**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **International Foundation Programme** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | Centre for English and World Languages |
| 1. **Teaching Site** | Canterbury  Bahçeşehir University, Istanbul, Turkey (Business pathway only)  Sun Wah Pearl, Kowloon, Hong Kong (Business pathway only) |
| 1. **Mode of Delivery** | Full-time |
| 1. **Programme accredited by** | University of Kent |
| 1. **Final Award** | An IFP transcript and direct entry upon successful completion and having met progression requirements to Kent undergraduate degree programme agreed on acceptance to IFP |
| 1. **Programme** | International Foundation Programme |
| 1. **UCAS Code (or other code)** | Q308 Humanities, L593 Social Sciences, H609 Engineering, G408 Computer Sciences, C107 Biosciences, L592 (January-entry), 45NC Pharmacology & Physiology, TBC Chemistry and Forensic Science |
| 1. **Credits/ECTS Value** | 120 Credits – 60 ECTS |
| 1. **Study Level** | Foundation (F) |
| 1. **Relevant QAA subject benchmarking group(s)** | Languages and Related Studies(LRS)  Biosciences (BI)  Engineering (E)  Computing (CO)  Law (L)  Architectural Technology (AT)  General Business and Management and  Maths, Statistics & Operational Research (MSOR)  University of Kent Credit Framework for Taught Programmes (CFTP)  Forensic Science (SBS) |
| 1. **Date of creation/revision** *(note that dates are necessary for version control)* | Apr 2007 / Revised version April 2014 |
| 1. **Intended Start Date of Delivery of this Programme** | Sep 2014 Entry & Until Further Revision |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| * *Attract and meet the needs of those intending to follow an undergraduate degree at the University of Kent or another UK university.* * *Offer a range of modules covering the foundations of a range of subjects in the Humanities, Social Sciences and Sciences.* * *Contribute to widening participation in higher education by offering an entry route to international students without standard qualifications.* * *Provide teaching which is informed by current research and scholarship and encourages active involvement.* * *Provide opportunities to apply knowledge and skills in a range of activities within the Humanities, Social Sciences and Sciences.* * *Stimulate and challenge students intellectually.* * *Provide students with a firm conceptual foundation in the subjects necessary for progression to stage one in their chosen pathways.* * *Develop academic literacy through the English language modules.* * *Develop general critical, analytical and problem-solving skills.* * *Enable students to manage their own learning and carry out some independent research appropriate to foundation level.* * *Socialise and acculturate students into a UK university and learning and teaching environment.* |

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| **16 Programme Outcomes**  The International Foundation Programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Languages and Related Studies (LRS), Biosciences (BI), Engineering (E), Computing (CO), Law (L), Architectural Technology (AT) General Business and Management and Mathematics, Statistics and Operational Research (MSOR), Forensic Science (SBS) as well as Level F in the University of Kent Credit Framework for Taught Programmes (CFTP).  Students who complete the IFP successfully progress to a number of degree programmes in the Humanities, Social Sciences and Sciences at the University of Kent (Canterbury and Medway). Because of the range of possible pathways from the IFP and the similarity among various subject area learning outcomes, even across seemingly unrelated fields, it is neither practical nor helpful to make specific reference to the QAA benchmarking statements for every subject area. However, the programme outcomes below do make reference to the QAA subject benchmarking statements for the main pathways followed by students on the IFP. The knowledge and skills referred to in these benchmarking statements are clearly applicable and transferable to the other subjects that students currently progress to and they reflect the philosophy of the IFP itself. |

**A. Knowledge and Understanding of:**

Students will be able to demonstrate knowledge and understanding of:

1. The structures, registers and varieties of English to a level sufficient for them to be successful on a University of Kent degree programme.

(LRS 2.2, 5.1, 5.3, 6.3 & 6.4) (MSOR 3.27) (BI3.3)

2. The inter-disciplinary nature of Academic Skills, the Humanities, Social Sciences and Sciences.

(LRS 3) (CO1.1) (E App A) (GBM 3.1 & 3.3) (MSOR 1.14 & 3.21) (L App A) (AT 5.4) (BI3.4/3.9) (SBS 3.1 & 4.1).

3. Academic literacy and skills - in particular, the use of English for Academic Purposes

( CFTP F ii) (LRS4.1) (CO 3.3) (GBM 3.9) (MSOR 3.27) (L 8.1) (AT 4.2) (BI3.8).

4. An appropriate degree of factual and conceptual knowledge of Biosciences, Chemistry, Forensics, History, Economics, Sociology, Literature, Philosophy, Politics, Mathematics and Quantitative Methods, Law, Business Management, Design, Programming, Analogue Electronics and Electrical Principles and Measurements for the purposes of University Study depending on the modules taken.

