

## 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	4
Faculty	Faculty of Business and Social Sciences
Cross-disciplinary	
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):	Foundation Year Social and Behavioural Sciences
Exit Award(s) and Title(s):	N/A
Course Code <i>For each pathway and mode of delivery</i>	N/A
UCAS code <i>For each pathway</i>	Various, depending on intended degree course.

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road Campus, Kingston University
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	<p>Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p> <p>Please see our course pages on the Kingston University website for the most up to date entry requirements</p>

Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Kingston University
Approved Variants:	Not applicable.
Is this Higher or Degree Apprenticeship course?	No

## **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. Programme Learning Outcomes**

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		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.				
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### 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

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.

The Foundation Year is part of a 4 year route through one of the degree 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 to students via Canvas.

#### 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	Year long		1	
Exploring the Social World	FY3006	30	3	Year long		1	

Practical research skills	FY300 2	30	3	Year long		1	
Securing the Future: Sustainable Development	FY300 7	30	3	Year Long	None	1	

## E. 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.

The content is delivered through interactive classes which encompass lecture-style teaching as well as interactive workshops and IT lab sessions. Students will be further supported through staff Office Hours. They will also be allocated to a Personal Tutor who will be able to provide advice and guidance in relation to their progress and point them in the direction of central services offered by the University where necessary.

Learning is supported through the Canvas VLE, My Reading List and other appropriate classroom and educational technologies. In addition, programme addresses the potential uses of artificial intelligence in academic work, along with how to properly acknowledge it. Digital skills are further enhanced through a Video Documentary project on the Becoming an Active Learner module, which also aims to develop students' ability to work effectively in collaboration with others.

The Research Horizons module plays an important role in preparing students for Level 4 by introducing how research is undertaken and the wider ethical and socioeconomic issues associated with such research. Students are introduced to research methodologies appropriate to their chosen course; 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. This attention to research methodologies will be developed across the other three modules. In particular, the Exploring the Social World and Securing the Future modules allow students to apply a range of methodologies in relation to key thematic areas addressed by social science and law; and to appreciate the role of social scientific and legal analysis in addressing progress towards sustainable development goals. The importance of active learning through independent reflection on academic skills and their development is emphasised on the programme; this is the overarching theme on the Becoming an Active Learner module. In this context, the Module addresses academic skills such as essay writing, time management and referencing.

Assessment across the programme encompasses a range of assessment types, covering most of the types of assessments students can expect to encounter beyond Foundation Year level. The strategy ensures that students are not overburdened with multiple assessments across modules, while at the same time it provides plentiful opportunities for formative feedback in preparation for summative work.

## F. 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:

- 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 senior representatives of students' course pathways, who can offer course-specific advice

In addition, students are supported by a range of specialist staff:

- Technical support to advise students on lab practice, IT and the use of software
- The Library with dedicated staff
- A designated programme administrator
- Academic Success Centres that provide academic skills support

For issues outside of the academic arena support is also available from:

- Student Engagement staff and University support facilities which provide advice on a range of issues such as finance, regulations, legal matters, accommodation and international student support
- Disability and mental wellbeing student support
- Kingston Students' Union
- The University Careers and Employability team

In addition students receive guidance and can input to the development of their programme by:

- Welcome Week at the beginning of the year
- Canvas: an on-line interactive intranet and learning environment
- Student Voice processes
- Opportunities to undertake student representative and Ambassador roles.

Students are introduced to many of the support systems during Welcome Week, when 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. Further meetings allow monitoring of progress, the signposting of skills development, how to utilise feedback and to build confidence.

As Personal Tutors are staff from the School of Law, Social and Behavioural Sciences, they also play a crucial role in the 'handover' of students to their respective courses. All students are offered an exit meeting where achievements are highlighted and opportunities for a 'head start' to level 4 discussed. Personal 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.

## G. 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 the following:

- Module Assessment Boards
- Annual review and development
- Periodic review undertaken at subject level
- Student evaluation
- Moderation policies
- Teaching evaluation

## H. External Reference Points

External reference points which have informed the design of the course. These could include:

- PSRB standards
- QAA Subject benchmarks
- Other subject or industry standards

## 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			
		FY3002	FY3004	FY3006	FY3007
Knowledge & Understanding	A5		S		
	A4		S	S	S
	A3	S		S	S
	A2	S		S	S
	A1	S		S	S
Intellectual Skills	B4	S			S
	B3	S	S	S	S
	B1	S		S	S

	B2	S			
<b>Practical Skills</b>	C3	S	S	S	S
	C2	S	S	S	S
	C1	S		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.**

#### **Additional Information**