

## Validated Programme Element Specification for Foundation in Humanities, Social Sciences & Education

*Applicable for all students commencing the programme element on or after 1<sup>st</sup> September 2019*

Version No.	Date	Notes – Brunel QA USE ONLY	QA
1	May 2019	2019/20 version of programme Specification element created. IELTS entry requirement changed to 6.0 (with 5.5 minimum in each component part)	BJR

Validated programme element	
1. Awarding and validating institution	Brunel University London
2. Providing institution(s)	LBIC
3. Associated Brunel University college / department / division	College of Business, Arts and Social Sciences
4. Associated Contributing Brunel University college / department / division	N/A
5. Programme Element accredited by	N/A
6. Validated for inclusion in Brunel University programmes at Level	0 (NQF level 3)
7. Validated for inclusion in Brunel University programmes (list):	<p><b>Department of Arts &amp; Humanities</b>            BA Creative Writing            BA English            BA English with Creative Writing            BA Film &amp; Television Studies            BA Film &amp; Television Studies and English            BA Film Production            BA Games Design            BA Games Design and Creative Writing</p> <p><b>Department of Education</b>            BA Education</p> <p><b>Department of Social and Political Sciences</b>            BA History            BA Military and International History            BSc International Politics            BSc Politics            BSc Politics and History            BSc Politics and Sociology            BSc Anthropology            BSc Anthropology and Sociology            BSc Communications and Media Studies            BSc Sociology            BA Journalism and Culture</p>
8. Type of programme element	Foundation
9. Normal length of element for each mode of study	26 weeks
10. Maximum length of element for each mode of study	See Programme Specification for Brunel programme of which this element forms part
11. Variation(s) to September start	January
12. Modes of study	F/T

13. Modes of delivery	Standard
14. N/A	N/A
15. N/A	N/A
16. JACS code	In line with Brunel University London programme
17. Validated for inclusion in Brunel University programmes:	<p><b>Department of Arts &amp; Humanities</b>  BA Creative Writing  BA English  BA English with Creative Writing  BA Film &amp; Television Studies  BA Film &amp; Television Studies and English  BA Film Production  BA Games Design  BA Games Design and Creative Writing</p> <p><b>Department of Education</b>  BA Education</p> <p><b>Department of Social and Political Sciences</b>  BA History  BA Military and International History  BSc International Politics  BSc Politics  BSc Politics and History  BSc Politics and Sociology  BSc Anthropology  BSc Anthropology and Sociology  BSc Communications and Media Studies  BSc Sociology  BSc Sociology and Media Studies  BA Journalism and Culture</p>
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<p><a href="#">UK Quality Code for Higher Education</a> which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards</p> <p><a href="#">Most recent QAA Subject Benchmark Statement- Communication, Media, Film and Cultural Studies</a>  Sociology  Creative Writing  English  Politics and International Relations</p> <p><a href="#">Brunel 2030</a>  Brunel Placement Learning Policy, as published under the 'Placements' section of the <a href="#">'Managing Higher Education Provision with Others'</a> page</p>
19. Admission Requirements/pre-requisites for the programme element	<p>5 GCSE passes (Grades A-E), or their NARIC international equivalent</p> <p>See <a href="https://www.lbic.navitas.com/admission-requirements">https://www.lbic.navitas.com/admission-requirements</a> for standard entry requirements.</p> <p>English Language entry requirements: minimum of IELTS 6.0 (with 5.5 minimum in each component part) or equivalent</p>
20. Other relevant information	<p>The programme element is compliant with both the generic assessment regulations of Navitas UK and those more specifically of the College and Brunel University, see Senate Regulations 2, as well as the BUL moderation policy <a href="http://www.brunel.ac.uk/about/quality-assurance/documents/pdf/Protocol-for-Moderation.pdf">http://www.brunel.ac.uk/about/quality-assurance/documents/pdf/Protocol-for-Moderation.pdf</a> and the LBIC Affiliate College Collaborative Operations Manual (CoM) section 7.</p>

