

## Faculty of Management, Law and Social Sciences

### Programme Specification

**Programme title: Foundation Year**

Academic Year:	2019/20
Degree Awarding Body:	University of Bradford
Final and interim award(s):	Foundation Year [Qualifications and Credit Framework (QCF) /National Qualification and Credit Framework (NQF) level 3]
Programme duration:	1 year full-time
UCAS code:	Y006
QAA Subject benchmark statement(s):	Not applicable
Date last confirmed and/or minor modification approved by Faculty Board	April 2019

**Please note:** This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

### Introduction

This Foundation Year is a pre-degree access programme that will provide students with a solid basis for future degree study. It is designed for students who do not currently meet the required entry criteria for their chosen degree programme or who are not yet ready for an undergraduate programme. The programme will help students prepare to meet the demands of learning before embarking on their degree programme.

The degree programmes that students may progress to following their Foundation Year are listed on the Foundation Year course page along with the associated UCAS/GCSE/IELTS entry requirements, any study requirements and any progression requirements: <https://www.bradford.ac.uk/courses/ug/foundation-year/>

The Foundation Year provides students with an introductory grounding in their chosen discipline whilst at the same time equipping them with study and interpersonal skills which are necessary for successful undergraduate study. For this reason, there is one core module on the programme – The Effective Learner in Semester 1, which focuses on these skills.

Beyond this core module, students study a module diet from the remaining optional modules which reflects their own academic interests and intended progression route.

Students who do not possess GCSE Mathematics at Grade 4 (old grade C) or above or another recognised Level 2 Numeracy qualification on entry must choose the Mathematics and Statistics for Higher Education module as an option choice if this is required for their follow-on degree programme.

Students who do not possess the required International English Language Test Score (IELTS) for their proposed follow-on programme but do possess IELTS at 1.0 point below the requirement must take the English for Academic Purposes module and the English for Specific Academic Purposes module.

There will be opportunities to discuss module choices and progression intentions with members of academic staff.

### **Programme Aims**

The programme is intended to:

- provide students with a supportive route into higher education which will enable them to demonstrate that they are able to achieve a university honours degree;
- enable students to acquire the underpinning knowledge, understanding and skills needed to tackle the demands of undergraduate study;
- enable students to analyse their own strengths and weaknesses as a learner and develop strategies to maximise their learning.

### **Programme Learning Outcomes**

To be eligible for the award of Foundation Certificate at QCF/NQF level 3, students will be able to:

- LO1 Demonstrate a basic knowledge of key concepts, approaches, texts in a selection of academic disciplines.
- LO2 Explain how people learn and the strategies that can be employed to support effective learning.
- LO3 Identify, assess and undertake preliminary evaluation of information from a range of sources.
- LO4 Construct clear, cogent and coherent arguments in written and spoken form.
- LO5 Demonstrate the ability to use and apply a range of theories and concepts.
- LO6 Demonstrate the value, nature and validity of information sources and how they can support an argument.
- LO7 Identify, access and communicate information in written and oral form.

- LO8 Present information in a variety of formats appropriate to the audience.
- LO9 Engage in team working skills and demonstrate the ability to work effectively with others and solve problems.
- LO10 Demonstrate skills in self- awareness and time management.
- LO11 Reflect on performance.

## Curriculum

For students who have **not** met the English requirement for their chosen degree:

FHEQ Level	Module Title	Type (Core/ Option)	Credit	Semester	Module Code
3	The Effective Learner	Core	20	1	SAC3003-B
3	English for Academic Purposes	Core	20	1	LAU3001-B
3	English for Specific Academic Purposes	Core	20	ACYR	LAU3002-B
<b>AND THREE DESIGNATED OPTIONS FROM</b>					
3	Maths and Stats for Higher Education	Option	20	1	SAC3017-B
3	Western Philosophy and the History of Ideas	Option	20	1	SAC3008-B
3	Science in Society	Option	20	1	ARC3000-B
3	Foundations of Psychology	Option	20	1	SAC3016-B
3	Principles of Marketing	Option	20	1	SAC3010-B
3	Introduction to Understanding Organisations	Option	20	1	SAC3004-B
3	The Sociological Imagination	Option	20	2	SAC3002-B
3	Introduction to Law	Option	20	2	SAC3015-B
3	Politics and Me	Option	20	2	SAC3009-B
3	Criminology	Option	20	2	SAC3006-B
3	Literature and Society	Option	20	2	SAC3012-B
3	Foundation in Human Biology	Option	20	2	HES3001-B
3	Foundation in Chemistry	Option	20	2	CHE3001-B
3	Global Business Environment	Option	20	2	SIB3001-B
3	Creative Industries	Option	20	2	FAM3001-B
3	Introduction to Computing	Option	20	2	COS3003-B

For students who **meet** the English requirement for their chosen degree:

<b>FHEQ Level</b>	<b>Module Title</b>	<b>Type (Core/Option)</b>	<b>Credit</b>	<b>Semester</b>	<b>Module Code</b>
3	The Effective Learner	Core	20	1	SAC3003-B
<b>PLUS FIVE DESIGNATED OPTIONS FROM:</b>					
3	Maths and Stats for Higher Education	Option	20	1	SAC3017-B
3	Western Philosophy and the History of Ideas	Option	20	1	SAC3008-B
3	Science in Society	Option	20	1	ARC3000-B
3	Foundations of Psychology	Option	20	1	SAC3016-B
3	Principles of Marketing	Option	20	1	SAC3010-B
3	Introduction to Understanding Organisations	Option	20	1	SAC3004-B
3	The Sociological Imagination	Option	20	2	SAC3002-B
3	Introduction to Law	Option	20	2	SAC3015-B
3	Politics and Me	Option	20	2	SAC3009-B
3	Criminology	Option	20	2	SAC3006-B
3	Literature and Society	Option	20	2	SAC3012-B
3	Foundation in Human Biology	Option	20	2	HES3001-B
3	Foundation in Chemistry	Option	20	2	CHE3001-B
3	Global Business Environment	Option	20	2	SIB3001-B
3	Creative Industries	Option	20	2	FAM3001-B
3	Introduction to Computing	Option	20	2	COS3003-B

At the end of the Foundation Year, students will be eligible to exit with the award of Foundation Certificate if they have successfully completed 120 Level 3 QCF/NQF credits and achieved the specified learning outcomes.

### **Progression**

The Foundation Year provides access to specified degree programmes within the University. However, some of those programmes may have additional entry, requirements, study requirements and/or progression requirements. These are listed on

the Foundation Year course page: <https://www.bradford.ac.uk/courses/ug/foundation-year/>

Students can seek advice and support about the study and progression requirements for their intended degree route from the University Admissions Team prior to arrival and/or the Programme Team once enrolled onto the Foundation programme.

### **Learning and Teaching Strategy**

This Foundation Year programme of study is one year long (full time) and constitutes the first stage of an undergraduate degree programme. Studying on the Foundation Year students will gain the knowledge, understanding and personal transferable skills which will improve and enhance their ability to excel at university and beyond.

The programme contains a range of core and optional modules and provides foundation level understanding to support the attainment of the programme learning outcomes.

The teaching, learning and assessment strategies will facilitate learning and encourage students to develop as an independent learner. Knowledge understanding and skills are developed through the study of specific modules and skills are evaluated through assessment consisting of essays, examinations and /or presentations.

The Effective Learner core module will provide the framework for students' personal goal setting evaluation and review. The module will form a pivotal role in assessing students' individual needs, in identifying the various resources available to support study and in reviewing progress. From studying on this module students will be able to explain how people learn and the strategies that can be employed to support effective learning will enhance their skills in written expression, correct sourcing and use and presentation of information. Students will furthermore be able to identify, assess and undertake preliminary evaluation of information from a range of sources.