(CFTP F i) (CO 2.4, 2.9 & 3.2) (E App A) (GBM 3.2 & 3.7) (MSOR 3.8 & 3.23) (L 6.1) (AT 4.1) (BI4.1) (SBS 4.7).

5. Academic and social cultures and practices other than one’s own. (LRS 4.4) (GBM 3.9 & 3.10) (L 4.6) (AT 3.4) (BI1.2 & 3.3) (SBS 4.1).

6. Intercultural language issues.

(LRS 4.6) (GBM 3.10) (L 8.1) (AT 3.24) (BI3.8).

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Acquisition of A.1-6 is achieved through a combination of taught classes, lectures, seminars, group work, workshops, laboratory and workshop work depending on and appropriate to the modules being studied. Throughout the programme, students are provided with the opportunity to develop critical engagement with subject, linguistic and cultural knowledge (as per benchmark statement LRS 6.8 & 6.9, CO 5.1 – 5.5, E T&L, GBM 4.1 – 4.3, MSOR 4.1 – 4.9, L App A, AT 5.1 – 5.4, BI 3.8, SBS 3.1). Teaching is student-centred, involving collaborative work as well as the encouragement of learner autonomy. Explicit links are made across the programme. Independently prepared presentations and projects are also part of the programme. Assessment takes place through a combination of written and oral coursework, presentations, lab-based tests, portfolios and unseen written exams as well as individual and group project work (as per benchmark LRS 4.1, 4.2 and 4.3, 6.15 and 6.18 LRS.8 and 6.9, E T&L, CO 5.1 – 5.5, E T&L, GBM 4.3 – 5.3, MSOR 4.10 – 4.12, L App B, AT 5.1 – 5.6, BI 4.1, SBS 6.5). There is regular and on-going feedback on content, language and the presentation of factual interpretative content.

**Skills and Other Attributes**

**B. Intellectual Skills:**

Students should be able to:

1. Present, evaluate and interpret a variety of data using defined techniques in a logical and systematic fashion.

(CFTP b) (LRS 5) (CO3.2) (E App A) (GBM 3.9) (MSOR 1.17) (L 7.1) (AT 3.2) (BI 3.6) (SBS 3.1).

2. Develop lines of argument and make sound judgements in accordance with the basic theories, methods, principles and concepts of the subjects.

(CFTP ii & c) (CO3.2) (E App A) (GBM 3.6) (MSOR 3.23) (L 7.1) (AT 4.1) (BI5.8).

3. Engage in critical reflection, verbal discussion and written and interpretative analysis of key material.

(CFTP c) (CO3.2) (MSOR 3.23) (L 7.2) (AT 5.1) (BI 4.9, 5.8 and 5.12) (SBS 3.1, 5.4-6).

4. Separate fact from opinion, and identify a writer’s argument as opposed to what is a counter-argument in a text.

(CFTP c) (CO3.2) (GMB 3.9) (MSOR 3.14) (L 7.1) (AT 4.1).

5. Assess the merits of contrasting theories and explanations, and make links across different subjects.

(CFTP d) (GMB 3.9) (MSOR 3.14) (L 7.1) (AT 3.7) (BI 3.2 & 3.9) (SBS 5.6).

6. Present rational and reasoned theses and arguments to a range of audiences.

(CFTP ii) (CO3.2) (GMB 3.6) (L 8.1) (AT 3.8) (BI3.1).

7. Distinguish among and use an appropriate range of technical and numerical systems and/or a range of spoken and written academic and other registers, styles and genres.

(LRS 5.14 & 6.8) (GMB 3.7) (MSOR 3.8) (L 8.1) (AT 3.4) (BI3.7 & 3.8) (SBS 5.6).

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Acquisition of B.1-7 is achieved through a mix of lectures, tutor- and student-led seminars, group tutorials, lab-based classes, workshops and presentations, depending on and appropriate to the modules being studied (as per benchmark statement LRS 6.8 and 6.9, CO 5.1 – 5.5, E T&L, GBM 4.1 – 4.3, MSOR 4.1 – 4.9 L App A, AT 5.1 – 5.4 BI4.1& 4.2) (SBS 4.3 & 4.4). Project work contributes to the development of critical skills on all pathways and provides the opportunity to explore practical and theoretical problems on the Computer Science and Electronics pathways. Learning and teaching is student-centred, involving collaborative work, as well as the encouragement of learner autonomy. This aims to make the process satisfying, stimulating, inclusive, challenging and productive. Assessment takes place through a combination of written and oral coursework, presentations, portfolios, written reports, lab-based tests, practical assignments and written exams (as per benchmark statement LRS 4.1, 4.2 and 4.3, 6.15 and 6.18, CO 5.3 – 5.5, E T&L, GBM 4.3 – 5.3, MSOR 4.10 – 4.12 L App B, AT 5.5 & 5.6) (Bl4.9) (SBS 6.5). There is regular and ongoing feedback on content, language and the presentation of factual interpretative content.