21. Any departure from relevant regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	None
22. Further information about study with LBIC can be found from the LBIC website.	<a href="https://www.lbic.navitas.com/">https://www.lbic.navitas.com/</a>
<b>23. EDUCATIONAL AIMS OF THE PROGRAMME ELEMENT</b>	
<p>The educational aims of the programme element are to:</p> <ol style="list-style-type: none"> <li>1. Prepare students, who would not normally be considered qualified, to an appropriate standard for progression to the next stage of the programme at the University.</li> <li>2. Develop in students a fundamental knowledge and understanding of key theoretical constructs underpinning social science approaches, study, research and statistical methodologies and formal academic discourse, scholarship, ICT, presentation and communication skills to support progression to the next stage of the programme at LBIC or BUL.</li> <li>3. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills that build to a set of transferable skills underpinning all aspects of their onward academic studies/career programme.</li> <li>4. Ensure students acquire and foster an appreciation of the wider social sciences context and its underlying principles, as well as the potential careers involved so as to support their preparedness for progression to the next stage of the programme at the University.</li> <li>5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Proficient User' by the Council of Europe, see <i>Common European Framework of Reference for languages: Learning, teaching assessment 2001</i>, Council of Europe, CUP, Cambridge, p. 24, Table 1. <i>Common Reference Levels: global scale</i>.</li> </ol>	

## 24. LEARNING OUTCOMES

The programme element provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
0	K1	Demonstrate ability to argue a position coherently and appropriately.			NH0600 NH0602 NH0604
0	K2	Challenge existing beliefs and explore alternative approaches to knowledge and understanding.			NH0602 NH0603 NH0604
0	K3	Describe the core concepts and principles relevant to a selected range of issues, films and texts relevant to the students' disciplines.			NH0603 NH0604
0	K4	Identify and explain the core concepts and principles of effective academic writing			NH0602 NH0604 NH0605
0	C1	Organise, assess and present reasoned, critical and comprehensive arguments backed up by evidence			NH0602 NH0604
0	C2	Demonstrate an ability to analyse data and various modes of information using appropriate techniques.			NH0601 NH0603 NH0605
0	S1	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.			NH0602 NH0603 NH0604 NH0605
0	S2	Demonstrate effective application of ICT as a fundamental tool for extracting, sourcing, and presenting data & information in a variety of relevant forms			NH0601 NH0604 NH0605
0	S3	Use and clearly communicate ideas, concepts and conclusions using appropriate technical and non-technical language style, structure and form.			NH0602 NH0603 NH0600

**Learning/teaching strategies and methods** to enable learning outcomes to be achieved, including formative assessments

The principal aim of the programme is to enable students to linguistically and academically negotiate the transition from school to university and be prepared for the demands of an undergraduate degree programme in an appropriate Humanities & Social Sciences discipline. The programme syllabus is designed around the acquisition of core academic skills and literacy development that underpins successful higher education outcomes: academic research, ICT, critical thinking and the promotion of self-awareness.

In-course written, reading, listening and oral assessment is built in to modules through general interaction between tutors and students through small group tutorials or individual tutorials/appraisals. Modes of assessments include essay/report writing, oral presentation (group or individual), in-class quizzes or take-home exercises.

These form of assessments is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency.

Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rational. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform.

Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme.

This is an intensive programme with a minimum 16 hours per week and a corresponding number of ongoing assessment tasks designed to provide a scaffolded structure for students at this entry level to Higher Education.

Each of the blocks will make use of the Navitas Moodle Virtual Learning Environment (typically for additional module resources, but also for blended content, as well as quizzes and coursework submissions). Private study should be additional reading to support both the lecture material and as research for assignments.

