



PART 1 – PROGRAMME SPECIFICATION

1	Awarding institution	St Mary's University, Twickenham
2	Partner institution and location of teaching (if applicable)	N/A
3	Type of collaborative arrangement (if applicable)	N/A
4	Award title	Science Foundation Year (recognised Pathway) <u>Health Science pathway</u> BSc (Hons) Sports Rehabilitation (with Foundation Year) BSc (Hons) Nutrition (with Foundation Year) <u>Sport Science pathway</u> BSc (Hons) Sport Science (with Foundation Year) BSc (Hons) Strength & Conditioning Science(with Foundation Year) BSc (Hons) Sport & Exercise Nutrition (with Foundation Year)
5	Final award	BSc (Hons)
6	Interim award(s) with award titles (if specific titles have been designated)	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Ordinary degree
7	School with responsibility for the programme	Faculty of Sport, Health & Applied Sciences
8	Language of study	English
9	Joint Honours combinations	See section 4
10	UCAS code	
11	JACS code	
12	Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition	N/A



13	QAA subject benchmark or other relevant external reference point	The programme meets its specific QAA Benchmark statement, as specified in its respective validation document. The first year of the Foundation Year degrees is itself is a level 3 programme, which is not covered by the Quality Code as this handles academic standards from level 4 onwards. OFQUAL/RQF and SEEC Level 3 benchmarking have been used as a point of reference.
14	Normal completion time and maximum duration of study	Normal completion time: For the Foundation Year (level 3): one year full-time (no part-time option) For the following 3 levels (4 to 6): Full-time study – 3 years Part-time study – 6 years Maximum duration of study – 9 years
15	Mode of study	Full-time only for level 3, full or part-time for levels 4-6.
16	Mode of delivery	Face to face
17	Date approved and name of authorised body	SHAS Faculty Academic Development Committee (FADC) - February 2019 University Academic Board – March 2019
18	Applies to students commencing study in (month/year)	September 2019
PART 2 – CURRICULUM SPECIFIC DETAILS		
19	Summary of the programme	<p>Students will apply for the degree of four years study in Science. This programme with a foundation year aims to recruit students who did not achieve the grades required for their UG programme of choice, or who are returning to education after a period of interruption or want to enter HE under a Widening Participation / Access route. They are especially designed for students who wish to embark on undergraduate studies but need additional support and guidance to develop the skills required for degree-level study.</p> <p>The particular foci of the Science Year will be the development of learning abilities in the following: communication (oral, written and digital), critical thinking, research, independent study, digital and employability skills. The Foundation Year modules are especially designed to embed the development of these skills within the acquisition of subject knowledge in Science. The three modules dedicated to this programme follow the core areas of Science curriculum in the UK; Biology, Chemistry and Physics. An additional component of Mathematics/Statistics is included alongside Physics as a recognised area for knowledge at levels 4-6 in all Science programmes.</p> <p>On successful completion of the Foundation Year, students will automatically progress on to Level 4 of any of the BSc names programmes in section 4, or another undergraduate programme with consent from programme director.</p>