**C. Subject-specific Skills:**

Students will learn to:

1. Demonstrate some knowledge of the main methods of enquiry and analysis in the Humanities, Social Sciences and Sciences.

(LRS 5.11) (CFTP ii, a & c) (CO3.2) (E App A) (GBM 3.9) (MSOR 3.9 - 3.20, 4.1) (L 6.3) (AT 4.1) (BI 4.9, 5.8 and 5, 12) (SBS 4.7 & 5.6).

2. Present data in graphic and textual form in a manner appropriate to the subjects being studied.

(LRS 5.15) (CFTP b) (CO 3.2) (E App A) (GBM 3.9) (MSOR 3.23) (L 8.2) (AT 4.2) (BI3.7) (SBS 3.1).

3. Evaluate and interpret data and information, develop arguments and come to sound conclusions in accordance with the relevant theories and concepts related to the subjects being studied.

(LRS 5.14) (CFTP b) (CO3.2) (E App A) (GBM 3.9) (MSOR 1.16 & 3.14) (L 4.18 & 7.1) (AT 4.1) (BI5.8) (SBS 5.2, 4 & 6).

4. Demonstrate an appropriate level of subject-specific linguistic competence.

(LRS 5) (CFTP i) (CO 3.3) (E App A) (GBM 3.9) (MSOR 3.27) (L 8.1) (AT 4.2) (BI3.8).

5. Evaluate the reliability and validity of source data (factual, theoretical, quantitative, qualitative) and incorporate own opinion in appropriate manner.

(LRS 5.14) (CO3.2) (E App A) (GBM 3.9) (MSOR 3.14) (L 6.3 & 7.1) (AT A2 3.5) (BI3.7) (SBS 3.1, 4.7 & 5.2).

6. Ability to work in a laboratory and workshop environments and use appropriate equipment and tools (for Biosciences, Forensic, Electronics, Computing and Architecture pathways).

(CO 3.2) (E App A) (MSOR 4.6) (AT B 4.2) (BI3.6) (SBS 4.7 & 5.2)

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Acquisition of C.1-6 is achieved through a mix of lectures, tutor- and student-led seminars, group tutorials, lab-based classes, workshops and presentations. Teaching and learning occurs through a combination of lectures, tutor- and student-led seminars, classes, directed study, group tutorials, workshops and presentations depending on and appropriate to the modules being studied (as per benchmark statements LRS 6.8 and 6.9, CO 5.1 & 5.2, E T&L, GBM 4.1 – 4.3, MSOR 4.1 – 4.9 L App A, AT 5.1 – 5.4, BI4.1 & 4.2, SBS 4.7 & 5.2). The learning of subject-specific skills is part of the content of all the subject modules. Assessment takes place through a combination of written and oral coursework, presentations, portfolios, written reports, lab-based tests, practical assignments and written exams (as per benchmark statements LRS 4.1, 4.2 and 4.3, 6.15 and 6.18, CO 5.3 – 5.5, E T&L, GBM 4.3 – 5.3, MSOR 4.10 – 4.12 L App B, AT 5.5 & 5.6, Bl4.9, SBS 6.5). There is regular and on-going feedback on language and the presentation of factual interpretative content.

**D. Transferable Skills:**

Students should be able to:

1. Work with others through the preparation of projects, seminars and presentations, and through general pair- and group-work in class.

(LRS 5.16) (CO 3.3) (E App A) (GMB5.3, 3.9) (MSOR 3.27) (L 4.20) (AT 4.3) (BI3.9 & 4.5) (SBS 5.6).

2. Recognise own strengths and weaknesses and improve performance as a result.

(LRS 5.9 & 6.3) (CFTP a) (CO 3.3) (E App A) (GBM 3.9) (MSOR 3.27) (L 7.2) (AT 4.4) (BI3.9 & 3.10) (SBS 5.6).

3. Recognise how skills learned in one module can be applied in another.

(CFTP d) (LRS 5.10) (CO 1.1) (E App A) (GBM 2.4) (MSOR 1.23 & 1.25) (L 7) (AT 4.3) (BI3.4 & 4.4) (SBS 5.8)

4. Apply critical skills and academic skills across all modules.

(LRS 5.13 & 14; (CFTP d) (E App A) (CO 3.3) (GMB 3.9) (MSOR 3.27) (L 7.1) (AT 2.4 & 3.2) (BI3.3) (SBS 5.6).

5. Communicate information to specialist and non-specialist audiences and show a degree of audience awareness in terms of written and oral text.

(LRS 5.14 - 5.16) (CO 3.2) (GMB 3.9) (MSOR 3.27) (L 8.1) (AT 4.2) (BI3.8) (SBS 5.6).