### **Module Delivery Schedule – Semester 1**

Week	Total Hours							Contact hours/week	Self-directed study hours/week
	NH0600		NH0601		NH0602				
	Interactive Learning Skills and Communication		ICT Skills		Composition & Style				
	Contact hours	Self-dir study	Contact hours	Self-dir study	Contact hours	Self-dir study			
1	5	7	4	7	8	16	17	30	
2	5	7	4	7	8	16	17	30	
3	5	7	4	7	8	16	17	30	
4	5	7	4	7	8	16	17	30	
5	5	7	4	8	8	17	17	32	
6	5	7	4	8	8	17	17	32	
7	5	7	4	8	8	17	17	32	
8	5	7	4	8	8	17	17	32	
9	5	7	4	8	8	18	17	33	
10	5	7	4	8	8	18	17	33	
11	5	7	4	8	8	18	17	33	
12	5	7	4	8	8	18	17	33	
13 (Exam)	3	3	2	8	0	0	5	11	
<b>Total hours / module</b>	63	87	50	100	96	204	209	391	
<b>Notional hours / module</b>	150		150		300		600		
<b>Credit Points</b>	15		15		30		60		

## Module Delivery Schedule – Semester 2

Week	Total Hours						Contact hours/week	Self-directed study hours/week
	NH0603		NH0604		NH0605			
	Intercultural Studies		Critical Thinking		Research Methods			
	Contact hours	Self-dir study	Contact hours	Self-dir study	Contact hours	Self-dir study		
1	8	15	4	7	4	8	16	30
2	8	15	4	7	4	8	16	30
3	8	15	4	7	4	9	16	31
4	8	15	4	7	4	9	16	31
5	8	16	4	8	4	9	16	33
6	8	16	4	8	4	9	16	33
7	8	16	4	8	4	9	16	33
8	8	16	4	8	4	9	16	33
9	8	16	4	8	4	8	16	32
10	8	16	4	8	4	8	16	32
11	8	16	4	8	4	8	16	32
12	8	16	4	8	4	8	16	32
13 (Exam)	0	16	0	10	0	0	0	26
<b>Total hours / module</b>	96	204	48	102	48	102	192	408
<b>Notional hours / module</b>	300		150		150		600	
<b>Credit Points</b>	30		15		15		60	

**Summative assessment strategies and methods** to enable learning outcomes to be demonstrated.

The purpose of assessment is to enable students to demonstrate that they have met the Learning Outcomes (LOs) of a given programme and to provide the evidence of achievement that is used to determine whether prescribed progression or completion criteria of a stage of study have been met. To achieve this purpose, Navitas UK supports and promotes the following principles for assessment in each of its colleges:

The following principles underlie Navitas UP EU Assessment strategy:

- Effective assessment techniques enhance learning and should be fully integrated within the curriculum at each stage, not a separate activity that takes place in isolation.
- Assessment contributes positively to learning development and growth and measures the learning gain that takes place throughout the student journey
- Assessment is a joint responsibility and must involve a continuous dialogue between tutor and student
- Successful graduates of Navitas programmes are those who are able to self-assess and assess the work of peers
- The development of assessment literacy amongst students is a core component of the Navitas curriculum

To achieve this Navitas will ensure that:

- Assessment processes are fair, reliable, constant and equitable with all students being assessed fairly and on their own individual merit and ability
- Assessment processes are robust and all appropriate College staff and invigilators will be trained accordingly

- Feedback is supportive, constructive and timely and presented to students in accessible language and using electronic formats
- The balance of assessment tasks and types on modules and programmes will address the target needs of students in the next stage of their academic study, as well as their current needs
- Programmes and modules include assessment activities that involve students

Students are expected to:

- Familiarise themselves with the Navitas and partner University regulations, particularly in relation to academic conduct and submission deadlines
- Engage fully and enthusiastically with the feedback process
- Provide thoughtful feedback individually or via the student representative system on the assessment process at appropriate stages

Summative assessment methods are varied to ensure appropriate assessment of learning outcomes. These methods include: individual and group written assignments; oral presentations; group debate; and closed-book final examinations.

The assessment map is designed with the following strategy in mind: class tests develop the skills necessary to demonstrate a broad understanding of the course syllabus and problem-solving skills. Oral presentations provide opportunities for advancing communication skills and written assignments including case studies and reports are underpinned by a critically aware research and data gathering process (to aid research literacy). Reflective assignments encourage students to engage in critical self-awareness and on-going improvement both linguistically and academically.

