

Programme Specification: Foundation Year For Academic Year 2026/27

1. Course Summary

Names of programme and award title(s)	Blended Learning 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	9 months with progression onto a further three years at Keele
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Please note that the information below applies to UK students only. Fees are applicable to both September and January (blended learning route) intakes.</p> <p>The Foundation Year route fee for Business for 2026/27 is £5,760*</p> <p>The Foundation Year route fee for Health for 2026/27 is £9,790*</p> <p>The Foundation Year route fee for Humanities for 2026/27 is £5,760*</p> <p>The Foundation Year route fee for Science for 2026/27 is £9,790*</p> <p>The Foundation Year route fee for Social Science for 2026/27 is £5,760*</p>

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.

* 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/>

2. What is a Blended Delivery 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.

The Blended Foundation Year is a parallel Foundation Year programme that offers more flexibility to students about when and where they study. It provides a January entry point, allowing students who could not join a Foundation Year in September an alternative way onto the Foundation Year. It uses a reduced contact timetable, putting more emphasis on independent study

and reducing the number of days students are required to be able to attend scheduled sessions. Sessions are mostly completed online which gives students more flexibility about where they study, cutting down on commuting time and accommodation or travel costs. The online weeks are interspersed with on campus study weeks that allow students to reconnect with each other, and with the university, and provides an opportunity for practical sessions for students on science modules.

This structure may appeal to people returning to education, or those who have additional barriers to learning who might benefit from a more gradual transition to fully on campus study in their following years. The flexibility around the time to study will also suit people with additional responsibilities that need to be balanced with their studies, such as those with caring responsibilities or students who need to work alongside their studies.

3. Overview of the Programme

The Blended Foundation Year Programme provides an opportunity for students who have met the entry requirements for Keele, but not attained the level needed to enter directly onto a degree pathway. It offers level three study to students as an entry onto level four study on all degree pathways in the Faculty of Humanities and Social Sciences and the Faculty of Natural Sciences with the exception of Veterinary Medicine and Surgery. It also offers level three study to students as an entry onto level four study on selected Health degree pathways. It provides a two-semester programme with a combination of online and campus-based delivery which runs from January to July with reassessment in August. The programme utilises asynchronous independent study and synchronous support accessed online, combined with blocked periods of in-situ support at key points throughout the two semesters. It allows student flexibility to access learning and assists the transition into higher education, especially for students returning to education. After successful completion of this programme, students will progress onto their chosen degree at Keele with a mostly on campus delivery.

4. Aims of the programme

The broad aims of the programme are to provide preparation for subsequent study at Honours degree level in subjects provided in the Faculty of Humanities and Social Sciences and the Faculty of Natural Sciences with the exception of veterinary medicine and surgery, and a selected pathways in the Faculty of Medicine and Health Sciences. A full list of Honours degree programmes provided by each School in the Faculty of Humanities and Social Sciences and the Faculty of Natural Sciences can be found using the links below:

The broad aims of the programme are to provide preparation for subsequent study at Honours degree level in subjects provided in the Faculty of Business, Law, Humanities and Social Sciences and the Faculty of Natural Sciences with the exception of veterinary medicine and surgery, and a selected pathways in the Faculty of Medicine and Health Sciences. A full list of Honours degree programmes provided by each School in the Faculty of Business, Law, Humanities and Social Sciences and the Faculty of Natural Sciences can be found using the links below:

Only selected degree pathways are available in the areas marked*. The routes available on the Blended Foundation Year Programme will have a January Start tab in the Foundation Year area.