20	Aims of the programme	<p>The course is designed to offer applicants who do not have the required qualifications, a programme which will equip them with a robust toolkit of the academic, digital and personal skills required for successful study in higher education, and also with an understanding of, and an insight into science.</p> <p>In the Foundation Year (Level 3) students will develop their ability to gain the most out of structured in-class study, and also to manage and evaluate their own independent learning. This wide range of transferable skills is of immense value in both undergraduate study and graduate employment.</p> <p>Students will study and research the fundamental principles of science, providing them with a wide-ranging introduction to the founding principles of the discipline. They will also be introduced to key concepts in the discipline that lay the foundation of study at Level 4 and above.</p> <p>Students who do not attain the requirements (as defined in section 27) to progress on the named BSc degree programme will be offered the opportunity to progress on to any other BSc programme within the Science instead, subject to the approval of the Programme Director for the Foundation Year. They may alternatively choose to progress to one of the undergraduate programmes listed in section 4.</p> <p>Successful completion (as defined in section 27) of the foundation year will allow progression onto the BSc named science degrees. Students may choose to progress instead onto a different undergraduate programme with the approval of the respective Programme Director and Programme Director for the Foundation Year during the foundation year (see section 4).</p>									
21	Criteria for admission	<p>48 UCAS points for Level 3, and GCSE Mathematics at Grade C. DBS check required for Sport Rehabilitation, in line with entry criteria for level 4 applicants.</p> <p>English language requirement: IELTS 6.0 or equivalent, as per the University website: https://www.stmarys.ac.uk/international/english-language/overview.aspx</p> <p>Students entering with an Access qualification must have achieved a minimum of 45 credits on their Access course.</p> <p>Applicants with no formal qualifications will be considered on a case-by-case basis.</p>									
22	Scheduled learning time <i>(the number of guided learning hours (GLH) is 10 hours per 1 credit</i> http://www.qaa.ac.uk/en/Publication	<p>The below is for the Foundation Year only (level 3), learning times for level 4-6 will vary slightly (depending on which programme is followed).</p> <table border="1" data-bbox="464 1854 1331 2027"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>264</td> <td>22</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>4</td> <td>0.003</td> </tr> </tbody> </table>	Type of learning time	Number of hours	Expressed as %	Contact time	264	22	Placement/work-based learning hours	4	0.003
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23	Programme learning outcomes	<p>On successful completion of the foundation year (end of level 3), students will be able to:</p> <ol style="list-style-type: none"> 1) Communicate clearly, orally, in writing and through digital means. 2) Outline the fundamental methods used when undertaking research at undergraduate level in science. 3) Show confidence in their ability to understand and formulate basic arguments, and to think critically, creatively and ethically. 4) Exhibit awareness of their own strengths and weaknesses as a learner, and demonstrate confident to perform independent work. 5) Engage and enquire about topics, contemporary debates and theories within the field of science. 6) Demonstrate a range of employability and study related skills and knowledge and have an understanding of their own identities in the learning and working contexts. <p>For LOs relating to the individual BSc programmes please refer to the existing validation documents.</p>																																						
24	Programme structure and module requirements	<p>FHEQ Level 3 Modules</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status (core, option)</th> </tr> </thead> <tbody> <tr> <td>FDY3001</td> <td>Personal Learning Competencies</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>FDY3005</td> <td>Taking a Professional Approach</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>FDY3010</td> <td>Principles of Physics and Mathematics</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>FDY3011</td> <td>The Chemistry of Nature</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>FDY3012</td> <td>Foundation of Life</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>FDY3007</td> <td>Individual Project</td> <td>20</td> <td>2</td> <td>Core</td> </tr> </tbody> </table> <p>For FHEQ level 4 to 6 Modules, please refer to each UG programme's validation documents.</p>				Code	Title	No. of credits	Sem of delivery	Module status (core, option)	FDY3001	Personal Learning Competencies	20	1	Core	FDY3005	Taking a Professional Approach	20	2	Core	FDY3010	Principles of Physics and Mathematics	20	2	Core	FDY3011	The Chemistry of Nature	20	1	Core	FDY3012	Foundation of Life	20	1	Core	FDY3007	Individual Project	20	2	Core
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25	Work placements or study abroad	<p>The Foundation Year does not provide any opportunity for work placements or study abroad. However, from Level 5 onwards, students will be given a chance to engage with the community and/or industry in the form of work placements within their respective UG programmes.</p>																																						



