Programme Specification: Foundation Year

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	Data Science Foundation Year
Award type	Foundation Year
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Foundation Year
Normal length of the programme	One year with progression onto a further three years Entry points: September and January
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	The British International College, Nepal
Accreditation (if applicable)	N/A
Regulator	Office for Students (OfS)
Tuition Fees	Please refer to the British International College webpages for information in relation to Tuition Fees

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 that bridges the gap between further education and higher education, providing an alternative route into studying for a full degree. It involves an initial year of study that, following successful completion, will enable people to progress onto the first year of one of our eligible undergraduate degrees.

A foundation year might appeal to those who:

- May lack the confidence to enrol on a university degree and would like to acquire study skills and some entry-level knowledge on a subject area.
- Didn't manage to meet the entry requirements for their chosen degree course, but are still committed to pursuing that path and enrolling on that degree.
- May have been out of education for a while and feel they might need a refresher before taking on a full university degree.
- Are unsure whether university is for them, so would like a taster of university life before committing to a full degree.

3. Overview of the Programme

The Foundation Year Data Science programme is taught in English at the British International College in Nepal. The programme will provide you with a background in Data Science, preparing you to progress to the subsequent years of the BSc Data Science degree programme delivered at the British International College in Nepal or, subject to UK visa rules and other relevant entry criteria published by Keele required for international students, entry onto the BSc Data Science programme delivered at Keele in the UK. The Foundation year Data Science programme will also ensure that you can communicate scientific concepts effectively in both written and

spoken English.

4. Aims of the programme

The broad aims of the programme are to enable you to undertake a subsequent three-year Honours degree programme in Data Science delivered at British International College in Nepal or, subject to UK visa rules and other relevant entry criteria published by Keele required for international students, entry onto the BSc Data Science programme delivered at Keele in the UK. The Foundation Year Data Science programme provides you with the necessary foundational knowledge across broader computer and data science subjects as well as mathematics and academic study skills to prepare you for progressing onto the Keele BSc Data Science programme.

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 the following headings:

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

Subject knowledge and understanding

Successful students will be able to demonstrate knowledge and understanding of:

- Foundational concepts in computational theory
- Mathematical methods appropriate to level 3 study
- Approaches to programming

Subject specific skills

Successful students will be able to:

- Select appropriate programming techniques to apply in a self-formulated scenario
- Apply Mathematical methods to solve given problems
- Critically reflect on their own approach to work and outcomes
- Perform reading and research on an academic topic
- Combine taught techniques into a single computer program

Key or transferable skills (including employability skills)

Successful students will be able to:

- Explain social and ethical implications of topics studied
- Edit and proofread their own writing
- Make use of tutor feedback and seek further clarification where needed
- Write clearly and coherently, adhering to academic conventions
- Write clearly in their own 'voice,' in a style conforming to academic conventions
- Participate in discussions, demonstrating academic English speaking and listening skills
- Develop documentation

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time studying at British International College with Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical awareness**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.¿

6. How is the programme taught?

The programme is taught at the British International College (BIC) in Nepal. Each module is delivered in accordance with Keele's quality and standards expectations, using the same materials and teaching methods. Where appropriate and agreed in advance, examples and case studies are adapted to the local context without

altering core content. BIC Associate Tutors approved by Keele work in close partnership with Keele Module Tutors to deliver each module using the same teaching materials, session plans and assessment briefs. The programme will be taught in the same way as it is taught at Keele.

The programme will be delivered through a mixture of lectures, tutorials, workshops and computer classes. There will be activities outside of the classroom, such as online-directed learning activities. Additionally, students are expected to undertake a large amount of independent study and revision. Digital Learning give students access to a variety of high quality, on-demand digital resources that students have access to including pre-recorded lecture videos and curated Microsoft Sway presentations.

- Asynchronous lectures will be available for students to engage with prior to the associated taught session(s), while synchronous lectures are used to deliver key information and knowledge.
- Tutorials and seminars are small group sessions with a member of staff. Usually there is much more participation by students 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.
- 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 Academic Mentors or module lecturers on a one-to-one basis.

