assessment. The centre's "Virtual Reception" feature provides students with important information regarding their programmes and progression requirements, as well as guidance on the centre's student representation forum and other governance committees. It also includes the assessment schedule for all modules and the academic calendar to help students take a more proactive approach to their planning and become more independent learners. Students receive the technological requirements for study pre-arrival, and the requirements are reinforced to students by centre staff once they arrive. Technology enables tutors to rethink where and how they focus learning activities, enabling students to develop self-directed learning skills. Students will be required to have access to the appropriate technology before embarking on the programme.

Each teaching module's VLE site equips students with all the essential learning materials and assessment information. This includes precise instructions, marking criteria, and clear guidelines for submitting formative and summative assessments. The site also provides comprehensive guidance on Grademark for coursework summative assessments, helping students understand how tutors use it to mark assessments, and how to interpret feedback and Turnitin similarity reports. Additionally, students receive support for maintaining academic integrity. Moreover, the VLE site enables students to participate in online learning through a wide range of asynchronous activities.

The assessment strategy follows specific principles, such as being efficient and of high quality, ensuring a strategic balance of workload, using formative assessment to support success in summative assessments, preparing students for high-stakes assessment tools, explicitly linking assessments to learning outcomes, and providing feedback to students. Additionally, assessments are designed to be diverse, inclusive, and timely notification of assessment requirements is provided to all students.

In each module, assessments are designed for the following purposes:

1. Assessment for Learning (AfL) is an ongoing assessment that guides students in their learning by providing feedback on their progress and informs tutors of the learning needs of students (Typically, pre-assessment and formative assessment).
2. Assessment as Learning (AaL) allows students to critically evaluate their work through self-monitoring and self-regulatory activities (Formative or Summative assessment).
3. Assessment of Learning (AoL) measures student achievement against learning outcomes (Summative assessment). Please also refer to further guidance in P5.

Pre-assessment or diagnostic assessments are used where necessary to assess student's skills and knowledge before teaching the subject and skills. The data from the pre-assessment is used to inform learning and teaching activities.

Formative and Summative assessments are used appropriately to enhance student learning within modules. Formative assessments are designed with a developmental purpose, supporting students to learn more effectively by providing students with feedback and feedforward on their performance, as well as how to improve or remain consistent. Formative assessment opportunities support students to develop

academic integrity values by providing students to practise their academic integrity skills. Summative assessment is designed to indicate the extent of a learner's success in meeting the assessment criteria and the intended learning outcomes of a module.
Description Assessments (formative and summative) are designed to guide the students through their learning journey and effectively signpost that journey. Assessments are valid, transparent, fair, and reliable. Processes for marking and moderation are clearly articulated and consistently operated by those involved in the assessment process. Summative assessments are designed to measure module learning outcomes. Formative assessments are designed to support the learning process and to prepare students for summative assessments. Assessments are designed to offer flexible formats where possible. (Please refer to P1 for further guidance.) Assessments use a variety of appropriate pedagogical approaches such as, group assessment, peer-assessment, digital assessment, and self-assessment empowering students to become life-long learners. Students are provided with a range of assessment opportunities designed to be authentic and applicable to real-world scenarios. Assessments are designed to support students to develop academic integrity values avoiding academic misconduct. For example, through the use of portfolio to assess the process of assessment and not just rely on the assessment artefact. The portfolio serves as a comprehensive compilation of students' work throughout the semesters, utilised for various written summative assessments, including report, presentation slides, essays. Collectively, these components showcase the student's development in preparing for summative assessments. The inclusion of at least one formative component is obligatory to validate the written summative assessment submission. Students are supported with assessment literacy enabling students to gain a clear understanding of how assessment and feedback relate to intended learning outcomes. Effective feedback and feedforward methods are essential; these methods must be timely and constructive. Students are provided with a range of opportunities to actively engage with feedback.
The KUISC recognise the importance of assessment for learning and use a variety of assessment methods for formative assessments to monitor academic achievement, identifying areas where they need support, and providing targeted help. It will take the form of online quizzes and class tests. Each module will assess students on a formative basis at regular intervals and timely feedback on formative assessments will be provided to students.
Summative assessments will align with module aims, objectives, and learning outcomes, and will be in line with formative assessments. Assessment criteria will be clearly communicated in advance to all students. The design and delivery of assessments will prioritise consistency and coherence in measuring students' learning and subject-specific skills. Effective feedback is provided to students to help them improve their performance.
To ensure fairness in marking, standardisation meetings take place for each piece of assessment, followed by internal verification of students' work.
All assessments account for accessibility in their design. Ofqual provides practical advice in Section D of its General Conditions of Recognition handbook: Guidance for designing and developing accessible assessments. This detailed guide covers considerations in areas such as assessment instructions, language and the formatting of images, diagrams and data tables. It also gives explicit advice on balancing the requirements and/or constraints of assessments with accessibility.