6. Demonstrate a degree of autonomy, showing the ability to learn effectively using own resources, and to be organised and meet deadlines.

(LRS 5.15 & 6.7) (CO 3.3) (E App A) (GBM 3.9) (MSOR 3.27) (L 7.2) (AT 4.4) (BI3.10) (SBS 5.2 & 5.6).

7. Select and use appropriate library and IT application and resources.

(LRS 5.15) (CO3.3) (E App A) (GBM 3.9) (MSOR 3.27 & 4.4) (L 6.3) (AT 4.2) (BI3.8) (SBS 5.6).

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Transferable skills are incorporated within each of the modules, and taught in the way described above. Particular attention is paid to these in the core Academic Skills Development module. They are related to individual assessments as appropriate. They are assessed as part of the coursework assessment (as per benchmark statements LRS 6.8 and 6.9, CO 5.1 & 5.2, E T&L, GBM 4.1 – 4.3, MSOR 4.1 – 4.9 L App A, AT 5.1 – 5.4, BI3.4, Bl4.5, SBS 5.2, 5.6 & 5.8). General IT facilities are used throughout the course. Browsers, search engines and catalogues are used for research and self-study. Depending on and appropriate to the pathway, students work in teams on group project work. Assessment takes place through a combination of written and oral coursework, presentations, portfolios, written reports, practical assignments and written exams (as per benchmark statements LRS 4.1, 4.2 and 4.3, 6.15 and 6.18, CO 5.3 – 5.5, E T&L, GBM 4.3 – 5.3, MSOR 4.10 – 4.12 L App B, AT 5.5 & 5.6, Bl4.9, SBS6.5). There is regular and on-going feedback on language and the presentation of factual interpretative content.

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| For information on which modules provide which skills, see the module mapping |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  The programme is a one-year programme comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module is designed to be at a specific level, in this case Foundation level (F) with occasionally some modules at Certificate level (C). For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for progression to their chosen Undergraduate degree programme, students must obtain 120 credits.  The programme operates as a standalone year before the first year of one of Kent’s undergraduate programmes, with students being required to pass at a grade stipulated by the receiving department in order to proceed to the degree programme that they have provisionally registered on. It is studied over one academic year. Students take 90 credits of subject-content modules and 30 credits of Language and/or Academic Skills modules. Students are taught in mixed-language-ability lectures and seminar groups for all modules except for LZ037 English for Academic Study, LZ036 Academic Skills Development, and LZ035 Foundation Project. For these modules the students are grouped according to English language level (their entry language level will be taken into account and students without a clear entry language level will be tested at the beginning of the academic year). Students with an IELTS entry score of 6.5 overall with 6.5 in Reading and Writing will all take the LZ036 Academic Skills Development and LZ035 Foundation Project modules. Students with lower IELTS entry scores will take the LZ037 English for Academic Study and LZ036 Academic Skills Development modules. The advanced group would typically include native English speakers and students who had studied in English-medium international schools and have achieved 6.5 IELTS overall before entry. Group sizes are designed to facilitate maximum student participation.  Students will need to show for UKVI purposes, that they have achieved CEFR B2 (equivalent to 5.5 IELTS) in Reading, Writing, Listening and Speaking to be able to obtain a visa for their undergraduate programme of study. Students starting the IFP having already met these conditions will progress solely on the basis of progression requirement set by their destination school. Students starting the IFP with one or more sub-scores below CEFR B2 will be tested using the Kent International Pathways KITE (Kent International Test of English) and scores will be used for visa applications. Progression will therefore be dependent on students achieving B2 in all four skills and meeting the progression requirement set by their destination school.  The programme is divided into different pathways, with some students being required to take certain modules depending on their degree registration and the requirements of the department to which they have applied. The structure of the programme and the modules which comprise it, their levels, credits, and the terms in which they are taught are shown below. Details of each module can be found at <http://www.kent.ac.uk/international-pathways/ifp/module.html> |
| The programme is arranged in 2 X 12 week terms, and a final six-week term, making 30 weeks in total. Each module includes at least 66 hours’ direct teaching, while Academic Skills Development includes 55 hours direct contact for the higher level groups and 125 hours for the lower level groups. All students except those students taking the Design module are required to take five modules - three optional 30-credit modules or modules required by their receiving department plus two of the 15-credit English language and Skills modules – amounting to a total of 120 credits. Students taking the 60-credit design module will take one 30-credit subject module and the two 15-credit English language and Skills modules. Certain modules (Electrical Principles and Measurements, Analogue Electronics, Programming for University Study, Molecules and Analysis, Chemical Reactivity, Applied Chemistry, Genetics & Evolution, Fundamental Human Biology and Life Sciences for University Study) are restricted to students on the relevant pathways, unless a convincing case has been put forward.  January/Spring Intake  The description provided above applies also to the January intake with the exception of the following details:   * The January intake involves a 27-week programme. The Programme is arranged in 2 X 12- week terms, and a final intensive 3-week term, making 27 weeks in total. However, students receive the same number of teaching hours as their September counterparts. * The first 12-week term runs from January to April (the standard Spring term, weeks 13-24) * The second term runs from May to July (the standard summer term plus an addition 6 weeks, weeks 25-S6 * The final three-week term runs in August weeks S7-S9   It should be noted, and drawn to students’ attention, that students following the January in-take will have their first resit opportunity in September and therefore resiting in the same session as the September-start students in order to allow progression, although an option, will possibly entail a late start on their Undergraduate degree programme.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework.  In the case of the IFP, modules which are required for a specific pathway will usually not be condoned or compensated, except in clear cases of illness or other mitigating circumstances and where the Board of Examiners is satisfied that the student has achieved the **programme** learning outcomes. The compulsory module LZ036 Academic Skills Development will not be condoned or compensated. |