7. Teaching Staff

The programme is taught at British International College, in Nepal, by Associate Tutors who are approved by Keele University, who work closely with Keele Module Tutors to deliver each module according to Keele's quality and standards expectations.

The teaching team based within the Keele Foundation Year Centre are specialists at supporting students' progress onto higher levels of University study, embedding an approach to learning and teaching designed to support those making the transition into higher education. 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.

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

Changes to the programme's content may occur due to staff turnover, for instance, when key staff members leave or are absent due to illness. BIC Nepal and 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?

There are two entry points for the programme: September and January. For September entry, the academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from programme to programme, 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. The Jaunary programme academic year runs from January to July and is also divided into two semesters. Teaching sessions are generally scheduled between mid-January to the end of March, and mid-April to mid-July.

Our degree programmes are organised into modules. Each module is usually a self- contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below. The same modules are delivered on both entry points.

All modules on this programme are compulsory modules that you are required to study on this programme.

A summary of the credit requirements per year is as follows.

Year	Compulsory	Optional	
		Min	Max
Foundation Year	120	0	0

January Entry Modules

Module Code	Title	Period	Credits	Type
ENL-00066	Essay Writing for University Study (FY)	Semester 2	15	Compulsory
FYO-00217	Foundations of Mathematical Methods	Semester 2	30	Compulsory
FYO-00275	Foundations of Computational Theory and Programming	Semester 2	15	Compulsory
ENL-00071	Seminar Skills Development	Semester 3	15	Compulsory
FYO-00225	Advancing Programming	Semester 3	15	Compulsory
FYO-00229	Advancing Mathematical Methods	Semester 3	30	Compulsory

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Module Lists

Foundation Year

Compulsory modules	Module Code	Credits	Period
Essay Writing for University Study (FY)	ENL-00066	15	Semester 1
Foundations of Mathematical Methods	FYO-00217	30	Semester 1
Foundations of Computational Theory and Programming (15 credits)	FYO-00275	15	Semester 1
Seminar Skills Development	ENL-00071	15	Semester 2
Advancing Programming	FYO-00225	15	Semester 2
Advancing Mathematical Methods	FYO-00229	30	Semester 2

January entry

The same modules are delivered for both the September and January entry points. However, modules that ran in Semester 1 for September entry will instead run in Semester 2 for January entry, and Semester 2 September entry modules will run in Semester 3 for January entry.

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Foundation Year

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Foundational concepts in computational theory	Foundations of Computational Theory and Programming (15 credits) - FYO-00275
Mathematical methods appropriate to level 3 study	Foundations of Mathematical Methods - FYO-00217 Advancing Mathematical Methods - FYO-00229
Approaches to programming	Advancing Programming - FYO-00225

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Select appropriate programming techniques to apply in a self-formulated scenario	Advancing Programming - FYO-00225
Apply Mathematical methods to solve given problems	Foundations of Mathematical Methods - FYO-00217 Advancing Mathematical Methods - FYO-00229
Critically reflect on their own approach to work and outcomes	Essay Writing for University Study (FY) - ENL-00066
Perform reading and research on an academic topic	Seminar Skills Development - ENL-00071
Combine taught techniques into a single program	Advancing Programming - FYO-00225

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Explain social and ethical implications of topics studied	Foundations of Computational Theory and Programming (15 credits) - FYO-00275
Edit and proofread their own writing	Essay Writing for University Study (FY) - ENL-00066
Make use of tutor feedback and seek further clarification where needed	Essay Writing for University Study (FY) - ENL-00066
Write clearly and coherently, adhering to academic conventions	Essay Writing for University Study (FY) - ENL-00066
Write clearly and convincingly argued, well structured, coherent, articulate, purposeful essays in their own 'voice,' in a style conforming to academic conventions	Essay Writing for University Study (FY) - ENL-00066
Participate in discussions, demonstrating academic English speaking and listening skill	Seminar Skills Development - ENL-00071
Develop documentation	Advancing Programming - FYO-00225

9. Final and intermediate awards

Students successfully completing the programme with 120 credits will be eligible for the Certificate in Foundation Year Studies. The certificate will only be awarded to students who successfully complete the Keele Foundation Year and then choose not to continue their studies on the Keele BSc Data Science programme at BIC or at Keele in the UK.