Foundation Year Information <https://www.keele.ac.uk/study/foundationyears/>

Accounting Finance and Economics

<https://www.keele.ac.uk/study/undergraduate/subjectareas/accountingfinanceandeconomics/>

Allied Health and Pharmacy <https://www.keele.ac.uk/study/undergraduate/subjectareas/alliedhealthandpharmacy/>*

Biosciences <https://www.keele.ac.uk/study/undergraduate/subjectareas/biosciences/>

Business and Management <https://www.keele.ac.uk/study/undergraduate/subjectareas/businessandmanagement/>

Chemistry <https://www.keele.ac.uk/study/undergraduate/subjectareas/chemistry/>

Computing and Mathematics <https://www.keele.ac.uk/study/undergraduate/subjectareas/computingandmathematics/>

Criminology and Sociology <https://www.keele.ac.uk/study/undergraduate/subjectareas/criminologysociologyandeducation/>

Education <https://www.keele.ac.uk/study/undergraduate/subjectareas/education/>

Engineering <https://www.keele.ac.uk/study/undergraduate/subjectareas/engineering/>

English and Creative Writing <https://www.keele.ac.uk/study/undergraduate/subjectareas/englishandcreativewriting/>

Film, Game Design and Music <https://www.keele.ac.uk/study/undergraduate/subjectareas/filmgamedesignmediaandmusic/>

Forensic Science <https://www.keele.ac.uk/study/undergraduate/subjectareas/forensicscience/>

Geography, Geology and Environment

<https://www.keele.ac.uk/study/undergraduate/subjectareas/geographygeologyandenvironment/>

Health and Social Care and Social Work

<https://www.keele.ac.uk/study/undergraduate/subjectareas/healthandsocialcareandsocialwork/>

Human Anatomy, Medicine and Paramedic Science*

<https://www.keele.ac.uk/study/undergraduate/subjectareas/humananatomymedicineandparamedicscience/>

Law <https://www.keele.ac.uk/study/undergraduate/subjectareas/law/>

Nursing and Midwifery* <https://www.keele.ac.uk/study/undergraduate/subjectareas/nursingandmidwifery/>

Occupational Therapy, Physiotherapy, Radiography, Rehabilitation and Exercise Science, Speech and Language Therapy, and Sport and Exercise Science*
<https://www.keele.ac.uk/study/undergraduate/subjectareas/physiotherapyradiographyrehabilitationandsportandexercisescience/>

Pharmacy and Bioengineering* <https://www.keele.ac.uk/study/undergraduate/subjectareas/pharmacy/>

Physics and Astrophysics <https://www.keele.ac.uk/study/undergraduate/subjectareas/physicsandastrophysics/>

Politics, International Relations and Philosophy
<https://www.keele.ac.uk/study/undergraduate/subjectareas/politicsinternationalrelationsandphilosophy/>

Psychology <https://www.keele.ac.uk/study/undergraduate/subjectareas/psychology/>

Sport <https://www.keele.ac.uk/study/undergraduate/subjectareas/sport/>

The principal aims of the programme are to enable you to:

- achieve a broad knowledge and understanding of a range of level three subject-specific topics, acquire a range of cognitive, generic and transferable skills, including those practical and technical skills and techniques appropriate to the study of business, humanities, social science, health, engineering and/or science disciplines, and to deploy these skills appropriately,
- acquire suitable background knowledge and understanding at level three in your 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 the following headings:

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

Subject knowledge and understanding

Successful students will gain knowledge and understanding of:

- broad business, humanities, social science, engineering and/or science related principles,
- studying in a manner appropriate to business, humanities, social science and/or science degree students, learning a broad range of business, humanities, social science and/or science theories and concepts that will prepare them for undergraduate study,
- applying theoretical and conceptual knowledge to real world issues and case studies,
- a range of theoretical perspectives and apply them to business, humanities, social science, health, engineering and/or science processes and problems, developing arguments and positions through the effective use of primary and secondary data.

