Template C4

Kingston University London

Programme Specification

Title of Course: *Other Engineering Foundation Year in Sri Lanka*

Date first produced	04/11/2024
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Version number	2
Faculty	Faculty of Engineering, Computing and the Environment
Cross-disciplinary	
School	School of Engineering
Department	Department of Mechanical Engineering
Delivery Institution	ESOFT

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):	Other Engineering Foundation Year in Sri Lanka
Exit Award(s) and Title(s):	N/A
Course Code *For each pathway and mode of delivery*	U
UCAS code *For each pathway*	n/a

Awarding Institution:	Kingston University
Teaching Institution:	ESOFT
Location:	ESOFT Metro Campuses in Colombo, Kandy and Kurunegala
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 1 year
Maximum period of registration:	Full-time - 2 years
Entry requirements	The minimum entry qualifications for the programme are: From O Levels: Students would have sat for the O-Level exams From A Levels: 32 points or equivalent from two A2 subjects, with the exception of General Studies. BTEC National: 32 points or equivalent in any subject discipline Access Diploma: Pass in Access course with minimum of 60 credits of which 45 must be at the higher level Plus: Candidates are normally required to hold five

	GCSE subjects grades A*-C (or comparable numeric score under the newly reformed GCSE grading) including Mathematics and English Language. **English Language Requirements:** A minimum International English Language Testing System (IELTS) score of 6.0 overall with minimum 5.5 in Speaking, Writing, Reading, and Listening or equivalent, is required for those for whom English is not their first language. Other qualifications are considered, as equivalent alternatives to IELTS requirements for entry into Kingston University foundation year programmes at ESOFT in Sri Lanka, are; 1. GCE O Level English language: Credit, Distinction or Very good pass 2. ESOFT English for Academic Purposes modules in reading, writing, listening and speaking: results which equate to our normal entry conditions in the following ways (*NB: The overall grade to be an average of the four skills module results.) IELTS ESOFT 6.5 58+ 6.0 50-57 5.5 42-49 Mature applicants with vocational experience may be considered but offers will be subject to interview
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The Foundation year in Engineering is ideal for those who would like to join one of engineering honours degrees but need a preparatory period of study. It provides an alternative entry route to undergraduate degree programme for those do not meet standard entry requirements but have the ability to succeed at degree-level study at the Faculty of Engineering, Computing and the Environment at Kingston University. This preparatory year ensures students develop knowledge of engineering fundamentals through teaching methods focused on hands-on, interactive learning through case studies and more. It focuses to develop the appropriate level of academic language, study skills, and content knowledge to meet the entry requirements for progression into engineering degree programme at Kingston University_London. Thus, you are well-prepared for the challenges and demands of professional engineering careers, particularly in areas such as sustainability, climate change mitigation, and social responsibility. The design of the year carefully dovetails with later levels in the degrees, allowing incremental learning in core engineering disciplines. Its dynamic, forward-thinking approach reflects a focus on real-world applications of engineering principles, ethical responsibility and adherence to professional standards

Students who benefit from the additional Foundation year, as part of their degrees typically fall into three major categories, namely:-

- Mature students returning to full-time education, often with a mix of vocational experience and qualifications.
- Students who wish to change direction in their studies / career and who do not have A-levels or equivalent qualifications in subjects required for entry at Level 4. This will include students who are looking for an alternative to A-levels.
- Students who have undertaken relevant subject A-levels but have grades lower than required for entry at level 4 and who would benefit from an additional year of study to realise their potential.

Taught within ESOFT Metro Campus at Colombo, Kandy, and Kurunegala branches, students have access to all appropriate facilities and resources, ensuring they are part of the Higher Education and course communities from the very outset. Teaching on the Foundation year benefits from a mix of staff and include those whose pedagogic expertise is in Level 3 delivery within the context of HE and other staff who teach on the degree programmes at subsequent levels, many of whom are research active, or those that are coming from the industry and bringing their experience and expertise into their teaching. This balance of pedagogical and practical expertise ensures an up-to-date curriculum that remains aligned with contemporary engineering practices, preparing students for subsequent levels of study on a degree programme at Kingston University in UK as international student, as well as instilling a strong engineering identity and commitment to professional ethics and academic integrity.

Academic integrity is a critical focus throughout the Foundation year, with an emphasis on ethical practices, professional engineering standards, and academic

honesty, reflecting the values of Kingston University and the expectations of accrediting bodies, such as the Engineering Council. Students are introduced to the principles of academic and professional conduct, laying a solid foundation for responsible and sustainable engineering practices.

Teaching on the Foundation year is designed to promote active learning and student engagement. Students have a central subject-specific module, reflecting their degree interest, where the focus is the acquisition of subject knowledge and understanding. Within such modules there is strong emphasis on developing the student's practical skills, which allows application of subject knowledge and aids their progression into degree programme. Alongside the subject-specific module, students undertake two further modules, one of which supports students with their Academic Study Skills, introduces some basic Business and Project management, as well as allowing early awareness of career options in their subject discipline and employability skills. The other module takes a project-based approach, whereby students work in group to find solutions to subject-related scenarios/problems and/or creating 'real-world' artefacts. The focus of this module is to develop their problem solving skills.