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| **Code** | **Title** | **Level** | **Credits** | | **Term(s)** |
| **All Pathways** | | | | | |
| **Compulsory Module Sep (Autumn) & Jan (Spring) intakes (all students take this module)** | | | | | |
| LZ036 | Academic Skills Development (Sep & Jan) | F | 15 | | 1 or 2 or 3 |
| **Compulsory Module Sep (Autumn) & Jan (Spring) intakes (all students one of the following two modules)** | | | | | |
| LZ037 | English for Academic Study (Sep & Jan) | F | 15 | | 1 or 2 |
| or |  |  |  | |  |
| LZ035 | Foundation Project (Sep & Jan) | F | 15 | | 2 or 3 |
| **Compulsory Modules depending on Pathway (UG Programme) – Intake indicated** | | | | | |
| **Code** | **Title** | **Level** | | **Credits** | **Term/s** |
| ***Accounting, Business & Economics Pathway (Sep & Jan)*** | | | | | |
| LZ004 | Economics for University Study (Sep & Jan) | F | | 30 | 1, 2, 3 or 2, 3, S |
| LZ013 | Mathematics and Statistics for University Study (in the absence of GCSE equivalent **or** Optional Module if LZ013 waived) (Sep & Jan) | F | | 30 | 1, 2, 3 or 2, 3, S |
| LZ018 | Business Management for University Study (Sep & Jan) | F | | 30 | 1, 2, 3 or 2, 3, S |
| ***Law Pathway (Sep & Jan)*** | | | | | |
| LZ019 | Law for University Study (Sep & Jan) | F | | 30 | 1, 2, 3 or 2, 3, S |
| LZ001 | History for University Study (Sep only) | F | | 30 | 1, 2, 3 |
| **Or** | | | | | |
| LZ007 | Politics for University Study (Sep & Jan) | F | | 30 | 1, 2, 3 or 2, 3, S |
| **or** | | | | | |
| LZ012 | Philosophy for University Study (Sep only) | F | | 30 | 1, 2, 3 |
| ***Sociology, Criminology, Cultural Studies Pathway (Sep only)*** | | | | | |
| LZ003 | Sociology for University Study | F | | 30 | 1, 2, 3 |
| ***Politics Pathway (Sep & Jan)*** | | | | | |
| LZ007 | Politics for University Study (Sep & Jan) | F | | 30 | 1, 2, 3 or 2, 3, S |
| ***Psychology Pathway (Sep & Jan)*** | | | | | |
| LZ040 | Psychology for University Study (Sep & Jan) | F | | 30 | 1, 2, 3 or 2, 3, S |
| LZ013 | Mathematics and Statistics for University Study (in the absence of GCSE equivalent **or** Optional Module if LZ013 waived). (Sep & Jan) | F | | 30 | 1, 2, 3 or 2, 3, S |
| ***Architecture, Fine Arts, Digital Arts, and Multimedia Technology and Design Pathways (Sep only)*** | | | | | |
| LZ038 | Art & Design for University Study | F | | 60 | 1, 2, 3 |
| ***Literature, Drama & Performing Arts Pathway (Sep only)*** | | | | | |
| LZ002 | Drama, Film & Literary Text for University Study | F | | 30 | 1, 2, 3 |
| ***English Language and Linguistics Pathway (Sep only)*** | | | | | |
| LZ002 | Drama, Film & Literary Text for University Study | F | | 30 | 1, 2, 3 |
| LZ012 | Philosophy for University Study | F | | 30 | 1, 2, 3 |
| LZ040 | Psychology for University Study | F | | 30 | 1, 2, 3 |
| ***Philosophy, Religious Studies & History and Philosophy of Art Pathway (Sep only)*** | | | | | |
| LZ012 | Philosophy for University Study | F | | 30 | 1, 2, 3 |
| LZ001 | History for University Study | F | | 30 | 1, 2, 3 |
| **or** |  |  | |  |  |
| LZ002 | Drama, Film & Literary Text for University Study | F | | 30 | 1, 2, 3 |
| **Code** | **Title** | **Level** | | **Credits** | **Term/s** |
| ***Biosciences, Biomedical Sciences & Chemistry Pathways (Sep only)*** | | | | | |
| BI305 | Fundamental Human Biology | C | | 15 | 1 |
| BI324 | Genetics & Evolution | C | | 15 | 1, |
| LZ045 | Life Sciences for University Study | F | | 30 | 1, 2, 3 |
| LZ013 | Mathematics and Statistics for University Study (in the absence of GCSE equivalent **or** Optional Module if LZ013 waived). | F | | 30 | 1, 2, 3 |
| ***Physiology and Pharmacology Pathway (Sep only)*** | | | | | |
| BI305 | Fundamental Human Biology | C | | 15 | 1 |
| CHEM  1097 | Applied Chemistry | C | | 15 | 1, 2 |
| LZ045 | Life Sciences for University Study | F | | 30 | 1, 2, 3 |
| LZ013 | Mathematics and Statistics for University Study (in the absence of GCSE equivalent **or** Optional Module if LZ013 waived). | F | | 30 | 1, 2, 3 |
| ***Chemistry and Forensic Science Pathway (Sep only)*** | | | | | |
| PS021 | Molecules and Analysis | F | | 30 | 1 |
| PS022 | Chemical Reactivity | F | | 30 | 2 |
| LZ044 | Pure Maths | F | | 30 | 1, 2, 3 |
|  | **Or** |  | |  |  |
| LZ046 | Algebra & Calculus | F | | 15 | 2, 3 |
| LZ034 | Law for University Study | F | | 15 | 1 |
| ***Sport Sciences Pathways (Sep only)*** | | | | | |
| BI305 | Fundamental Human Biology | C | | 15 | 1 |
| LZ045 | Life Sciences for University Study | F | | 30 | 1, 2, 3 |
| LZ013 | Mathematics and Statistics for University Study (in the absence of GCSE equivalent **or** Optional Module if LZ013 waived). | F | | 30 | 1, 2, 3 |
| ***Computing Pathway (Sep only)*** | | | | | |
| CO012 | Programming for University Study | F | | 30 | 1, 2 |
| LZ013 | Mathematics and Statistics for University Study (in the absence of GCSE equivalent **or** Optional Module if LZ013 waived). | F | | 30 | 1, 2, 3 |
| ***Electronics Pathway (Sep only)*** | | | | | |
| EL025 | Electrical Principles and Measurements | F | | 15 | 1 |
| EL026 | Analogue Electronics | F | | 15 | 1, 2 |
| LZ044 | Pure Maths for University Study | F | | 30 | 1, 2, 3 |

