

Course Information Document: Humanities Foundation Year

For students starting in Academic Year 2019/2020

1. Course Summary

Names of programme(s) and award title(s)	Humanities Foundation Year
Award type	Certificate in Foundation Year Studies
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Equivalent to Regulated Qualifications Framework Level 3
Duration	One year with progression onto a further three years at Keele. For further details see the Regulations section below.
Location of study	Keele University – main campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2018/19 is £9,250*
Additional Costs	Please refer to the Additional costs section

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Foundation Year programme?

Keele has a long-standing Foundation Year programme. The Foundation Years in general are for students who meet Keele's minimum entry requirements, but not the specific requirements for entry directly onto the degree programme of their choice. They extend the duration of the degree by one year.

3. Overview of the Programme

The Humanities Foundation Year provides:

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

- a solid grounding tailored to the needs of individual students, helping them to progress to the subsequent years of a humanities degree programme;
- compulsory modules designed to develop and embed key academic and employability skills;
- intensive modules which provide the requisite background for specific honours courses for those without the necessary qualifications;
- additional modules to prepare students for their future degree course and broaden their skills and knowledge by, for example, taking a language or science module;
- a chance to sample humanities subjects at university level before making a final choice of honours courses;
- access for non-traditionally qualified students to a wide range of humanities courses;
- a broad grounding in academic principles and methods.

4. Aims of the Programme

The broad aim of the programme is to provide preparation for subsequent study at Honours degree level provided in the Faculty of Humanities and Social Sciences. A full list of Honours degree programmes provided by each School/Department in the Faculty of Humanities and Social Sciences can be found using the links below:

School of Humanities: <https://www.keele.ac.uk/hums/>

English: <https://www.keele.ac.uk/humanities/study/english/>

Film Studies: <https://www.keele.ac.uk/humanities/study/filmstudies/>

History: <https://www.keele.ac.uk/humanities/study/history/>

Humanities: <https://www.keele.ac.uk/humanities/>

Media, Communications and Culture: <https://www.keele.ac.uk/humanities/study/mcc/>

Music and Music Technology: <https://www.keele.ac.uk/humanities/study/musicandmusictechnology/>

Politics, International Relations and Philosophy: <https://www.keele.ac.uk/spire/>

For students intending to progress to combined honours programmes the second subject may be social science or business.

The programme aims to enable you to:

- achieve a broad knowledge and understanding of a range of humanities related subjects;
- acquire a range of cognitive, generic and transferable skills, including those practical and technical skills and techniques appropriate to the study of humanities disciplines, and to deploy these skills appropriately;
- acquire suitable background knowledge and understanding at level three in their chosen specialist fields to allow progression to the level four degree courses in those subject areas.

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme) can be described under three main headings:

- Subject knowledge and understanding
- Generic academic skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- consider a range of theoretical perspectives and apply them to social processes and problems;
- identify appropriate methods for the analysis of key concepts (power, class, rights, gender etc.) in the social sciences and humanities;
- discuss a variety of social and political issues, trends and problems;
- demonstrate basic knowledge of the social theorists and philosophers, and the associated issues considered, their significance, and some major critical positions adopted towards them;
- carry out narrative/textual analysis and critique of primary sources and documentation;
- develop arguments and positions through the effective use of primary and secondary historical data;
- interpret the ideas, motivations, values and beliefs of individuals in relation to their particular historicity;
- discuss the roots of contemporary globalization in the context of its emergence in industrialism and imperialism;
- discuss the processes by which non-European societies were affected by, and in turn affected, the institutions of European culture, politics and Sociology;
- discuss the technological developments and the institutional arrangements which led to increased interdependence of states and societies during the 19th century;
- describe the key social, cultural and political developments in 19th century Europe;
- demonstrate a comprehension of the long-term complex processes and more immediate factors which led to the outbreak of the First World War.

Other learning outcomes are covered by the subject-specific modules, and so are specific to individual students and not core to the Humanities Foundation Year.

Subject specific skills

These are covered by the subject-specific modules, which are specific to individual programmes and not core to the Humanities Foundation Year.

