Template C4

Kingston University London

Programme Specification

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

Date first produced	04/11/2024
Date last revised	04/06/2025
Date of implementation of current version	01/09/2025
Version number	2
Faculty	Faculty of Engineering, Computing and the Environment
Cross-disciplinary	
School	School of Computer Science and Mathematics
Department	Department of Computer Science
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 Computing 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: Grade B/6 in GCE Mathematics From A Levels: 32 points or equivalent from two A2 subjects, with exception of General Studies. BTEC National: Grades MM or equivalent- any subjects Extended Diploma: Grades MPP or equivalent- any subjects Plus: Candidates are also required to hold a GCSE Mathematics at grade C/4 or above or recognised equivalent.

	English Language Requirements: Academic IETLS of 6.0 with no element below 5.5. 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 Computing is ideal for those who would like to join one of the Kingston University's honours degrees but require a preparatory period of study. It provides an alternative entry route to undergraduate computing degree programme for those who do not meet the standard entry requirements but demonstrate the potential to succeed at degree-level study within the Faculty of Engineering, Computing, and the Environment at Kingston University.
The Foundation Year is carefully designed to align with the subsequent levels of the degree study, enabling a smooth progression and continued subject development. It shares the same dynamic, forward-thinking approach as the later stages, emphasizing active teaching and learning methods and real-world scenarios.

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.

The Foundation Year is taught at ESOFT Metro Campus in Colombo, Kandy, and Kurunegala, where students have access to all necessary facilities and resources, ensuring they are fully integrated into the higher education and course communities from the start. The teaching staff includes a blend of professionals: those with pedagogic expertise in Level 3 education within the higher education context, staff who also teach at subsequent degree levels—many of whom are research-active—and industry professionals who bring real-world experience and expertise to their teaching. This combination of staff ensures the subject material is current, and the delivery methods are relevant, preparing students for further study at Kingston University in the UK as international students while fostering a strong degree course identity from the outset.

The Foundation Year curriculum is designed to promote active learning and student engagement. Students take a central subject-specific module aligned with their degree interest, focusing on building subject knowledge and understanding. These modules emphasize the development of practical skills, enabling students to apply their knowledge and easing their transition into degree-level study.

In addition to the subject-specific modules, students complete two further modules. One focuses on academic study skills, basic business and project management, and early career awareness within their discipline, helping them develop key employability skills. The other module adopts a project-based approach, where students work in groups to solve subject-related problems or create real-world artefacts. This module is designed to enhance problem-solving skills.

The teaching and learning approach throughout the Foundation Year is designed to accommodate the diverse backgrounds of students. A variety of teaching methods are used, and students are encouraged to actively contribute to discussions, sharing their experiences and perspectives. The assessment approach is equally inclusive, offering a range of assessment methods. Formative assessments and feedforward sessions help prepare students for summative assessments, ensuring they are well-equipped for further study.

One key advantage of the Foundation Year, as part of the extended degree programme and progression pathway to undergraduate study at Kingston University, is its shared module structure with many degree routes. This common structure allows students the flexibility to re-evaluate their initial degree choice and, provided they have taken the appropriate modules, switch to a different degree path if desired.
A key measure of the Foundation Year's success within the extended degree programs is student achievement at the degree level. A large percentage of students go on to earn good degrees, and many secure graduate employment, with some even becoming university lecturers or taking on key roles in industry.

The primary aims of the programme are:-

- To provide an accessible pathway for students from diverse educational backgrounds who lack traditional qualifications, enabling their progression to Level 4 of a computing-related degree upon successful completion of the Foundation Year.
- To equip students with essential computing knowledge, including foundational theoretical and practical skills, while fostering confidence, independence, and resilience as learners within the computing discipline.
- To promote self-awareness and reflective practice, enabling students to critically assess their learning and development in computing and technology-related fields.
- To develop students into effective communicators, with a focus on technical writing, presentations, and collaborative discussions specific to the computing industry.
- To ensure students can work effectively both independently and as part of a team in computing projects, demonstrating collaborative problem-solving and project management skills.
- To enhance students' ability to apply the knowledge, skills, and understanding gained from the Foundation Year to solve basic computing problems, including coding, systems design, and digital troubleshooting.
- To raise awareness of future skills required in the computing industry, such as adaptability, innovation, and ethical responsibility, with a focus on sustainability and the social impact of technology on 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 a knowledge and understanding in the core areas of the chosen subject discipline	B1	Apply the theoretical principles of the subject disciplines to tackle simulated projects and problems	C1	Use a range of instrumentation applicable to the subject of study 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 a number of given maths-related problems contextualised to the subject of study	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 either, Engineering, or Computing	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 in the module canvas pages.

Other Computing Foundation Year in Sri Lanka

Level 3							
Other Computing Foundation Year in Sri Lanka							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Computing	FX3004	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**	**FX3004**
Knowledge & Understanding	A1			
	A2			
	A3			
	A4			
	A5			
Intellectual Skills	B1			S
	B2	S		
	B3			
	B4			S

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