

# PROGRAMME SPECIFICATION

## Foundation Certificate in International Foundation Programme

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	BELLERBY'S COLLEGE
<b>JACS Code</b>	Y000
<b>Programme Duration</b>	
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Foundation Certificate in International Foundation Programme

**Link Tutor**

## Educational aims of the programme

To prepare students for the demands of a first-degree course in a wide range of pathway-related subjects at UK universities by building on the knowledge gained and academic skills acquired in earlier studies in their home countries.

To develop the students' English language, number, word-processing, research and other appropriate study skills.

To provide students with opportunities to acquire, through the teaching medium of English, a sound and appropriate knowledge base across pathway-related subjects.

To develop the students' intellectual appreciation of issues relevant to pathway-related subjects and to assist the students in acquiring the skills in the collection, analysis, interpretation and understanding of appropriate data and information with specific reference to the content and assessment of the units of the chosen pathway.

## Target award Learning Outcomes - Foundation Certificate

*A student successfully completing the programme of study will have acquired subject knowledge and understanding as well as skills and other attributes.*

### Knowledge and understanding

*A student who is eligible for this award will be able to:*

A1. An appropriate knowledge of specialist terms and vocabulary, relevant to the appropriate specialist pathway-related modules studied.

A2. The acquisition of a knowledge base of relevant information required as an appropriate background for progression onto Level 1 of an appropriate degree course.

A3. An understanding of key ideas and concepts in the pathway-related modules studied.

A4. An appreciation of the relevance of specialist theories and related concepts studied on the chosen pathway to real life situations.

### Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Acquisition of A1-A3 is through the formal lesson format, in which informed discussion is encouraged. The consolidation of knowledge and understanding takes place through the setting of related assignments and of class-based tests and the encouragement of independent study to broaden knowledge and deepen understanding through the use of library resources both in terms of texts, current and back numbers of periodicals, the relevant pages of quality newspapers and also web access. A4 is acquired similarly by drawing on examples of current pathway-related issues as reported and discussed in newspapers, specialist periodicals and on the internet.

### Assessment

A1-A4 are assessed at the conclusion of each unit by means of formal written examinations involving hitherto unseen question papers. A student's performance during the period of study is shown through marks obtained

for tutor assessed assignments and tests, which provide in all units a formative assessment of progress on a week-by-week basis.

## **Skills and other attributes**

### **Intellectual Skills**

*A student who is eligible for this award will be able to:*

- B1. Analyse, interpret and summarise information.
- B2. Integrate and evaluate information from a variety of sources including the taught element, materials circulated by tutors and a range of other mainly written sources.
- B3. Select relevant material in responding to questions posed during the delivery of the units and in the end of unit examinations.
- B4. Apply learned principles, theories and methods appropriately.
- B5. Analyse critically theories and concepts relevant to pathway-related topics.
- B6. Demonstrate and exercise independence of mind and thought.

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Intellectual skills B1-B6 are promoted via lecture-style lessons which frequently involve group work, including group discussions. In the teaching, key issues are raised and discussed, and in the assignments set there are opportunities to analyse materials provided or researched by the students, for them to be selective in drawing together materials to respond effectively to questions set, and to show evidence of the students' own independent and critical thought processes. Examinations set at the end of the units studied enable the students to demonstrate how well they can respond to questions in a tight time scale in a concise and effective way.

### **Assessment**

Formative assessment of intellectual skills B1-B6 would take place through assignments and tests set during each unit. The end of unit tests would also allow these skills to be demonstrated and so contribute to the overall, summative assessment.

## **Professional practical skills**

*A student who is eligible for this award will be able to:*

- C1. Retrieve, sift and select specialist information from a variety of sources.
- C2. Develop the techniques necessary to tackle data response questions and to prepare and write essays on specialist subjects.
- C3. Consider critically and apply theories taught and learned during the pathway-related units.
- C4. Use specialist terms and vocabulary in the appropriate context, in both discussions and written responses.
- C5. (In Engineering, Science Media Studies and IT modules) Use specialist equipment in laboratory or workshop environments to carry out set practical tasks.