General academic skills which are common to all routes are gained through the compulsory modules. Successful students will be able to:

- show awareness of the components and structure of an academic essay;
- access, use and reference appropriate resources;
- show awareness of plagiarism and improved ability to paraphrase and incorporate direct quotations;
- show ability to use rhetorical and linguistic styles, and structures and cohesive devices;
- show awareness of writer stance;
- interpret and address set essay questions;
- demonstrate ability to write in an academic style, with use of appropriate grammar, vocabulary, register, essay structure and cohesive devices;
- set, research, support and defend an academic thesis;
- think and write analytically and critically;
- synthesize and comment critically on a body of academic writing;
- plan, conduct and write up a substantial essay by a set deadline;
- make effective use of libraries, databases and the world-wide web to find appropriate information;
- prepare to participate meaningfully in a group seminar discussion;
- select appropriate materials for and co-lead a seminar discussion;
- plan, research and deliver an effective team academic oral presentation;
- work as a member of a team to plan and execute assignments;
- provide constructive and practical feedback to peers;
- consolidate writing and research skills;
- reflect on their own strengths and weaknesses, capitalize on their learning style, target areas for

- improvement and demonstrate progress towards personal SMART targets;
- communicate well in both verbal and written modes;
- carry out primary research with due consideration of acknowledgments and ethical protocols;
- carry out literature searches with due consideration of referencing.

Key or transferable skills (including employability skills)

Successful students will be able to:

- demonstrate effective written and oral communication and rhetorical skills;
- prepare and deliver presentations;
- work cooperatively and collaboratively in groups;
- communicate and negotiate effectively when working as part of a research and presentation team;
- reflect upon, and discuss critically and constructively, the work and contributions of others;
- reflect on their own skills and progress;
- participate in an investigative project;
- utilize effective independent study skills;
- manage time effectively;
- demonstrate motivation, time-management and organisation through the meeting of strict deadlines and reading schedules;
- demonstrate an ability to consider social and political issues critically as an actively engaged global citizen;
- communicate ideas and arguments persuasively and effectively through the use of rhetoric and historical evidence, both orally and through written work;
- organize and present written work to a professional standard;
- interpret and appreciate unfamiliar or alien ideas or perspectives;
- critically interpret the credibility and reliability of historical data.

6. How is the Programme taught?

The programme will be delivered through a mixture of classes which may include lectures, tutorials, seminars, workshops and placements; some students will also have computer classes, computer exercises and laboratory classes. In addition, students are expected to undertake a large amount of independent study and revision.

Lectures are normally 50 minutes long and consist of a member of staff talking to the whole class with the aid of PowerPoint presentations, whiteboards and other visual aids. Many lectures involve only teaching by the lecturer, although there is usually opportunity to ask questions. However, some lectures are more interactive and may involve activities for the students to undertake.

Tutorials and **seminars** are small group sessions with a member of staff. Usually there is much more participation by students in these than in lectures. There is often opportunity for students to suggest the topics to be discussed, to ask questions and even to lead part of the session. Tutorials and seminars usually support the material delivered in the lectures; seminars often allow students and/or staff to introduce supplementary material.

Workshops are small group sessions based around an activity. These may be individual or group activities. A member of staff facilitates the session but the learning comes largely through the undertaking of the activity. Some workshops will complement the material delivered in the lectures rather than build on it directly.

During **placements** students have the opportunity to observe professional practice.

In **computer classes** students complete tasks using a wide variety of computer applications. Members of staff are available to provide guidance.

Independent study includes revision, wider reading around the subject, preparation and writing of assignments, preparatory reading, preparation for seminars and tutorials, and developing skills to complement the material delivered in class. Reading lists are provided to help students direct their reading.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

7. Teaching Staff

All Foundation Year Centre staff already have or are completing formal teaching qualifications and collectively have many years' experience of teaching on foundation year programmes. Many are engaged in scholarship relating to teaching and learning. In some cases teaching may be delivered by staff from other Schools in the University, or external experts in their field contracted to deliver specific teaching.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Students take a combination of modules to a total of 120 credits: compulsory modules and those related to their intended degree programmes after their Foundation Year. Some routes may have optional modules. Modules are worth 10, 15 or 20 credits.

Module lists

The compulsory modules include:

- Academic Development (10 credits)
- Social Theory and Political Thought (20 credits)*
- Europe and the Modern World 1815 -1918 (20 credits)*
- Essay Writing for University Study (FY) (15 credits)
- Seminar and Presentation Skills (15 credits)

*One of these may be substituted for subject-specific modules, if necessary, where the combination of subjects gives rise to a credit total of more than 120.

Subject-specific modules (optional)

Modules related to particular subjects are listed in Annex 1.

Optional modules

Additional modules can be taken where necessary to bring the total module credit value to 120. These can be in any subject available at Foundation level and modern foreign languages, subject to timetabling constraints and room capacity.

For further information on the content of modules currently offered, please visit:

www.keele.ac.uk/recordsandexams/az

9. Exit awards

Students successfully completing the programme with 120 credits will be eligible for the Certificate in Foundation Year Studies.

10. How is the Programme assessed?

The wide variety of assessment methods used within the Humanities Foundation Year at Keele reflects the broad range of knowledge and skills that are developed as you progress through the programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within the Humanities Foundation Year.

