Validated Programme Element Specification for
Foundation in Humanities, Social Sciences, Education and Psychology

Applicable for all students commencing the programme element on or after 1st September 2021

Version No.	Date	Notes – Brunel QA USE ONLY	QA
1	June 2021	VPES title changed from Foundation in Humanities, Social Sciences and Education to: Foundation in Humanities, Social Sciences, Education and Psychology Addition of Psychology pathway and Mathematics module.	RDC

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 College of Health, Medicine and Life 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	Foundation (NQF level 3)
7. Validated for inclusion in Brunel University programmes (list):	**Department of Arts & Humanities** BA Creative Writing BA English BA English with Creative Writing BA Film & Television Studies BA Film & Television Studies and English BA Film Production BA Games Design BA Games Design and Creative Writing **Department of Education** BA Education **Department of Social and Political Sciences** BA Modern 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 (Politics) BA Journalism (Communication) BASc Global Challenges (Social Cohesion) BASc Global Challenges (Security)

	Department of Life Sciences
	BSc Psychology (Sport, Health and Exercise)
	BSc Psychology
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. Programme Intakes	September January
12. Modes of study	F/T
13. Modes of delivery	Standard
14. N/A	N/A
15. N/A	N/A
16. HECoS code	In line with relevant Brunel University London programme
17. LBIC-related Route Code(s)	**Department of Arts & Humanities** BA Creative Writing - W800UNVCRWRT BA English - Q300UNVENGLI BA English with Creative Writing - Q300UNVENCRW BA Film & Television Studies - PP33UNVFITES BA Film & Television Studies and English - PP33UNVFITVE BA Film Production - P313UNVFILPR BA Games Design - W280UNVGAMDE BA Games Design and Creative Writing - WW28UNVGDACW **Department of Education** BA Education - X300UNVEDUC **Department of Social and Political Sciences** BA Modern History - V140UNVMOHIS BA Military and International History - V391UNVMILHI BSc International Politics - L240UNVINTPT BSc Politics - L200UNVPOLIT BSc Politics and History - LV21UNVPLTHY BSc Politics and Sociology - L200UNVPLTSO BSc Anthropology - L610UNVANTHR BSc Anthropology and Sociology - LL3PUNVANTSO BSc Communication and Media Studies - P900UNVCMMES BSc Sociology - L300UNVSOCIO BA Journalism (Politics) - 1P4LUNVJOUPO BA Journalism (Communication) - 3CP5UNVJOUCO BASc (Hons) Global Challenges (Social Cohesion) - TBC BASc (Hons) Global Challenges (Security) - TBC **Department of Life Sciences** BSc Psychology (Sport, Health and Exercise) - C800UNVPSSHE BSc Psychology - C800UNVPSY

18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards Most recent QAA Subject Benchmark Statement- Communication, Media, Film and Cultural Studies Sociology Creative Writing English Politics and International Relations Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page
19. Admission Requirements/pre-requisites for the programme element	5 GCSE passes (Grades A-E), or their NARIC international equivalent See https://www.lbic.navitas.com/admission-requirements for standard entry requirements. English Language entry requirements: minimum of IELTS 6.0 (with 5.5 minimum in each component part) or equivalent
20. Other relevant information	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 http://www.brunel.ac.uk/about/quality-assurance/documents/pdf/Protocol-for-Moderation.pdf and the LBIC Affiliate College Collaborative Operations Manual (CoM) section 7.
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.	https://www.lbic.navitas.com/

23. EDUCATIONAL AIMS OF THE PROGRAMME ELEMENT

The educational aims of the programme element are to:

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.
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.
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.
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.
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 *Common European Framework of Reference for languages: Learning, teaching assessment 2001*, Council of Europe, CUP, Cambridge, p. 24, Table 1. *Common Reference Levels: global scale*.

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 Foundation	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)
	K1	Demonstrate ability to argue a position coherently and appropriately.			NH0600 NH0608* NH0604 NH0606
	K2	Challenge existing beliefs and explore alternative approaches to knowledge and understanding.			NH0608* NH0603 NH0604 NH0606
	K3	Describe the core concepts and principles relevant to a selected range of issues, films and texts relevant to the students' disciplines.			NH0603 NH0604
	K4	Identify and explain the core concepts and principles of effective academic writing			NH0608* NH0604 NH0605 NH0606
	K5	Develop an ability to manipulate elementary scientific and mathematical constructs and apply numerical techniques, including statistics			NH0609**
	C1	Organise, assess and present reasoned, critical and comprehensive arguments backed up by evidence			NH0608* NH0604 NH0606 NH0609**
	C2	Demonstrate an ability to analyse data and various modes of information using appropriate techniques.			NH0601 NH0603 NH0605 NH0609**
	S1	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.			NH0608* NH0603 NH0604 NH0605 NH0606 NH0609**
	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 NH0609**
	S3	Use and clearly communicate ideas, concepts and conclusions using appropriate			NH0608* NH0603 NH0600

4

		technical and non-technical language style, structure and form.			NH0606

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.

Note:
* NH0608 is a compulsory module for students in Humanities, Social Sciences and Education ONLY.
**NH06XX is a compulsory module for students in Psychology ONLY.

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 ad 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.

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

Programme Element Structure: **Humanities, Social Sciences and Education**

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**

Code	Title	Credit points
NH0601	Principles of ICT	15
NH0608	Composition & Style	15
NH0603	Intercultural Studies	30
NH0604	Critical Thinking	15
NH0605	Research Methods	15
NH0606	Exploring the Social world	15
NH0600	Interactive Learning Skills & Communication	15

Programme Element Structure: **Psychology**

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**

Code	Title	Credit points
NH0601	Principles of ICT	15
NH06XX	Maths	15
NH0603	Intercultural Studies	30
NH0604	Critical Thinking	15
NH0605	Research Methods	15
NH0606	Exploring the Social world	15
NH0600	Interactive Learning Skills & Communication	15

Assessment and Progression Requirements	
For inclusion in Programmes:	**Department of Arts & Humanities** BA Creative Writing BA English BA English with Creative Writing BA Film & Television Studies BA Film & Television Studies and English BA Film Production BA Games Design BA Games Design and Creative Writing **Department of Education** BA Education **Department of Social and Political Sciences** 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 Honours (Politics) BA Journalism Honours (Communication) BASc (Hons) Global Challenges (Social Cohesion) BASc (Hons) Global Challenges (Security) **Department of Life Sciences** BSc Psychology (Sport, Health and Exercise) BSc Psychology

The following assessment or modular blocks are core for Humanities, Social Sciences and Education

NH0601	Principles of ICT
NH0608	Composition & Style
NH0603	Intercultural Studies
NH0604	Critical Thinking
NH0605	Research Methods
NH0606	Exploring the Social World
NH0600	Interactive Learning Skills & Communication

Progression requirements as per Brunel University London Senate Regulation 2

NH0601- Pass grade at C–/ 50%
NH0608- Pass grade at C–/ 50%
NH0603- Pass grade at C–/ 50%
NH0604- Pass grade at C–/ 50%
NH0605- Pass grade at C–/ 50%
NH0606- Pass grade at C–/ 50%
NH0609- Pass grade at C-/ 50%
NV0600- Pass grade at D-/40%

The following assessment or modular blocks are core for Psychology

NH0601	Principles of ICT
NH0609	Maths
NH0603	Intercultural Studies
NH0604	Critical Thinking
NH0605	Research Methods
NH0606	Exploring the Social World
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.