Subject specific skills

Successful students will be able to:

- think and write analytically and critically, communicate well in both verbal and written modes,
- show awareness of writer stance; interpret and address set essay questions, prepare to participate meaningfully in a group seminar discussion, work as a member of a team to plan and execute assignments,
- demonstrate ability to write in an academic style, with use of appropriate grammar, vocabulary, register, essay structure and cohesive devices,
- show ability to use rhetorical and linguistic styles, and structures and cohesive devices, show awareness of the components and structure of an academic essay; access, use and reference appropriate resources,
- synthesise and comment critically on a body of academic writing, provide constructive and practical feedback to peers, consolidate writing and research skills, carry out literature searches with due consideration of referencing show awareness of plagiarism and improved ability to paraphrase and incorporate direct quotations.

Key or transferable skills (including employability skills)

Successful students will be able to:

- communicate effectively in writing and produce professional reports, communicate effectively orally and give formal presentations, work cooperatively and collaboratively in groups,
- utilize effective independent study skills, reflect on own skills and progress, manage time effectively and work towards deadlines, write assignments with both formal and informal structures, develop effective digital skills relevant to future study and the workplace, including an understanding software and the effective use of AI.

Additional transferable skills will apply to certain routes, such as within sciences and/or business programmes. Successful students on these routes will be able to:

- perform mathematical calculations and solve problems through the application of mathematical equations, derive and interpret the accuracy of numerical values obtained from calculations, use bespoke commercial software used to represent numerical data graphically, use commercial platforms used to develop key skills and knowledge of practical subjects.

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 at 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, environmental and ethical responsibility**. 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?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

The programme will be delivered through a **blended delivery model** which will be a combination of directed learning sessions both online and traditional classroom-based learning activities with an expectation of significant and sustained independent study. The directed sessions can be a mixture of online and in-situ lectures, tutorials, seminars, workshops, computer classes, laboratory classes, problem-based learning and team-based learning. There will be activities outside of the classroom such as online student-led directed learning opportunities.

You will study through directed online sessions via our digital platforms including the Keele Learning Environment (KLE) and Microsoft Teams. These will host all the learning materials as well as meeting and forum spaces where you can interact with tutors and other students.

There will be a period of independent study at the midway point, allowing students further flexibility in how they study a set of accessible learning tasks related to each module as well as take a break at a time that suits them.

In addition to the online study there will be a series of study days that you will be required to attend throughout each semester. These sessions may include lab-based activities, group work, review of course and assessment materials studied online. They will emphasise opportunities for you to deepen your knowledge and understanding of your chosen route.

You will begin your studies with a series of pre-induction activities designed to prepare you for your studies. Through these online tasks you will become more familiar with accessing the necessary information for your academic study and learning how to access support for your wider experience as an undergraduate student. You will develop an understanding of the expectations of study at university, know what to expect once you begin, and learn how to plan for and organise your time and study space, as well as prepare for the challenges you may face both remote student on the foundation year. This initial independently completed work will equip you with a set of skills enabling you to more effectively access your learning on your modules following induction.

Induction will be run on campus prior to the start of your studies and builds on the pre-induction work. It aims to develop a sense of community and student identity, building a strong connection to the other students, the module tutors and key personnel, and all the avenues of support available to you. Induction is a chance to learn more about each of your modules and the tutors delivering them, ensure you have the technical understanding to fully access all your learning materials and develop support networks you can take away with you and equip you with the confidence and tools to fully engage with your studies online the following week.

As well as the module-based learning, students will have regular group meetings with their Academic Mentor who will provide both a regular anchor point for communication and queries, promote an ongoing sense of community and belonging between the students and the university, and create a non-subject point of contact for accessing support. These regular sessions will also revisit and introduce relevant study skills at appropriate points, in a series that is also guided by the needs of the cohort. In addition, you will also be provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs you may have, with your Academic Mentor or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

Digital Learning gives students access to a variety of high quality, on-demand digital resources that students have access to, including Microsoft Sway, OneNote and PowerPoint.

Asynchronous Lectures are learning resources such as lecture videos that are made available for students to engage with prior to the associated taught session(s).