26	Links to industry and employability	<p>The Foundation Year is designed to have one work-related learning module (Taking a Professional Approach). This includes students observing in the workplace, and may also include visits to external organisations. This will provide an opportunity for students to contextualise employability skills and develop an awareness of workplace issues.</p> <p>Students will also be invited to guest talks by industry and discipline experts and events organised at School level or by the Careers Services. In the module “Individual Project”, students will be required to reflect on their engagement with such organised events.</p> <p>For the rest of their undergraduate studies, students will be given a chance to engage with the community and industry, as outlined in the validation documents for the respective undergraduate programmes.</p>
27	Programme awards	<p>This programme conforms to the University Academic Regulations. To progress from level 3 to level 4, students must pass 120 credits at Level 3.</p> <p>In order to qualify for the award of BSc (Hons) in XX (with Foundation Year), students must have successfully achieved 480 credits of which 120 credits will be at level 3. The academic regulations at level 3 are similar to that applying at UG level.</p> <p>In order to progress to the BSc Sports Rehabilitation programme, students must achieve an average of 50% on their 100 best credits at Level 3, which must include FDY3010 Principles of Physics and Mathematics, FDY3011 The Chemistry of Nature and FDY3012 Foundations of Life. Students who do not meet these requirements may progress to any other the BSc programme within the pathway, or change to one of the programmes listed below, subject to the approval of the relevant Programme Director and Programme Director for the Foundation Year.</p> <p>Students who wish to transfer to a different undergraduate programme during the Foundation Year may choose a programme from the list below, subject to the approval of the respective Programme Director and Programme Director for the Foundation Year:</p> <ul style="list-style-type: none">BA (Hons) Business Management (Foundation Year)BA (Hons) Business Management with Finance (Foundation Year)BA (Hons) Business Management with Business Ethics (Foundation Year)BA (Hons) Business Management and Entrepreneurship (Foundation Year)BA (Hons) International Business Management (Foundation Year)BA (Hons) Sports Management (Foundation Year)BA/BSc (Hons) Law (with Foundation Year)BA/BSc (Hons) Criminology and Sociology (with Foundation Year)BA (Hons) History (with Foundation Year)BA (Hons) Creative and Professional Writing (with Foundation Year)BA (Hons) Film and Screen Media (with Foundation Year)BA (Hons) Creative and Professional Writing and Film and Screen Media (with Foundation Year)BA (Hons) English and Drama (with Foundation Year)



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PART 3 – TEACHING, LEARNING & ASSESSMENT		
28	<p>Programme teaching and learning strategies</p>	<p>The Foundation Year programme focuses on equipping students with a robust toolkit of skills to prepare them for undergraduate study and future employment:</p> <ul style="list-style-type: none"> - Communication skills for academic study and other use such as the workplace, incorporating the development of digital capabilities as a means of communication - Other academic key skills for UG study, including academic writing, researching and the use of digital media as a source of information - Critical and creative thinking skills which are used in a variety of academic disciplines within the field of science - Professional transferable skills, e.g. time management, organisation skills, team work and personal autonomy. <p>The development of these skills is embedded in the interdisciplinary modules which give students a flavour of commercial, social, academic and political discourse.</p> <p>All six modules will be core:</p> <ul style="list-style-type: none"> • Personal Learning Competencies introduces the students to learning in HE and provides them with a framework for reflection and understanding of their own personal learning identity as well as tools for continuing educational success. • Taking a professional approach will equip students with the knowledge, confidence and practical skills to help them to develop their employability skills. Students will be introduced to the workplace through a short observation and will work independently and in groups to understand and recognise work-related success and build their own potential. • Foundations of Life studies the hierarchy of life, starting with macromolecules, cell tissue, organ and organism structures and functions. It also considers the interactions of organisms as arranged in communities. • The chemistry of Nature will introduce students to the concept of chemical principles underlying the life in the animal, vegetable and mineral kingdoms. It will explore the atomic structure and properties of matter, the chemical reactions occurring in the human body and in



Nature, the chemico-physical phenomena underpinning the constitution of the planet Earth and its atmosphere.

- **Principles of Physics and Mathematics** is divided into two components: (1) Physical principles of Nature and (2) Mathematics (including principles of statistics). The “Nature” component studies the principles of movement and energy, electricity and magnetism, and light. This component will also explore how these principles apply to our daily lives including human movement. The “Mathematics” component studies the fundamental concepts of mathematics and how they express the language in which Nature is written. This component also includes an introduction to statistics and its applications.
- The **Individual Project** is an opportunity for students to further develop the skills acquired in the first semester and to expand their knowledge in an area of their choice. Students will focus on one area introduced during semester 1, work closely with a supervisor to choose a topic of interest for investigation and engage in an original, small-scale project on this topic. The topic must be academically useful and related to one of the UG programmes they can progress to and/or future employment. Alongside pursuing their interest in a topic, students will engage with academic research skills such as finding sources, building an argument and organising ideas, design and delivery of output, and will require planning, preparation, research and autonomous working. Students will produce a portfolio of work, including use of a delivery medium of their choice, using tools they can excel at, (including new technologies) and skills they have developed in semester 1 (including written work, oral presentation, short film, poster presentations, etc.). This module will also culminate in a small “conference” where all students showcase their findings. This module will help them reflect on the discipline/s they wish to study at UG level and inform their decisions about which UG will suit their career ambitions.

