1. **Title of the module**

FOUN0035 (LZ035) Foundation Project

1. **School or partner institution which will be responsible for management of the module**

Centre for English and World Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 3

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring(Autumn-start IFP students) and repeated in Summer term (for Spring-start IFP students)

1. **Prerequisite and co-requisite modules**

Pre-requisite module: FOUN0036 Academic Skills Development.

1. **The programmes of study to which the module contributes**

International Foundation Programme and other relevant foundation programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. apply the analytical, academic and linguistic skills developed in the LZ036 Academic Skills

module and other foundation modules (see Programme Specification for available modules),

* 1. communicate a logical argument following UK academic conventions and engaging in

UK academic culture,

* 1. demonstrate a knowledge of subject specific vocabulary,

8.4. use source materials in presentations

8.5. engage in a constructive, reflective process regarding their own learning

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. demonstrate an ability to work independently, taking responsibility to achieve

goals, initiative to meet deadlines, and improving overall project management skills,

* 1. utilise the facilities available (library catalogue, IT, etc.)
	2. demonstrate skills in accessing, reading and understanding materials and data

related to their subject area,

* 1. demonstrate analytical skills, and an ability to compare, contrast, analyse and evaluate sources
	2. demonstrate the ability to structure, organise and communicate results

and arguments to specialist and non-specialist audiences.

1. **A synopsis of the curriculum**

Through this module, students will improve the transferable academic skills necessary to successfully complete their other modules on the IFP and to succeed on their future undergraduate programmes. The programme of study will cover the development of critical and analytical skills.

Students will attend regular seminars/workshops each week, focusing on furthering their academic skills. They will receive input on developing a research topic; writing and presenting a proposal; developing research questions; and engaging in reflection on the research and writing process. Students will also review how to write an annotated bibliography; briefly revisit how to plan and write an essay and how to undertake research; and practice presentation skills. They will have the opportunity to meet with their tutor regularly during the term for tutorials, to discuss their individual projects and progress on the module.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Cottrell, S (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument* (3rd ed.). Basingstoke: Palgrave.
* Cottrell, S (2008) *The Study Skills Handbook* (2nd ed.). Basingstoke: Palgrave.
* Manning, A., et. al. (2007) *Transferable Academic Skills Kit*: University Foundation Study. Reading: Garnet Education.
* Thomas, G. (2011) *How to do your case study: a guide for students and researchers.* London: Sage.
* Wallace, M.J. (2004) *Study Skills in English* (2nd ed.). Cambridge: Cambridge University Press.
1. **Learning and teaching methods**

|  |  |  |
| --- | --- | --- |
| **Spring Term** |  | **Summer Term** |
| Total contact hours: | *66* |  | Total contact hours: | *60* |
| Private study hours: | *84* |  | Private study hours: | *90* |
| Total Study hours: | *150* |  | Total Study hours: | *150* |

1. **Assessment methods**
	1. Main assessment methods

Proposal presentation (8-10 minutes) (20%)

Comparison of sources (4 sources, 1000 words) (20%)

Project essay (1500 words) (40%)

Reflective interview (8- 10 minutes) (20%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Seminar/workshops | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Tutor Meetings | **x** | **x** | **x** |  | **x** | **x** |  | **x** | **x** | **x** |
| Private Study | **x** |  |  |  |  | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Proposal presentation  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Comparison of sources  | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Project essay  | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Reflection  | **x** | **x** |  |  | **x** | **x** |  |  | **x** | **x** |

1. **Inclusive module design**

The Centre recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching, and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students will develop their understanding of academic conventions in the United Kingdom, with a particular focus on reflection and independent study, comparing and contrasting their previous experiences. As students develop their own essay titles, there is scope for integration of topics from varied cultural backgrounds, and they will be encouraged to consider issues from multiple perspectives.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/07/17 | Major | September 2017 | 8-13 | No |
| 28/02/19 | Major | September 2019 | 10,13,14 | No |
| 12/06/20 | Major | September 2020 | 7, 8, 9, 10, 11, 12, 13, 14, 17 |  |

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