The BrunELT exit English language assessment task ensures that students have achieved the appropriate English language proficiency level for entry to the next stage of their course.

#### **Brunel Grading System:**

<b>Indicative Mark Band</b>	<b>Grade</b>	<b>Grade Point</b>
90 and above	A*	17
80-89	A+	16
73-79	A	15
70-72	A-	14
68-69	B+	13
63-67	B	12
60-62	B-	11
58-59	C+	10
53-57	C	9
50-52	C-	8
48-49	D+	7
43-47	D	6
40-42	D-	5
38-39	E+	4
33-37	E	3
30-32	E-	2
29 and below	F	1

## 25. Programme element structure and progression requirements (if applicable)

### Programme Element Structure

Compulsory assessment block codes, titles and credit volume	Optional assessment block codes, titles and credits																					
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume																					
Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits																					
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NH0600	Interactive Learning Skills & Communication	15																				

### Assessment and Progression Requirements

For inclusion in Programmes:	<p><b>Department of Arts &amp; Humanities</b>            BA Creative Writing            BA English            BA English with Creative Writing            BA Film &amp; Television Studies            BA Film &amp; Television Studies and English            BA Film Production            BA Games Design            BA Games Design and Creative Writing</p> <p><b>Department of Education</b>            BA Education</p> <p><b>Department of Social and Political Sciences</b>            BA History            BA Military and International History            BSc International Politics            BSc Politics            BSc Politics and History            BSc Politics and Sociology            BSc Anthropology            BSc Anthropology and Sociology            BSc Communications and Media Studies            BSc Sociology            BSc Sociology and Media Studies            BA Journalism and Culture</p>								
<p>The following assessment or modular blocks are core</p> <table border="1"> <tbody> <tr> <td>NH0601</td> <td>Principles of ICT</td> </tr> <tr> <td>NH0602</td> <td>Composition &amp; Style</td> </tr> <tr> <td>NH0603</td> <td>Intercultural Studies</td> </tr> <tr> <td>NH0604</td> <td>Critical Thinking</td> </tr> </tbody> </table>	NH0601	Principles of ICT	NH0602	Composition & Style	NH0603	Intercultural Studies	NH0604	Critical Thinking	<p>Progression requirements as per Brunel University London <a href="#">Senate Regulation 2</a></p> <p>NH0601- Pass grade at C-/ 50%            NH0602- Pass grade at C-/ 50%            NH0603- Pass grade at C-/ 50%</p>
NH0601	Principles of ICT								
NH0602	Composition & Style								
NH0603	Intercultural Studies								
NH0604	Critical Thinking								



NH0605	Research Methods		NH0604- Pass grade at C-/ 50% NH0605- Pass grade at C-/ 50% NV0600- Pass grade at D-/40%
NH0600	Interactive Learning Skills & Communication		

**Reassessment**

Students will be entitled to be re-assessed in any modules for which they have failed, at the first attempt, to achieve the pass mark(s) as defined above under 'Progression requirements'; any such reassessment of a module may, normally only be attempted on one occasion and shall be capped at the pass mark for the module as defined above under 'Progression Requirements' in accordance with Brunel University's senate regulations (SR2).

**Assessment, Moderation and Progression\***

The assessment of students in LBIC modules is the direct responsibility of LBIC up to and including the Panel of Examiners (Module Panel). The University however is responsible for the academic standards of its programmes and therefore involves itself in the external (to LBIC) moderation of all LBIC module major assessments and the University will be responsible for all progression decisions (irrespective of where the next Level following progression is delivered). The University also considers assessment processes and standards in LBIC provision during validation, annual monitoring, and Periodic Programme Review and addresses assessment processes in Regulatory Audit and Collaborative Audit of LBIC.

\*For full guidance, refer to LBIC Affiliate College Collaborative Operations Manual (CoM) section 7.

Please note: this specification provides a concise summary of the main features of the programme element and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a major modification occurs, and may be checked by the Quality Assurance Agency for Higher Education.