Template C4

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Programme Specification

Title of Course: *Foundation Year Humanities*

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Version number	6
Faculty	Kingston School of Art
School	School of Creative and Cultural Industries
Department	Department of Humanities
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 Humanities
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	No intermediate award
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	Various depending upon intended degree route

RQF Level for the Final Award:	N/A
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:	Full field
Minimum period of registration:	Full-time - 1 year
Maximum period of registration:	Full-time - 2 years
Entry Requirements:	The minimum standard entry qualifications for the programme are: From A levels: 120 points from two A2 subjects. BTEC: 120 points from QCFBED Access Diploma: Pass in Access course with minimum of 60 credits of which 45 must be at the higher level A minimum IELTS score of 6 (with min 5.5 in any component) or equivalent is required for those for whom English is not their first language. Entry for Foundation Pharmacy requires a minimum IELTS score of 6.5 (with a minimum of 6 in any component). We strongly welcome applications from mature applicants without formal qualifications or who are returning to study, whose applications will be considered on their individual merit. In these cases, applicants may be requested to submit a sample of written work and/or attend interview to discuss their suitability for the course.
Programme Accredited by:	N/A

QAA Subject Benchmark Statements:	Not applicable
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	See entry requirements
End Point Assessment Organisation(s):	N/A

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 a Foundation course that prepares them with knowledge, understanding, skills and competence to progress further in Humanities subjects in higher education.
- to enable students to develop subject-specific knowledge and practical skills in a range of Humanities disciplines
- to build skills in imaginative thinking, critical perspective, argument, and creativity central to the study of the Humanities at university level
- to develop the abilities of students to interrelate and apply knowledge, skills and understanding gained from different subject areas with confidence
- to ensure that students are able to work effectively, both as independent learners and in relation to others
- To help students understand the global and the local challenges and opportunities related to Humanities subjects

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 the Humanities. The programme outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), 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).

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	Understand subject specific and generic critical and creative practices in the Humanities required to underpin the study of a chosen degree at Level four.	B4	Analyse information from primary and secondary sources, both written and non-written, and apply this knowledge to the construction of original and individual responses to a variety of themes and/or questions	C3	Demonstrate the ability to work both independently and with others
A3	Situate different disciplinary approaches and knowledges in relation to each other to demonstrate understanding of interdisciplinary dialogue within the Humanities	B3	Develop general skills for critical analysis, essay writing, and presentation	C2	Demonstrate the ability to search, disseminate in appropriate format and acknowledge the source of information using a variety of sources.
A2	Understand the principles of critical and creative response central to the Humanities at university level	B1	Apply subject specific knowledge and theory to form independent responses to questions relevant to Humanities and its constituent subjects	C1	Use the appropriate skills and technologies for critical and creative response in the Humanities
A1	Demonstrate a knowledge and understanding of subject specific concepts and practices in relation to a range of subjects such as Journalism, English Language, Linguistics, History, Drama, Literature, Modern Languages and Creative Writing	B2	Assess and select research methods and practices appropriate for Humanities study	C4	Acquire and refine study skills, time management skills, and critical reading skills in preparation for work at level 4

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).

E1. Professional and Statutory Regulatory Bodies
Not applicable

E2. Work-based learning
Not applicable.

E3. Outline Programme Structure
The Foundation year is made up of four modules each worth 30 credits. Typically a student must complete 120 credits at level 3 to progress onto level 4 of their intended degree course. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.
The standard enrolment for the Foundation in Humanities consists of the modules:
- Humanities in Action: Identity, Voice, Style
- Radical Imaginations
- Being Human: History and the History of Ideas
- Communication in Context and in Practice

Foundation Year Humanities

Foundation Year Humanities

Level 3							
Foundation Year Humanities							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Being Human : History and the History of Ideas	FH3002	30	3	1 & 2			
Communication in context and practice	FH3001	30	3	1 & 2			
Humanities in Action: Identity, Voice, Style	FH3005	30	3	1 & 2			

Radical Imaginations	FH3004	30	3	1 & 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 course 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 that prepare students for successful study, not only at level 4, but beyond to maximise their chances of obtaining the highest 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.   Classes are interactive, student focused, and provide regular opportunities for feedback and discussion. They will include debates, interdisciplinary discussions, and critical thinking activities which encourage students to engage in deep and reflective learning. As part of the programme, all students will have a weekly group tutorial with their personal tutor in which the group will discuss the week's activities, raise any concerns, and undertake relevant personal development activities related to issues such as time management, approaches to learning, and study skills such as note-taking and organising research materials. This open space will allow the personal tutor to respond to the students' needs as these emerge, and provide a consistent support framework for study. It will also include fixed points for checking progress and student satisfaction: at the beginning, mid-point, and end of each teaching block.