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| **Optional Modules** Students must select appropriate modules to a total of 120 credits for the programme from the following: | | | | |
| **Code** | **Title** | **Level** | **Credits** | **Term/s** |
| LZ001 | History for University Study ***(Sep only)*** | F | 30 | 1,2,3 |
| LZ002 | Drama, Film & Literary Text for University Study ***(Sep only)*** | F | 30 | 1,2,3 |
| LZ003 | Sociology for University Study ***(Sep only)*** | F | 30 | 1,2,3 |
| LZ004 | Economics for University Study ***(Sep & Jan)*** | F | 30 | 1,2,3 or 2, 3, S |
| LZ007 | Politics for University Study ***(Sep & Jan)*** | F | 30 | 1,2,3 or 2, 3, S |
| LZ012 | Philosophy for University Study ***(Sep only)*** | F | 30 | 1,2,3 |
| LZ013 | Mathematics and Statistics for University Study ***(Sep & Jan)*** | F | 30 | 1,2,3 or 2, 3, S |
| LZ018 | Business Management for University Study ***(Sep & Jan)*** | F | 30 | 1,2,3 or 2, 3, S |
| LZ019 | Law for University Study ***(Sep & Jan)*** | F | 30 | 1,2,3 or 2, 3, S |
| LZ027 | History for University Study ***(Sep only)*** | F | 15 | 1 |
| LZ028 | Drama, Film & Literary Text for University Study ***(Sep only)*** | F | 15 | 1 |
| LZ029 | Sociology for University Study ***(Sep only)*** | F | 15 | 1 |
| LZ030 | Economics for University Study ***(Sep only)*** | F | 15 | 1 |
| LZ031 | Politics for University Study ***(Sep only)*** | F | 15 | 1 |
| LZ032 | Philosophy for University Study ***(Sep only)*** | F | 15 | 1 |
| LZ033 | Business Management for University Study ***(Sep only)*** | F | 15 | 1 |
| LZ034 | Law for University Study ***(Sep only)*** | F | 15 | 1 |
| LZ038 | Art & Design Design for University Study ***(Sep only)*** | F | 30 | 1,2,3 |
| LZ040 | Psychology for University Study ***(Sep & Jan)*** | F | 30 | 1,2,3 or 2, 3, S |
| LZ044 | Pure Maths for University Study ***(Sep only)*** | F | 30 | 1,2,3 |
| LZ045 | Life Sciences for University Study ***(Sep only)*** | F | 30 | 1,2,3 |
| LZ046 | Algebra & Calculus for University Study ***(Sep only)*** | F | 15 | 2,3 |