Online or in-person synchronous lectures involve the live broadcast of a lecturer providing a framework for learning of module content with the aid of PowerPoint presentations, whiteboards and other visual aids. Synchronous lectures involve the lecturer explaining key concepts, but often include a level of interaction expected from students. This may include short activities and opportunities to ask questions.

Tutorials and **seminars** are small group sessions with a member of staff. There is usually 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, often allowing 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 through the undertaking of the activity. Some workshops will complement the material delivered in the lectures rather than build on it directly. Students are expected to play a full part in - and occasionally to lead - these activities.

Seminars and online discussions provide opportunities for students to ask questions about, and suggest answers to, questions arising from their learning and present their own ideas using an appropriate medium of communication.

Laboratory classes provide opportunity for students to perform experiments and other practical work under supervision.

Team-based learning and **problem-based learning** are group work classes that are facilitated by a tutor. Students complete a series of tasks to actively learn about a subject.

Directed learning activities are set by tutors and completed by students independently, or as part of a group.

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.

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 January to July 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 mid-January to the end of March and mid-April to mid-July. Reassessments will happen in August. 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. Students take a combination of modules to a total of 120 credits: compulsory modules and those related to their intended degree programme after their Foundation Year.

Students take a combination of modules to a total of 120 credits: compulsory modules will be those related to their intended degree programmes after their Foundation Year. There may be an opportunity to choose modules depending on the degree pathway. Modules are worth 15 or 30 credits.

30 credit modules will run across both the teaching semesters, while 15 credit modules will generally happen in the first or second semester (note this is semester 2 and 3 for the university).

Below is indicative of a typical structure, depending on degree subject, but there may be variation dependent on the combination of subjects studied. For students

Students on Business, Humanities, Social Science (BHS) pathways will typically study the following modules:

Semester	Module	Credits
2	Introduction to Academic Writing - B	15
3	Rights, Resistance and Social Change	15
2 & 3	University Research Portfolio (30) - B	30
2 & 3	Investigating Global Issues - B	30
2 & 3	Digital Skills and Sustainability	30

Chemistry, Life Science and other science students would typically study the following modules:

Semester	Module	Credits
2 & 3	Principles of Biology	30
2 & 3	Principles of Chemistry	30
2 & 3	University Research Portfolio (30) - B	30
2 & 3	Digital Skills and Sustainability	30
2 & 3	Mathematical Competence	0

Engineering, Physics, Mathematics and Computer Science students would typically study:

Semester	Module	Credits
2 & 3	Principles of Computer Science	30
2 & 3	Principles of Mathematics	30
2 & 3	Principles of Physics (or Chemistry for Chemical Engineers)	30
2 & 3	University Research Portfolio	30
2 & 3	Mathematical Competence	0

With some variation on the mathematics and physics modules for some computer science students, who may be able to choose alternative modules dependent on timetabling availability.

Psychology students would study Principles of Psychology in addition to a mixture of Science and BHS modules.

Health students would study a combination of science or BHS modules as most appropriately fitting their pathway, for example Nurses will Study Principles of Biology, while Social Work students would study the BHS modules.

Year	Compulsory	Optional	
		Min	Max
Foundation Year	0	120	120

Module Lists

Foundation Year

Optional modules	Module Code	Credits	Period
Introduction to Academic Writing - B	FYO-00322	15	Semester 2
University Research Portfolio (30) - B	FYO-00324	30	Semester 2-3
Mathematical Competency	FYO-00378	0	Semester 2-3
Investigating Global Issues - B	FYO-00384	30	Semester 2-3
Principles of Biology	FYO-00398	30	Semester 2-3
Principles of Physics	FYO-00400	30	Semester 2-3
Principles of Psychology	FYO-00402	30	Semester 2-3
Principles of Computing	FYO-00404	30	Semester 2-3
Principles of Chemistry	FYO-00406	30	Semester 2-3
Principles of Mathematics	FYO-00408	30	Semester 2-3
Sustainability and Digital Skills	FYO-00410	30	Semester 2-3
Rights, Resistance, and Social Change	FYO-00376	15	Semester 3