Modules will consist of 4 hours of contact each week (normally comprising two 2 hour sessions, except Individual Project), using the format of seminars and workshops to encourage interaction amongst peers and tailored support from lecturers. With a total of 12 weekly contact hours, the Foundation Year aligns with the HE sector.

In addition to this, the support of the Personal Tutor will be essential, and it is anticipated that students would have a tutorial with their personal tutor almost on a weekly basis, especially at the beginning of semester 1. Students will also receive tutorial support from the Centre for Workplace Learning to help them develop their reflective techniques and employability and from the Learning Development Team to help them develop their academic literacy and both of these will enable students to work on their individual skills development. Students can also access specific English language writing skills sessions and may have level 5 student mentors from related disciplines.

The programme is designed to provide significant individual guidance to students, particularly in the early stages, whilst progressively enabling them to set their own objectives and work with increasing autonomy.



<p>29</p>	<p>Programme assessment strategy</p>	<p>The assessment strategy on the Foundation Year programmes ensures that a great variety of academic, employment, social and personal skills are developed, in line with the programme learning outcomes. Students will be required to produce work utilising several different mediums: oral and written work (e.g. short presentation, short essay); creative work that develops digital capabilities (e.g. blog, making a short video); individual and group work; and work-based assessments. Assessments may include a portfolio of assignment tasks, to enable gradual guided progression supported by a combination of formative and summative assessments.</p> <p>Assessments in semester 2 will be designed as a direct progression from assessments in semester 1, so that students will build on their acquired skills to further develop their learning abilities. In semester 2, students will also complete a project, including a reflective portfolio on a topic of their choice, aimed at increasing their independent study skills.</p> <p>In advance of all summative assessments, students will receive academic preparation by:</p> <ul style="list-style-type: none"> • Regular guidance in class and during tutorials • Familiarisation with the module outcomes and their alignment with the marking criteria • Support from personal tutor, Learning Development Lecturer, liaison librarian, and student services • Formative assessments with feedback (from staff as well as peers) • Specific engagement with peer assessment and feedback, so that students engage directly with module learning outcomes and marking criteria and standards • Post-assessment feedback and discussions in class and on an individual basis, and emphasis on continuous learning and development
<p>PART 4 – UNIVERSITY SUPPORT</p>		
<p>30</p>	<p>Student support and guidance</p>	<p>Each student will be assigned a Personal Tutor, who can assist with any academic advice and support with any personal issues. Students can also refer to the module convenor for academic advice, and also to the Programme Director, for broader issues which could also be related to non-academic issues.</p> <p>The University has a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance.</p> <p>The hub for the Foundation Year of the new Four Year Degree Programmes will be situated on campus in the main building, and provide a central physical space for all Foundation Year students. In addition to Personal Tutoring, each student</p>



		<p>will receive assistance with academic and pastoral support. The students will have their first port of call in the hub with their Programme Directors for the Foundation Year who will be available throughout the academic year. In addition, Learning Development Lecturers will be available as a second port of call. The students will have the opportunity to seek advice on choice of module options, progression requirements, changes or transfers to other programmes and so on. The Programme Directors will support the students in exploring their personal motivations and identify their own areas of development to succeed.</p>
31	Quality management arrangements	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none">• Five yearly cycle of revalidation• Ongoing monitoring through the Programme Review process• Programme Boards• Consideration of marks and graduate profiles at Exam Boards• Engagement with programme student representatives• Engagement with approved external examiners