Alternatively, other modules (with the appropriate credit volume) from the range of Foundation or Certificate Kent modules may be selected if it is befitting to the specific pathway (chosen UG Programme) and only with the agreement of the programme leader.

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| **18 Work-Based Learning**  Not applicable |

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| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services, see <http://www.kent.ac.uk/library/> * Student Support and Wellbeing, see [www.kent.ac.uk/studentsupport/](http://www.kent.ac.uk/studentsupport/) * Centre for English and World Languages, see <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service, see <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system, see <https://www.kent.ac.uk/uelt/quality/code2001/annexg.html> * Academic Adviser system * Kent Union, see [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services, see [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service [www.kent.ac.uk/counselling/](http://www.kent.ac.uk/counselling/) * Information Services (computing and library services), see [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * IFP student representation at Centre and Faculty levels, feeding into Undergraduate student representation at Faculty and institutional levels. * International Office, see [www.kent.ac.uk/international/](http://www.kent.ac.uk/international/) * Medical Centre, see [www.kent.ac.uk/counselling/menu/Medical-Centre.html](http://www.kent.ac.uk/counselling/menu/Medical-Centre.html) |

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| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit. |
| 20.1 **Entry Route**  For fuller information, please refer to the University prospectus |
| * Secondary school-leaving certificates approved by the University of Kent. * Appropriate national or international qualifications. * Satisfy specific departmental entry requirements. * Average of 5.0 in IELTS; minimum of 5.0 in reading and writing or equivalent (e.g. TOEFL IBT or Pearson PTE). |
| 20.2 **What does this programme have to offer?** |
| * A strong and rigorous foundation that will enable students to pursue academic study in a relevant area in a UK university. * Direct entry to an agreed Kent degree programme upon successful completion of the IFP. * A thorough grounding in written and spoken English both in a general and in an academic context. * The development to transferable skills including time management, team work, research and IT skills, library and bibliographic research skills and problem-solving skills. * Continuing support through the Personal Academic Support System (PASS) and optional ELDP. * Rapid socialisation and acculturation to a UK university environment. |
| 20.3 **Personal Profile** |
| * An interest in developing linguistic and academic skills to facilitate study in a chosen area in higher education in the UK. * A suitable level of English proficiency and a willingness to develop this through reading and writing, listening and speaking widely. * A willingness to socialise and acculturate into a UK university environment. * A willingness to engage in informed debate about current and sometimes controversial issues within the subjects offered. * Intellectual curiosity and a willingness to develop critical thinking, analytical and problem-solving skills and to use them appropriately in a higher-education context. |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review, <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework, <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review, see <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx> * Double marking and/or moderation of assessed work and examinations |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff/Student Liaison Committee * Centre Learning and Teaching Committee * Faculty Learning and Teaching Committee * Faculty Board * Learning and Teaching Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff/Student Liaison Committee * Student rep system (Centre, Faculty and Institutional level) * Ongoing group and individual feedback sought by teachers * Personal academic support through tutorials and individual feedback |
| 21.4 **Staff Development priorities include:** |
| * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, ATAP and other development opportunities) * Professional body membership and requirements * Programme team meetings * Membership of relevant professional/academic bodies   Seminars and Conferences |

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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review (March 2010) * QAA Institutional Audit 2008 * Annual External Examiner reports * Annual programme and module monitoring reports |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education * QAA Benchmarking Statement for Languages and Related Studies * QAA Benchmarking Statement for Biosciences * QAA Benchmarking Statement for Forensic Science * QAA Benchmarking Statement for Engineering * QAA Benchmarking Statement for Computing * QAA Benchmarking Statement for Law * QAA Benchmarking Statement for Mathematics, Statistics and Operational Research * QAA Benchmarking Statement for General Business and Management * QAA Benchmarking Statement for Architectural Technology * University of Kent Credit Framework for Taught Programmes (CFTP) * Centre and Faculty plan * University Plan/Learning and Teaching Strategy |