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Practical skills C1-C4 are developed through formal lectures, where advice is given on specialist vocabulary and on how to acquire the practical study skills relevant to pathway-related areas. Class discussions and the setting of appropriate homework assignments provide the opportunities for students to practise and improve on their practical skills, for example in critical analysis of material and in problem-solving. Practical skill C5 is developed through teaching of practical skills using specialist equipment in specialised environments such as laboratories.

### **Assessment**

Assessment of practical skills C1-C5 (other than the oral element in C4) takes place through assignments and tests set during each unit, which contribute towards the coursework element in the final unit mark awarded, and also in the terminal unit examinations.

## **Transferable / key skills**

*A student who is eligible for this award will be able to:*

- D1. Communicate effectively both orally and in writing.
- D2. Work in collaboration with others, both with tutors and in groups with other students.

- D3. Organise own independent learning through self-management.
- D4. Use different types of resources in libraries or through the internet.
- D5. Plan, research and complete an extended essay and an oral presentation in Study Skills in the British Environment.
- D6. Use word processing skills in the presentation of work.
- D7. Use initiative, think creatively and exercise critical judgement in assessing the work and ideas of others.
- D8. Use numerical skills, particularly in the interpretation of statistical data and in the illustration of relevant theories in graphical form.
- D9. Revise effectively and prepare thoroughly for class tests and terminal unit examinations.

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

The acquisition, development and practising of key skills D1-D9 are encouraged through the teaching approach adopted in all modules of the pathway. Written work is set, discussions initiated and group and practical work organised. They are however, part not only of the wider programme strategy involving the initial induction process and/or personal tutor(s), but feature as a major element in the core modules of each pathway, Foundation English Skills 1 and 2, Study Skills in the British Environment and Core IT and, where relevant, through mathematical studies in the pathway-specific mathematics modules.

### **Assessment**

The development of transferable/key skills is assessed through the effectiveness of student responses to end of module examinations and coursework assessments. Specific pieces of work are set however, to contribute to the testing of specific skills, for example in the researched and referenced extended essay in Study Skills. The module, Study Skills in the British Environment, is specifically designed to develop and assess academic study skills relevant to later university studies, particularly through debating, researching, making an oral presentation and providing a critique of the presentations of others in the group.

## **Programme structure - programme rules and modules**

### **Programme rules**

This programme pathway is offered as a full-time, three term course with start dates in September, January and April each academic year.

Students study a minimum of ten modules - the Core modules, within which there is a strong emphasis on skills development in the context of the specialist nature of the pathway. These are units in Foundation English Skills 1 and 2, Study Skills in the British Environment and Core IT.

There are, in addition, six pathway-specific modules which on the Business pathway comprise Introduction to Business Studies 1, Introduction to Business Studies 2, Principles of Economics 1, Principles of Economics 2, Introduction to Financial Accounting and Business Mathematics. On the Engineering pathway the specialist modules are Pure Mathematics 1, Pure Mathematics 2, Mechanics 1, Mechanics 2, Matter and Waves and Electricity, Electronics and Fields. On the Law pathway there are three modules of law and three of politics; on the Humanities pathway, three of sociology, three of media studies or three of psychology; on the Science pathway, Cell Biology, Physiology, Chemistry 1, Chemistry 2, Pure Mathematics 1 and either Pure Mathematics 2 or Statistics for Scientists. On the IT pathway there are two further specialist IT modules, IT 2 and IT 3. The other four modules may be selected from either the Business or Engineering pathways.

Students completing the course successfully (achieving an overall average of 40% across all units studied and hence 120 Level 0 credits) will be awarded a Foundation Certificate of Liverpool John Moores University.

Students must complete all units and related assessments in no fewer than three and no more than six terms from the date of enrolment.