- **Unseen closed and open book examinations** in different formats test students' knowledge and understanding of the subject. Examinations may consist of essay, short answer and/or multiple choice questions.
- **Essays and reports** allow students to demonstrate their ability to articulate ideas clearly using argument and reasoning skills, and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing).
- **Book reviews** test students' ability to interpret written material for a less specialist audience.
- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it.
- **Research projects** test students' knowledge of different research methodologies and the limits and provisional nature of knowledge. They also enable students to demonstrate their ability to formulate research questions and to address them using appropriate methods.
- **Oral and poster presentations and reports** assess individual students' subject knowledge and understanding. They may also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Portfolios** may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning.
- **Peer assessment** - in some cases students will be involved in peer evaluation of other students' work, particularly in group work. This helps students to take responsibility, improve their performance, and reflect on both their own work and that of others.
- **Course work assignments** consist of short written pieces completed in students' own time and provide the opportunity to test a range of deeper learning concepts; they are expected to make use of a variety of source material, as well as their lecture notes and text books etc., to complete these assignments.
- **Participation** – in some modules, marks are awarded for participation in group discussions

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Foundation Year courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of Humanities route. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Foundation Year
Scheduled learning and teaching activities	21%
Guided independent Study	79%
Placements	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

Regulations regarding Foundation Certificates

If, at the end of the academic year, a student's credit total is 120 then that student will be awarded a Certificate in Foundation Year Studies. This is only actually awarded to students who subsequently withdraw from the University without successfully completing a further year of study.

Regulations regarding progression to level 4

If, at the end of the Spring Semester, a student's credit total is below 120, the Foundation Year Examination Board may recommend to the University Senate one of the following courses of action - that the student:

- progress to the next year of the degree programme without further assessment,
- retake assessments in specific modules,
- submit additional written work or take additional modules,
- repeat the year of study, or
- withdraw from the University.

Satisfactory completion of the Foundation Year programme depends upon obtaining 120 credits. Students with fewer than 70 credits at the end of the year will normally be required to repeat the Foundation Year unless they have already repeated the year once, in which case they will be required to withdraw from the University. Students who have more than 70 but less than 120 credits will normally be offered reassessment in failed modules in order to satisfactorily complete the year.

Progression to the next year of a particular degree programme at Keele depends on passing all modules and obtaining an average mark across the Foundation Year of at least 55%, together with additional threshold marks in specified modules, as listed in Annex 2.

Students who fail to reach a threshold mark at first attempt may be permitted to take reassessment (once only) across the full mark range. In cases where such a student fails a module at first attempt, reassessment will be offered across the full mark range only if the student attempted all assessments by the cut-off deadline for marking (i.e. up to one week late); the mark obtained will then be used for progression decisions but the agreed mark which appears on the transcript will be capped at 40%. For students who pass the module at first attempt, reassessment across the full mark range will be offered in all cases; the mark obtained will in that case be used for progression decisions and also retained on the student's transcript.

Students with at least 70 credits who cannot progress on the basis of autumn semester modules failed at second attempt may under certain circumstances be offered a third attempt during the summer reassessment period, but only to obtain a capped mark of 40%. Such students will not be able to progress to a subject with a requirement of a threshold mark above 40% in the module in question. If they subsequently still fail the Foundation Year and are offered a repeat year, then they will have only one further opportunity in any assessments already taken three times. No student will be allowed more than four valid attempts at any assessment.

Students with fewer than 120 credits who cannot progress on the basis of spring semester modules failed at second attempt will not be entitled to carry failed modules into the next year of study.

14. Other learning opportunities

Students are encouraged to participate in a wide range of activities offered by the University and the Students' Union, including societies, sports and volunteering. Involvement can be recognized in a number of ways including the Higher Education Achievement Record and Keele SU awards.

15. Additional costs

We do not anticipate any additional costs for this Foundation Year programme except in the case of students taking a science or mathematics module as an option.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

16. Document Version History

Date of first approved version (v1.0): 15th March 2019

Revision history

Version number ¹	Author	Date	Summary of and rationale for changes

¹ 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)

Annex 1

Foundation Year Modules:

Depending on the degree programme students choose, they will be given subject specific modules to study. Below is a list of all Foundation Year modules.