Lectures use active learning through the use of question and answer sessions, small and large group discussions, workshops and practical activities. In support of this learning, classes make use of interactive white boards, powerpoint and other learning engagement tools, audio-visual materials, and field trips. Additional learning is available through a variety of online resources supported by the university's online learning platform, Canvas, which allows formative assessment of understanding and the application of knowledge. This includes the use of podcasts, web-based activities, online testing and accessibility to material via mobile devices. Students are directed towards independent study where appropriate, both as enhancement to topics studied or for stand-alone topics.

Students 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 development of basic research and writing skills are considered to be important in the transition to learning in the HE environment, in consolidating subject material and also to the success of students on their degree. The Skills module 'Humanities in Action: Identity, Voice, Style' will allow students to understand how research is undertaken at university level, and how to use this research to structure a written argument.

Assessment comprises a mixture of both formative and summative approaches. These are designed to mirror the type of assessment students will encounter in level 4 and beyond. Formative assessment and feedback is designed to practice particular skills and to allow students to maximise the impact of the feedback towards tackling summative assessments. Each module includes opportunities for early assessment and feedback, to ensure that students at risk of failure are identified. In these cases, students will be referred for additional discussion with their personal tutor in order to formulate an action plan including where relevant referral to the Academic Success Centre and English language support services.

E. Support for Students and their Learning

Students at level 3 on Foundation programmes may require additional support reflecting the nature of previous educational background upon entry.
Students are supported by:
- A Module Leader for each module
- A Course Leader to help students understand the programme structure
- Personal Tutors to provide academic and personal support
- A placement tutor to give general advice on placements
- Technical support to advise students on IT and the use of software
- A designated Course Administrator
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee
- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
- LinkedIn Learning – an online platform offering self-paced software tutorials
- A substantial Study Skills Centre that provides academic skills support for both UG and PG students
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- A Student Achievement Officer who provides pastoral support
- Support for students with disabilities
- The Union of Kingston Students
- Careers and Employability Services team who will provide support for students prior to undertaking work placement(s).

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 campuses, and will meet key support staff members from across the university, as well as being provided with induction relating to LRC provision and the virtual learning environment.
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. The personal tutor scheme is embedded within the degree with a weekly group tutorial meeting. In addition to this, students will meet individual with personal tutors a minimum of four times across the academic year to discuss their individual learning needs and progress, including plans for further study. All tutors on the course, including personal tutors, have weekly office hours available to all students.

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 Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including MEQs, (module evaluation questionnaires), Level Surveys and the NSS (National Student Survey)
- Moderation policies

- Feedback from employers

G. Employability and work-based learning

Whilst the primary aim of the Foundation year is to support entry onto level 4 of their respective programmes, students' generic employability skills are developed throughout the year. They 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 subject-specific modules, help develop a range of such employability attributes including:

- Time management and ability to prioritise
- Group working and negotiation skills
- Research skills
- Information retrieval and utilisation
- Giving and receiving of feedback

As part of their course, there a number of opportunities which students can undertake to develop their employability skills via co-curricular activities. These include becoming a course 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

See above

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

Kingston University Website
www.kingston.ac.uk

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			
		FH3005	**FH3001**	**FH3002**	**FH3004**
Knowledge & Understanding	A4	S	S	S	S
	A3	S	S	S	S
	A2	S	S	S	S
	A1	S	S	S	S
Intellectual Skills	B4	S	S	S	S
	B3	S	S	S	S
	B1	S	S	S	S
	B2	S	S	S	S
Practical Skills	C3	S	S	S	S
	C2	S	S	S	S
	C1	S	S	S	S
	C4	S	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.