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree 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 on your programme:

- Essay: A piece of formal writing on a specific subject, or in response to a specific question that develops an argument using evidence.
- Examination (Exam): An opportunity for students to apply their knowledge and/or understanding under invigilated conditions (typically two hours but can be shorter). All examinations should take place on campus, or in an alternative agreed setting. Examinations can also be practical in nature.
- Group Presentation: Work completed as a group is presented, typically to an audience including the module lead, other academic staff and peers. This may be accompanied by visuals such as PowerPoint slides.
- Portfolio: A series of tasks and/or collection of evidence which evidences a learner's application of skills and knowledge. The artifacts within a portfolio may be in written, physical and/or digital format, or as a combination of formats.
- Problem Sheets: A series of short answer questions or tasks, typically related to material recently covered in classes, which require individuals to apply their skills and knowledge in order to arrive at an answer.
- Project: A task or activity which seeks to achieve a specific aim and/or series of objectives.

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 fifteen working days 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 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.

The figures below are an example of activities that a student may expect on your chosen programme. Contact time includes scheduled activities such as lectures and seminars. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity

	Scheduled learning and teaching activities	**Guided independent Study**	**Placements**
Year 1 (Level 4)	32.5%	67.5%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. University 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/

14. What are the typical admission requirements for the Programme?

See the relevant programme page on the British International College website for the admission requirements relevant to this programme:

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

15. How are students supported on the programme?

Support for student learning on the programme is provided in the following ways:

- All students have an Academic Mentor assigned from the BIC Associate Tutors. Students will see their Academic Mentor on a regular basis throughout the academic year, and they will also be available at specific times during their working week, as necessary. The Academic Mentor will book individual progress meetings with each student at least four times during the Foundation Year. There is also a dedicated BIC Programme Leader. There is also support from a team of administrators based at BIC who will provide you with support regarding the programme and its delivery. In addition, you can access academic and pastoral support from the BIC Student Services Department as well as Keele Student Services and the Student Experience and Support Team for the Keele Faculty of Natural Sciences and Foundation Year Centre.

16. Learning Resources

All modules will be delivered through a combination of face-to-face and virtual contact. Most of the taught sessions will be in small classrooms with directed learning activities to be completed at other times. Some study will be undertaken in computer laboratories or practical laboratories under supervision from staff. Support materials, course regulations and student handbooks will be available electronically on the Keele Learning Environment (Blackboard). All students will be registered with the library and have digital access to reading lists, course books and journals whilst based in BIC, as well as physical learning resources at BIC, including computing and printing facilities. All students have access to additional study skills support through the Student Learning section of Keele's Student Services.

17. Additional Costs

Activity	Estimated Cost
Scientific calculator	£15
Total estimated additional costs	£15

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. We do not anticipate any further costs for this programme.

18. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

19. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: http://www.qaa.ac.uk/quality-code
b. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

20. Annex - Programme-specific regulations

Programme Regulations: Data Science Foundation Year

Final Award and Award Titles	Data Science Foundation Year
Intermediate Award(s)	N/A
Last modified	October 2025
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

Regulation C2: Foundation Year Programmes - section 6.2 Reassessment will not apply to students studying this programme and instead Regulation D1 section 12 will apply.

Please note in relation to Module Condonement and Compensation, Regulation C2 will apply in full.

B) VARIATIONS

No variations apply.

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 17 December 2025

What's Changed

Addition of module lists for January entry

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	ADAM WOOTTON	17 October 2025	