CHE-00027	General and Organic Chemistry
CHE-00030	Physical and Inorganic Chemistry
CHE-00033	Crime Science and Investigation
CRI-00003	Introduction to Criminology
ENL-00066	Essay Writing for University Study
ENL-00067	Seminar and Presentation Skills
ESC-00004	Greening Business: Employability and
	Sustainability
ESC-00005	Global Warming or a New Ice Age
ESC-00007	Entrepreneurship
FYO-00009	Basic Numerical and Computational Skills
FYO-00012	Numerical Skills for Physics
FYO-00018	Understanding Poetry
FYO-00019	Understanding Narrative
FYO-00034	Communication Skills for Scientists
FYO-00053	Elementary Mathematical Methods 1
FYO-00059	Introduction to Ethics
FYO-00060	Insight into Education
FYO-00061	The Employment Lifecycle
FYO-00069	The Making of Landscape
FYO-00075	Numerical Skills for Chemistry
FYO-00094	Sound of Music
FYO-00096	Computers & Programming
FYO-00097	Business & Management
FYO-00101	Introduction to Psychology
FYO-00108	Academic Development
FYO-00116	The Age of the Tudors
FYO-00117	Global Political Sociology
FYO-00118	The Newtonian World
FYO-00120	Computational Thinking
FYO-00122	Decisions, Investigations & Problem Solving
FYO-00123	The Earth – What Lies Beneath?
FYO-00124	The Earth's Changing Surface
FYO-00125	People & Pathogens
FYO-00126	The US and the Cold War – 1945 – 1991

FYO-00127	Social Theory & Political Thought
FYO-00128	Sociology of Culture
FYO-00129	Europe and the Modern World 1815 – 1918
FYO-00131	Intermediate Numerical and Computational Skills
FYO-00133	Elementary Mechanics
FYO-00135	Exploiting the Earth
FYO-00136	Thermal Physics & Fields
FYO-00137	Electricity & Electronics
FYO-00138	Quanta, Atoms & Elementary Particles
FYO-00139	Populations & the Environment
FYO-00140	Further Statistical Techniques
FYO-00141	Introduction to Legal Skills
FYO-00142	Information Technology for Business
FYO-00143	Information Technology for Computer Scientists
FYO-00144	Different Senses, Different Life?
FYO-00146	Imaging Physics
FYO-00147	Introduction to American Literature
FYO-00160	Chemistry Matters
FYO-00161	Introduction to the Digital Business World
FYO-00162	Law for Business
FYO-00173	Introduction to Forensic Psychology
FYO-00174	Business Finance & Economic Data
FYO-00177	Client-led Collaborative Design (awaiting approval)
FYO-00179	Logic, Codes and Cryptography
FYO-00183	Elementary Mathematical Methods II (20 credits)
PHI-00004	Critical Thinking
FYO-00058	Introduction to Philosophy
HIS-00004	Anglo Saxon England
LAW-00001	Introduction to Law
LSC-00003	Introduction to Biology of the Human Organism
LSC-00005	A Guide to Sex and Survival
MAT-00006	Making Sense of Statistics
MUS-00001	Developing Musical Performance
MUS-00003	Foundation Music Theory
PHA-00001	Information Technology for Health
PIR-00004	Introduction to Media in America
PTY-00002	Active Anatomy

SOC-00001	Sociology Across the Life Course
HEALTH FOUNDATION YEAR MODULES	
CHE-00027	General and Organic Chemistry
CHE-00030	Physical and Inorganic Chemistry
FYO-00002	Clinical Numeracy
FYO-00004	Numerical Skills for Pharmacy
FYO-00005	Basic Numerical and Computational Skills for Health
FYO-00027	Mechanics for Health
FYO-00047	First steps in Counselling Skills for Health Professionals
FYO-00115	Introduction to Health and Psychology
FYO-00150	Chemistry for Health Science
FYO-00181	Academic and Professional Development for Health
LSC-00003	Introduction to Biology of the Human Organism
LSC-00005	A Guide to Sex and Survival
PHA-00001	Information Technology for Health
PTY-00002	Active Anatomy
VISUALLY IMPAIRED FOUNDATION YEAR MODULES	
FYO-00015	Reflection on Independent Living Skills
FYO-00016	Orientation Skills
FYO-00017	Assisted IT Skills
ELECTIVES	
FYO-10011	Art of Noise
FYO-10014	A Different Way of Sensing Things – Focus on Sensory Loss

Annex 2

Progression Rules for the Humanities Foundation Year

All students will be required to obtain an average of 55% across 120 credits during the Foundation Year. In addition, the following marks must be obtained in the certain modules to progress to the specified degree subjects.

Subject	Module requirements
Single honours English Literature	55% in Understanding Narrative 55% in Understanding Poetry
English and American Literature (Single honours)	55% in Understanding Narrative 55% in Understanding Poetry
English Literature and Creative Writing (Single honours)	55% in Understanding Narrative 55% in Understanding Poetry
Single honours History	55% in Anglo-Saxon England 55% in The Age of the Tudors