Level 3	Potential Awards on completion	Foundation Certificate
Core	Option	Award Requirements
3000BELCR FOUNDATION ENGLISH SKILLS 1 (12 credits) 3001BELCR FOUNDATION ENGLISH SKILLS 2 (12 credits) 3002BELCR STUDY SKILLS IN THE BRITISH ENVIRONMENT (12 credits) 3003BELCR CORE IT (12 credits)	3505BELSC FURTHER STUDIES IN BIOLOGY & CHEMISTRY (12 credits) 3506BELBU INTRODUCTION TO FINANCIAL ACCOUNTING (12 credits) 3501BELBU INTRODUCTION TO BUSINESS STUDIES 1 (12 credits) 3502BELBU INTRODUCTION TO BUSINESS STUDIES 2 (12 credits)	48 core credits at level 3 72 option credits at level 3

	<p>3503BELBU PRINCIPLES OF ECONOMICS 1 (12 credits)  3504BELBU PRINCIPALS OF ECONOMICS 2 (12 credits)  3505BELBU BUSINESS MATHEMATICS (12 credits)  3000BELCM OBJECT ORIENTED PROGRAMMING (12 credits)  3001BELCM SYSTEM ANALYSIS AND SYSTEM BUILDING (12 credits)  3002BELCM INTRODUCTION TO ROBOTICS USING JAVA (12 credits)  3003BELCM NETWORKING (12 credits)  3004BELCM KNOWLEDGE ENGINEERING (12 credits)  3005BELCM HUMAN COMPUTER INTERACTION (12 credits)  3000BELEN ELECTRICITY, ELECTRONICS AND FIELDS (12 credits)  3001BELEN MATTER AND WAVES (12 credits)  3002BELEN MECHANICS 1 (12 credits)  3003BELEN MECHANICS 2 (12 credits)  3004BELEN PURE MATHEMATICS 1 (12 credits)  3005BELEN PURE MATHEMATICS 2 (12 credits)  3000BELHU PSYCHOLOGY 1 (12 credits)  3001BELHU PSYCHOLOGY 2 (12 credits)  3002BELHU PSYCHOLOGY 3 (12 credits)  3003BELHU MEDIA STUDIES 1 (FILM AND THE MOVING IMAGE) (12 credits)  3004BELHU MEDIA STUDIES 2 (ADVERTISING &amp; MARKETING) (12 credits)  3005BELHU MEDIA STUDIES 3 (NEWSPAPERS AND MAGAZINES) (12 credits)  3006BELHU SOCIOLOGY 1 (12 credits)  3007BELHU SOCIOLOGY 2 (12 credits)  3008BELHU SOCIOLOGY 3 (12 credits)  3000BELIT IT 2 (12 credits)  3001BELIT IT 3 (WEB BASED PROGRAMMING) (12 credits)  3000BELLA LAW 1 (THE ENGLISH LEGAL SYSTEM) (12 credits)  3001BELLA LAW 2 (CONTRACT LAW) (12 credits)  3002BELLA LAW 3 (INTRODUCTION TO TORT LAW) (12 credits)  3003BELLA POLITICS 1 (POLITICAL INSTITUTIONS &amp; CONCEPTS) (12 credits)  3004BELLA POLITICS 2 (POLITICAL PARTIES &amp; PARTICIPATION) (12 credits)  3005BELLA POLITICS 3 (MODERN</p>	
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	BRITISH POLITICS) (12 credits) 3000BELSC CELL BIOLOGY (12 credits) 3001BELSC CHEMISTRY 1 (12 credits) 3002BELSC CHEMISTRY 2 (12 credits) 3003BELSC PHYSIOLOGY (12 credits) 3004BELSC STATISTICS FOR SCIENTISTS (12 credits)	
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## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

### Criteria for admission

#### Other

Aged 17 on the date of their enrolment onto the course.

#### Overseas qualifications

Successful completion of a High School Programme in their own country or elsewhere.

An English level equivalent to at least 4.5 IELTS (according to English Speaking Union guidelines).

### External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

### Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

### Methods for evaluating and improving the quality and standards of teaching and learning

#### Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module

evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

### ***Please note:***

*This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*