A significant part of the Effective Learner module includes a focus on how to develop writing skills to succeed at university. Students will study how to reference correctly, (Harvard Referencing Standard) and develop skills to enable them to write in an academic manner and to reflect on the value and usefulness of the information with which they are presented. With appropriate tutorial support, practice and feedback students will also learn to construct clear, cogent and coherent arguments in written and spoken form.

On the Effective Learner module students will learn how to develop an action plan and to reflect on their strengths and weaknesses, identify areas for development, manage their time and generally develop strategies for improving developing their research, writing and referencing. Having developed an understanding of their own strengths and weaknesses as a learner, students will possess strategies to maximise their learning.

In other modules students will study key concepts, approaches and texts in a selection of academic disciplines.

## **Assessment Strategy**

Students will demonstrate the ability to use and apply theories and concepts (LO5) through a range of formative assessment, summative assessment and through involvement in seminar discussion and debates. Students will also, in the course of studies, be able to demonstrate the value, nature and validity of information sources and will develop the skills to enable them to identify, access and communicate information in oral and written form (LO3, LO4, LO5, LO6, and LO7).

A diverse range of teaching and learning strategies, such as active learning sets, team work, team presentations, lectures, seminars and collaborative learning will be used in the delivery of the foundation programme with specific and appropriate teaching methods employed to meet the learning outcomes of individual modules and the learning outcomes of the programme itself (LO1- LO11). Students will be particularly encouraged and supported to develop an independent style of learning. Reading, problem solving, project work, tutorials and student led seminars will all be a feature of the programme. In general, concepts, principles and theories will be introduced in lectures and explored in more depth in associated tutorials and seminars. Assessment is a crucial component of their learning which is necessary to monitor progress, motivate learning, provide feedback and grade students. Assessment methods, which include essays, examinations and presentations, will reflect the diversity of provision and directly address the desired learning outcomes.

## **Assessment Regulations**

This Programme conforms to the standard University Regulations which are available at the following link:

<https://www.brad.ac.uk/regulations/>

Except for the following:

1. Students taking the English for Academic Purposes module and the English for Specific Academic Purposes module who pass the module/s at 40% will be permitted to take supplementary assessment to improve that pass mark if it is required at a higher level to meet the IELTS equivalent for their proposed follow-on programme. Higher level IELTS equivalent pass marks are: 50% for 6.5 and 60% for 7.0
2. To progress to Stage 1 of certain degree routes, students will need to achieve higher academic marks and/or complete additional progression activities (interviews etc.). A full list of degree routes and progression requirements for the Foundation programme is available on the Foundation Year course page: <https://www.bradford.ac.uk/courses/ug/foundation-year/>

## **Admission Requirements**

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration

of applications will be based on a combination of formal academic qualifications and other relevant experience.

The **minimum** entry requirements for the programme are as follows:

A typical offer to someone seeking entry through the UCAS scheme would be 72 UCAS points with a GCSE Grade 4 (old Grade C) in English (or equivalent Key Skills Level 2 Literacy qualification). However, applications are welcome from candidates with non-standard qualifications or who, lacking academic qualifications, have significant relevant experience.

Students who do not meet the University's English Language requirement for their proposed follow-on programme, but do possess IELTS at 1.0 below that required for it, must take the English Language modules English for Academic Purposes and English for Specific Academic Purposes as part of the programme.

The UCAS **tariff** applicable may vary and is published on the Foundation Year course page: <https://www.bradford.ac.uk/courses/ug/foundation-year/>

### **Recognition of Prior Learning**

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

### **Minor Modification Schedule**

<b>Version Number</b>	<b>Brief description of Modification</b>	<b>Date of Approval (Faculty Board)</b>
1	Update to: Core and Option Modules; Progression programmes	June 2017
2	Added optional modules and updated text	July 2018
3	Amendments made to clarify course details regarding study and progression requirements.	April 2019