The KUISC ensures that the IFY Programme comply with the academic standards of the HE provider, QAA quality code for Education, Office for Students (OfS), the UK Professional Standards Framework (UK PSF). The curriculum is based on principles of differentiation, challenge, scope, relevance, depth, and guest lectures, and is delivered through face-to-face sessions, asynchronous and independent study activities.
The programmes offered at the KUISC allow students to directly progress to a wide range of courses at Kingston University, at a chosen undergraduate degree Year 1. In addition to core and subject-specific modules, these centres provide a wide choice of modules to ensure flexibility for progression within pathways.

F. Support for Students and their Learning

15 Support for learning
At institutional level support includes those services offered by Learning Resources, IT Services and Student Services of the Provider or the partner institution.

Delivery Partner Level
Arrangements will be made between ISC and the delivery partner to ensure that the students have access to an agreed range of services and facilities.
The main facilities are as follows:

- Libraries and Resource Centre provides induction and ongoing support for all students.
- Student Services provides specialist advice in the areas of careers advice, pastoral care, counselling, accommodation and welfare, financial support, disability support, sports facilities.

Programme Level

- The student handbook is made available before the start of the programme.
- An induction programme on arrival for orientation and an introduction to the programme.
- An Introductory session to Libraries and other learning resources.
- Favourable staff-student ratio, in seminar groups with some access to lecture theatres.
- Discrete skills modules with an emphasis on the range of academic skills of particular relevance to undergraduate students.
- All students to receive guidance from the Centre leader, Module Tutor and/or Personal Tutors on academic issues and progression.

KUISC students are represented on a number of committees and boards which are part of the KUISC's Governance structure. These include Academic Management Board, Curriculum Board and Quality Assurance and Enhancement Committee. There is also a set of Student Representatives who attend a Student Forum twice per term/semester, where they have a chance to provide feedback to the Senior Leadership Team and act as a consultation body for proposed changes. Any student engaging with the Governance structure or acting as a Student Representative is given appropriate training and guidance to undertake this role.

G. Ensuring and Enhancing the Quality of the Course

The KUISC have several methods of monitoring and enhancing academic quality and standards, these include:

- Visiting Examiners for each IFY pathway or specialist subject QAA reviews and reports
- Centre Enhancement Review
- QAEC, with student representation Joint Board of Studies
- MABs and PABs (includes External Examiner representation) Curriculum Board
- Annual Monitoring Review
- Periodic review at module level through the Curriculum Committee and QAEC
- Student evaluation through the Staff-Student Liaison Committee and focus groups

H. External Reference Points

External reference points which have informed the design of the course:

- PSRB standards
- QAA Subject benchmarks

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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**					
		XS3027	**XS3028**	**XS3016**	**XS3023**	**XS3024**	**XS3026**
Knowledge & Understanding	A4	S	S				
	A3		S	S			
	A2		S		S		
	A1	S	S	S	S		
Intellectual Skills	B4	S					
	B3		S		S		
	B1	S			S		
	B2		S	S			
Practical Skills	C3			S	S		
	C2	S		S			
	C1	S		S			

	C4	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.

Additional Information