****

**Programme Specification**

**Title of Course: Foundation Year in Humanities**

**Date of Specification Produced: March 2017**

**Date Specification Last Revised: August 2018**

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:**  | Foundation Year in Humanities |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road Campus, Kingston University |
| **Programme Accredited by:** | Kingston University |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The Foundation year in Humanities forms part of the University’s commitment to widening participation, acknowledging that students with potential to succeed at degree level may come from a wide range of backgrounds and educational experiences.

Thus the Foundation Humanities offers an alternative route of entry for applicants who lack the traditional entry requirements to join year one of BA (Hons) programmes within the School of Humanities and Performance. Students on the course will fall into three major categories:

* Mature students returning to full-time education, often with a mix of vocational experience and qualifications.
* Students who either have non-subject appropriate A-levels or lack appropriate A-levels or equivalent qualifications for their chosen degree course.
* Students who have been identified as having potential to undertake such subjects but who would benefit from an additional year of study to realise this potential.

The programme is distinctive from other level 3 courses, designed for access to Higher Education, in that it is part of an extended degree programme and is tailored to the needs of the various courses at level 4 within Kingston University. Therefore students, not only have opportunity to develop knowledge and skills that prepare for level 4 of their intended courses, but also have opportunity to familiarise themselves with the institution and become part of the broader student community within the University. Although enrolled on the foundation year in association with a named subject programme, Foundation students may, with the approval of the course leader, transfer to other named degrees covered by the foundation programme.

There is a strong emphasis on the acquisition of practical skills such as essay writing, presentation skills, textual analysis, and research, and there is a high level of such work during the year. Experience has shown that such an approach provides Foundation students with an advantage upon progression to level 4. Since students on this programme may lack academic confidence, the utilisation of formative assessment is essential to allow opportunities to develop knowledge and key skills before undertaking summative assessments. All students will be required to keep weekly self-reflective learning journals, and will meet weekly with a personal tutor in a group tutorial session.

All students on the Foundation programme study a core programme of four modules designed to introduce them to the necessary skills for university level study, and to provide opportunities to engage with the Humanities in all its variety. In ‘Humanities in Action: Identity, Voice, Style’ which is delivered in conjunction with the university’s specialist writing and oral skills project, students will be prepared for undergraduate study and given the skills and knowledge related to the study of humanities, arts and social science subjects, including research skills, planning, and communication skills, especially focusing on essay and report writing, delivering presentations and being an active participant in debates and discussions. The module will encourage students to develop the independent learning, critical analysis, and reflective skills crucial to succeeding in a degree. Alongside this module, students also study three modules introducing them to the range of the Humanities: Radical Imaginations, which focuses on Creative Writing and Drama; Being Human: History and the History of Ideas, focused on History and English Literature; and Communication in Context and Practice, focused on Journalism, Media and Communications, and English Language, and Linguistics. In addition to these credit-bearing programmes, all students have the option of taking free language courses as part of the Kingston Language Scheme.

Students studying on the Foundation Year Humanities will have full access to a range of scholars of international reputation, and the programme reflects the interdisciplinary work conducted by many staff across the School. There is fertile cross-communication between these fields, with a number of extra-curricular activities across the School, including lectures by visiting academics, readings by published and aspiring writers, dramatic performances and films. Visiting Professors in the Faculty also provide input into the School. The study of the Humanities at Kingston can thus be seen to take place within a lively intellectual community, in which students are encouraged to take an active part within a supportive and academically stimulating environment.

Previous experience has demonstrated that those who progress from the Foundation year are well prepared for academic success, often outperforming their counterparts in level 4 and contributing greatly to the University student community.

1. **Aims of the Programme**

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

1. **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.

|  |
| --- |
| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course students will be able to:** |  | **Intellectual skills – able to:****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 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  | 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 |
| A2 | Understand the principles of critical and creative response central to the Humanities at university level  | B2 | Assess and select research methods and practices appropriate for Humanities study | C2 | Demonstrate the ability to search, disseminate in appropriate format and acknowledge the source of information using a variety of sources. |
| 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 | C3 | Demonstrate the ability to work both independently and with others |
| 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 | 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 identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

|  |
| --- |
| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **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.

1. **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**

|  |
| --- |
| **Level 3** |
| Humanities in Action: Identity, Voice, Style | FH3005 | 30 | 3 | 1 & 2 |
| Radical Imaginations | FH3004 | 30 | 3 | 1 & 2 |
| Being Human: History and the History of Ideas | FH3002 | 30 | 3 | 1 & 2 |
| Communication in Context and Practice | FH3001 | 30 | 3 | 1 & 2 |

1. **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 Centre for Academic Skills and Employability and English language support services.

1. **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
* Lynda.com – 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.

1. **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, Level Surveys and the NSS
* Moderation policies
* Feedback from employers
1. **Employability Statement**

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.

1. **Approved Variants from the Undergraduate Regulations**

n/a

1. **Other sources of information that you may wish to consult**

**Kingston University Website**

www.kingston.ac.uk

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Module Code** | **FH3005** Humanities in Action: Identity, Voice, Style | **FH3004** Radical Imaginations | **FH3002** Being Human: History and the History of Ideas | **FH3001** Communication in Context and Practice |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S | S |
| A2 | S | S | S | S |
| A3 | S | S | S | S |
| A4 | S | S | S | S |
| **Intellectual Skills** | B1 | S | S | S | S |
| B2 | S | S | S | S |
| B3 | S | S | S | S |
| B4 | S | S | S | S |
| **Practical Skills** | C1 | S | S | S | S |
| C2 | S | S | S | S |
| C3 | S | S | S | S |
| C4 | S | S | S | S |
| C5 | S | S | S | S |
| CK2 | S | S | S | S |  |
| CK3 | S | S | S | S |  |
| CK4 | S | S | S | S |  |
| CK5 | S | S | S | S |  |
| DK1 | S | S | S | S |  |
| DK2 | 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.**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | No final award. Foundation year allows progression to level 4 of various degree programmes.  |
| **Intermediate Award(s):** | No intermediate award |
| **Minimum period of registration:** | 1 year |
| **Maximum period of registration:** | 2 years |
| **FHEQ Level for the Final Award:** | N/A |
| **QAA Subject Benchmark:** | Not applicable |
| **Modes of Delivery:** | Full-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Humanities |
| **UCAS Code:** | Various depending upon intended degree route  |
| **Course/Route Code:** | N/A |
|  |  |
|  |  |
|  |  |