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

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Apply knowledge and understanding of ideas, processes, techniques and procedures in a theoretical or practical context relating to the subject area.	Throughout the programme
Analyse, interpret and evaluate subject-specific information, ideas and evidence, in order to make judgments and reach conclusions, as well as to develop and refine practical design and procedures.	Throughout the programme

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
These are covered in the learning outcomes for the subject-specific modules listed above.	As above

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Communicate effectively in writing	University Research Portfolio (30) - B Introduction to Academic Writing - B Rights, Resistance and Social Change Investigating Global Issues - B Principles of Biology Principles of Chemistry Principles of Physics Principles of Psychology Principles of Computing Sustainability and Digital Skills
Manage time effectively	University Research Portfolio (30) - B Introduction to Academic Writing - B Rights, Resistance and Social Change Investigating Global Issues - B Principles of Biology Principles of Chemistry Principles of Physics Principles of Psychology Principles of Computing Sustainability and Digital Skills Principles of Mathematics
Organize and manage their time and resources in order to meet strict deadlines and maintain substantial reading schedules.	University Research Portfolio (30) - B Introduction to Academic Writing - B Rights, Resistance and Social Change Investigating Global Issues - B Principles of Biology Principles of Chemistry Principles of Physics Principles of Psychology Principles of Computing Sustainability and Digital Skills Principles of Mathematics

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Critically interpret the credibility and reliability of sources.	University Research Portfolio (30) - B Introduction to Academic Writing - B Rights, Resistance and Social Change Investigating Global Issues - B Principles of Biology Principles of Chemistry Principles of Physics Principles of Psychology Principles of Computing Sustainability and Digital Skills
Participate in an investigative project	University Research Portfolio (30) - B Rights, Resistance and Social Change Investigating Global Issues - B Principles of Biology Principles of Chemistry Principles of Physics Principles of Computing Sustainability and Digital Skills
Develop an open and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives and then plan for, and apply, your ability creatively to solve problems using a range of different approaches and techniques, determine which techniques are appropriate for the issue at hand.	All modules
Demonstrate the ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which you live and work, be flexible in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require.	University Research Portfolio (30) - B Introduction to Academic Writing - B Resistance Rights and Social Change Investigating Global Issues - B Principles of Biology Principles of Chemistry Principles of Physics Principles of Psychology Principles of Computing Sustainability and Digital Skills Principles of Mathematics

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 at Keele.

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:

- Unseen open book class tests in different formats test students' knowledge and understanding of the subject. Class tests will be sat on campus during the final week of semester 3, unless otherwise arranged by the module for an earlier on campus week.
- Class tests taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and often their ability to apply it in a more structured and focused way.
- Tests may consist of essay, short answer and/or multiple-choice questions, and extracting and constructing meaning from text.
- 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).
- 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 answer 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. Some portfolios allow students to showcase knowledge or skills acquired over the module and demonstrate their learning and development. Others are a series of set tasks created for the assessment.
- Presentations. Students may collaborate to create pre-recorded presentations, helping develop team working skills, as well as presentation skills to help them build confidence for giving live presentations in later years of study.
- 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.
- Laboratory reports - structured proformas and full laboratory reports are formal summaries of work carried out in the laboratory. They test students' understanding of the practical aspects of the programme and develop the skills necessary to enable students to present and analyse their results, as well as explain the rationale behind an experiment, describe an associated replicable methodology and draw valid conclusions.
- Digital assessments, such as video logs, social media posts, and training packages help students showcase not only knowledge but their understanding of the use of digital tools in the presentation and preparation of work which will support them in their studies across their modules as well as professionally

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 during tutorial and seminar discussions.

Formative assessment is provided in all modules through tutor feedback, group discussion, peer and self assessment and tutorial based activities. All assessments are the culmination of work completed in knowledge or skill development, independently and in tutor led activities, and students will be well prepared to complete them. Where a module has a single assessment, there will be tasks and tutorials designed around providing formative assessment and advice prior to submission.