*Template last updated January 2014*

List of modules with associated learning outcomes

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | A | | | | | | B | | | | | | | C | | | | | | D | | | | | | |
| ILO  Module | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| LZ001 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |  | x |  | x | x |  | x | x |
| LZ002 | x | x | x | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x | x | x | x | x | x | x |
| LZ003 | x | x | x | x | x | x | x | x | x | x | x |  |  | x | x |  |  | x |  | x |  | x | x | x | x | x |
| LZ004 | x |  | x | x | x |  | x | x | x | x | x | x | x | x | x | x | x | x |  | x | x |  |  | x |  | x |
| LZ007 | x |  | x | x |  |  |  | x | x | x | x | x |  | x |  |  |  |  |  | x |  |  |  | x | x |  |
| LZ012 | x | x | x |  | x | x | x | x | x | x | x | x | x | x | x | x | x |  |  | x |  | x |  | x | x | x |
| LZ013 | x |  | x | x | x |  | x |  |  |  |  |  | x | x | x | x | x | x |  | x | x | x | x | x | x | x |
| LZ018 |  | x | x | x |  |  | x | x |  | x | x | x | x | x | x | x | x | x |  | x | x |  |  | x |  | x |
| LZ019 | x |  | x | x |  |  | x | x | x | x | x | x |  | x | x | x |  | x | x | x |  |  |  | x | x | x |
| LZ027 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |  | x |  | x | x |  | x | x |
| LZ028 | x | x | x | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x | x | x | x | x | x | x |
| LZ029 | x | x | x | x | x | x | x | x | x | x | x |  |  | x | x |  |  | x |  | x |  | x | x | x | x | x |
| LZ030 | x |  | x | x | x |  | x | x | x | x | x | x | x | x | x | x | x | x |  | x | x |  |  | x |  | x |
| LZ031 | x |  | x | x |  |  |  | x | x | x | x | x |  | x |  |  |  |  |  | x |  |  |  | x | x |  |
| LZ032 | x | x | x |  | x | x | x | x | x | x | x | x | x | x | x | x | x |  |  | x |  | x |  | x | x | x |
| LZ033 |  | x | x | x |  |  | x | x |  | x | x | x | x | x | x | x | x | x |  | x | x |  |  | x |  | x |
| LZ034 | x |  | x | x |  |  | x | x | x | x | x | x |  | x | x | x |  | x | x | x |  |  |  | x | x | x |
| LZ035 | x | x | x | x | x |  | x | x | x | x |  | x | x | x | x | x |  | x |  | x |  | x | x | x | x | x |
| LZ036 | x | x | x |  | x | x | x | x | x | x | x | x | x | x | x | x | x |  | x | x |  | x | x | x | x | x |
| LZ037 | x | x | x | x | x | x | x | x | x | x | x | x | x |  | x | x | x | x | x | x | x | x | x | x | x | x |
| LZ038 |  |  | x |  |  |  | x | x | x |  |  |  |  | x | x | x | x | x |  | x |  |  | x | x | x |  |
| LZ040 |  |  |  | x | x |  | x | x | x | x | x | x | x | x | x | x | x | x |  | x |  | x |  | x | x | x |
| LZ044 | x |  | x | x | x |  | x | x | x |  | x |  | x | x | x | x | x | x |  | x | x | x | x | x | x | x |
| LZ045 |  |  |  | x | x |  | x | x | x | x |  | x | x | x | x | x | x | x |  | x |  | x |  | x | x | x |
| LZ046 | x |  | x | x | x |  | x | x | x |  | x |  | x | x | x | x | x | x |  | x | x | x | x | x | x | x |
| BI305 |  |  | x | x |  |  | x |  |  |  |  | x |  | x |  |  | x |  | x |  |  |  |  |  | x |  |
| BI324 |  |  | x | x |  |  | x |  |  |  |  | x |  | x |  |  | x |  | x |  |  |  |  |  | x |  |
| CHEM 1097 |  |  | x | x |  |  | x |  | x | x | x | x |  | x | x | x | x |  | x | x |  |  |  | x | x |  |
| CO012 |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  | x |  | x |  |  |  |  | x | x |  |
| EL025 |  |  | x | x |  |  | x |  |  |  |  | x |  |  | x | x |  |  |  |  |  |  |  | x |  |  |
| EL026 |  |  | x | x |  |  | x |  |  |  |  | x |  |  | x | x |  |  |  |  |  |  |  | x |  |  |
| PS021 |  |  | x | x |  |  | x |  |  |  |  | x |  |  | x | x |  | x | x |  |  |  | x | x | x | x |
| PS022 |  |  | x | x |  |  | x |  |  |  |  | x |  |  | x | x |  | x | x |  |  |  | x | x | x | x |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | A | | | | | | B | | | | | | | C | | | | | | D | | | | | | |

*x = learning outcome associated to this module*