The teaching and learning approach used throughout the year is designed to be inclusive of the diverse student intake. A variety of teaching methods are used and students are encouraged to contribute to the discussion of the curriculum, bringing their own experiences and background to wider discussion. The approach to assessment during the year is designed not only to prepare students for subsequent levels of study but is also inclusive in nature, offering a range of assessment tools and the use of formative assessment alongside feedforward sessions to prepare students for summative assessment.

One benefit of the Foundation year as part of the extended degree (part of progression pathway to undergraduate degree programme at Kingston University) is that it has a common module structure to many of the intended degree routes and this allows students an opportunity to re-evaluate their original degree choice and, assuming the right modules being undertaken, to change routes.

A key measure of the success of the Foundation year, as part of the extended degree programmes, is in the student success at degree level, where a large percentage achieve good degrees. Student success is also high with regard those who subsequently gain graduate employment, with a number who are now University lecturers and others who play key roles in industry.
The primary aims of the programme are:-

- To prepare students with the necessary toolkit to be successful while heading into their chosen engineering degree programme at Kingston University- as a as progression pathway, subject to meeting the entry requirements.
- Through the acquisition of engineering subject-specific knowledge, study skills, theoretical and practical skills, allow students to become confident, independent, and resilient learners.
- To encourage self-awareness, reflective learning, and personal development.
- To develop students' ability to communicate effectively in both written and oral form.

- To ensure that students are able to work collaboratively and professionally in line with the industry standards for engineering practice.
- To ensure students can apply the knowledge and skills acquired during the Foundation year to solve basic engineering problems, preparing them for undergraduate study and professional challenges.
- To raise awareness of future skills in engineering, sustainability, climate action, and social responsibilities as global citizens through professional practice.

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
A1	Demonstrate knowledge of engineering fundamentals and understanding of basic engineering principles	B1	Apply the theoretical principles of the subject disciplines to tackle simulated projects and problems	C1	Use a range of engineering instrumentation and exhibit competence in their use
A2	Demonstrate a knowledge of investigational techniques used within the subject disciplines and understand the basis for their use	B2	Assess and select the tools and methods appropriate for solving mathematical and engineering problems	C2	Carry out subject-specific practical work in accordance to defined protocols and appropriate Health and Safety regulations
A3	Understand the Health and Safety regulations relevant to the subject discipline and the need for compliance	B3	Analyse information from a variety of primary and secondary sources	C3	Demonstrate the ability to evaluate, interpret and present data generated through investigational techniques
A4	Understand the basic principles of Business as relevant to Engineering	B4	Demonstrate, by application of study skills, the ability to be an independent and reflective learner	C4	Demonstrate the ability to work effectively both independently and as part of a group
A5	Demonstrate a knowledge of the career opportunities within the chosen subject area				

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

Full details of each module will be provided in module descriptors and student module guides.

Other Engineering Foundation Year in Sri Lanka

Level 3							
Other Engineering Foundation Year in Sri Lanka							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Engineering	FX3003	60	3	TY13		1	
Foundation Project-Based Learning	FX3002	30	3	TY13		1	
Professional Success	FX3001	30	3	TY13		1	

E. Teaching, Learning and Assessment

This course uses a range of teaching and assessment methods which have been designed to support students' learning and achievement of the learning outcomes. The course has been developed with reference to the Kingston University Academic Framework which sets-out core principles relating to Course and Credit Structure

(including Module delivery Structure and Pattern, and Learning Hours and Learning Formats); Curriculum Design (inclusion Learning Design Principles and Inclusive Curriculum); and Future Skills.

Teaching and Learning on the course consist of Scheduled Learning and Teaching and Guided Independent Study (self-managed time). Scheduled Learning and Teaching includes the following, and the format for each module is set out in the module specification:

- Laboratory Sessions
- Lectures
- Seminars
- Tutorials
- Workshops
- Placements

Guidance for students on the use of independent study time is communicated through the 'Succeed in your module' section on the Canvas Virtual Learning Environment and through other communications during the course.

In addition to the core Scheduled Learning and Teaching activities for the course, the University may offer students additional optional opportunities for learning. Examples of these include Study abroad and Work-based learning.

The course will provide students with the opportunity to develop their knowledge and skills relating to at least two United Nations Sustainable Development Goals (UN SDGs). We are committed to empowering students with the knowledge, skills and opportunities to understand and address the UN SDGs: each course is thus also required to prepare students for at least two of the SDGs (not including Quality Education, which all courses must deliver).

F. Support for Students and their Learning

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module
- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- Student Voice Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- The Kingston Students' Union
- Student Development and Graduate Success

G. Ensuring and Enhancing the Quality of the Course

The University has policies and procedures for evaluating and improving the quality and standards of its provision. These include:

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
- Internal and external moderation of graded assignments

H. External Reference Points

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

- 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**		
		FX3001	**FX3002**	**FX3003**
Knowledge & Understanding	A1			
	A2			
	A3			
	A4			
	A5			
Intellectual Skills	B1			
	B2			
	B3			

	B4			
Practical Skills	C1			
	C2			
	C3			
	C4			

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