For the Mathematical Competency module, students are given four opportunities to sit the on-campus class test at points throughout both semesters, and can attempt the test up to four times. This module is designed to support the development of numerical skills for students, and it currently is not linked to student progression.

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 modules. 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

Note that the exact balance of guided learning and scheduled contact will vary slightly with the combination of modules. Students on science programmes will have laboratory component in addition to scheduled contact times and so will be slightly higher.

	Scheduled learning and teaching activities	Guided independent Study	Placements
Foundation Year	21%	79%	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/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

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

See the relevant course page on the website for the admission requirements relevant to this programme:

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

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:

- Students will receive pre-induction tasks designed to build familiarity with the support, learning materials, and expectations of university study, putting the emphasis on developing study skills, and giving students the ability to properly prepare for their studies.
- Induction is run on campus at the start of the semester and is designed to build strong connections between students and with the tutors, to develop a sense of belonging and a strong identity as Keele undergraduate students and to develop good support networks that students can rely on as they commence their studies remotely.
- Induction also gives students the knowledge and technical confidence required for remote study, so that students are confident to fully engage with their modules.
- During induction, students will meet all the key staff, from module tutors, programme managers, student support officers, foundation year disability support tutors and academic mentor and be given the opportunity to meet personally with them to discuss any issues or concerns.
- All students are allocated an Academic Mentor, who acts as a first point of contact for students on issues that may affect their learning. The Academic Mentor is responsible for reviewing and advising on general academic progress. Students meet with their Academic Mentors within their first week of university and are invited to a further four one-to-one formal meetings. Students are able to arrange additional meetings as needed.
- Students will see the academic mentor for regular informal discussion and skills sessions which support them with timely skills development such as time management, stress management and revision techniques, delivered at appropriate times.
- Module tutors provide support for learning within the modules and the related assessments, and ensure that feedback is provided in a timely manner. Module tutors are also trained to be aware of the challenges of remote learning and are able to offer advice to support students with this.
- Disability and Inclusion Tutor provides support for learners with disabilities, including specific learning difficulties and health related issues, and works closely with wider university support staff.
- Additional support with university level learning is available through KIITE: [Academic skills - KeeleUniversity](#)
- We have also established a FY peer mentor scheme, where past FY students support current FY students and help them to find their feet.

16. Learning Resources

All modules will follow a blended delivery model. This provides a flexible approach to teaching and learning combining a mix of expert-led on-line delivery using Microsoft Teams, on-demand learning and a series of face-to-face learning on campus. Most of the taught sessions will be with small groups of students where social learning will be encouraged. Support materials, course regulations and student handbooks will be available electronically on the Keele Learning Environment (Blackboard Ultra). All students will be registered with the library and have access to reading lists, course books and journals, and computing and printing facilities. All students have access to additional study skills support through the Student Learning section of the Keele's Student Services Centre. In addition study skills will be covered through the academic mentoring sessions and resources made available to support students with skills across their modules. The induction module contains information relevant to student skills and support and is designed to be completed as part of induction, but to be available as a reference source throughout the programme.

17. 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.

18. Additional Costs

Activity	Estimated Cost
Equipment - approved calculator for Mathematics and Science modules only	£25

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.

19. 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 Foundation Year Centre Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the school.
- Individual modules and the programme 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 Internal Quality Audit (IQA) 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.
- 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/>

20. 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>

Version History

This document

Date Approved: 06 May 2026

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	KIERON NIXON	23 June 2025	
1	2024/25	KIERON NIXON	19 June 2024	
1	2023/24	KIERON NIXON	11 August 2023	
1	2022/23	KIERON NIXON	11 August 2023	New modules added: FYO-00338 - Introduction to Social Sciences 2B; FYO-00340 - Introduction to Business 2B as optional modules in SEM2