PROGRAMME SPECIFICATON

OFFICE USE ONLY	
Date of validation:	26 October 2018
Date of Academic Board approval:	12 December 2018
Validation period:	5 years from September 2019
Date and type of revision	Sept 19 – Malvern House approved to deliver language modules LAN311, LAN420 and LAN425 Feb 20 – Administrative correction, change 31 to 36 learning weeks and update to programmes list

International Foundation Year (Business)
International Foundation Year (Computing)
International Foundation Year (Engineering)
International Foundation Year (Art and Design)
International Foundation Year (Media and Creative Technology)

NB The International Foundation Year is studied in preparation for entry to a degree programme, students will not receive a separate award for the completion of the International Foundation Year.

1	**Awarding body**
	Glyndŵr University (transcript only)
2	**Programme delivered by**
	Glyndŵr University and partner provider Malvern House (language modules)
3	**Location of delivery**
	Plas Coch Campus
4	**Faculty/Department**
	Language Centre (Partnerships/International) in collaboration with the Faculty of Social and Life Sciences for Business and the Faculty of Arts, Science and Technology for Computing/Engineering/Art and Design/Media and Creative Technology.
5	**Exit awards available**
	N/A
6	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	N/A
7	**Accreditation available**
	N/A
8	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**
	N/A
9	JACS3 **code**
	Not applicable

10	UCAS code
	Not applicable
11	**Relevant QAA subject benchmark statement/s**
	The IFY is a level 3 foundation programme, which is offered as a pathway to degree level study. The appropriate subject benchmark statements have been used for reference in the design of the programme.
12	**Other external and internal reference points used to inform the programme outcomes**
	Common European Framework of Reference for Languages (CEFR) and International English Language Testing System (IELTS);
13	**Mode of study**
	Full & part time **(**part-time possible for EU students only)
14	**Normal length of study**
	<u>Full time</u>: maximum 1 academic year, subject to entry point <u>Part time</u>: for EU students – 2 years
15	**Maximum length of study**
	As in 14 above
16	**Language of study**
	English

17 Criteria for admission to the programme

Standard entry criteria

The International Foundation Year programme is aimed at international applicants who will have completed a 12-year school system, and reached at least AS level (subject to National Academic Recognition Information Centre (NARIC) check) at the appropriate grade and the required subjects.

For example;

SCHOOL LEAVING CERTIFICATE:

China:

Completion of Senior Secondary School Year 3 with 60% average minimum in the nationally prescribed subjects, including maths, Chinese, English, physics, chemistry, biology, politics, history and geography.

Malaysia:

SPM grade C in 4 (out of a minimum of 7) of the nationally prescribed subjects including maths, English, science, and history; or equivalent qualifications

Furthermore, the applicants will fulfil the English language requirements for a respective entry point, via possession of a UKVI approved Secure English Language Test from an approved Centre.

Depending on the applicant's IELTS score on entry to the programme, one of the 2 English language modules will be studied as a core module, with the following IELTS entry requirements:

IFY standard (36 learning weeks):

IELTS 4.5 overall, with no band below 4.0 (UKVI SELT only)

IFY fast track (24 learning weeks):

IELTS 5.0 or 5.5 overall, with no band below 4.5 (UKVI SELT only)

Applications will be processed by the International Admissions Team, including Immigration Compliance – and will follow the same robust processes as for any international applications for any degree programmes at WGU.

Any EU applications will be dealt with by central admissions, in collaboration with the international admissions team.

All applications are scrutinised by the academic subject area's strand leader or admissions tutor for suitability for the relevant Undergraduate degree and by the Language Centre for assessment of English language.

Applicants will be subject to Skype interviews where necessary to ascertain that all students can benefit from, and will successfully complete, the International Foundation Year and progress to study on the named full honours degree programme.

The principle criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team in the relevant subject area that the applicant will be able to satisfactorily complete the programme.

Students will initially apply for a subject strand (e.g. IFY Business) with the intention of progressing to a subject specific honours degree route (e.g. BA (Hons) Accounting and Finance), subject to the successful completion of the IFY.

The honours degree route must be specified during the IFY year, and an application for the degree route should be completed during the second semester of the IFY. The chosen undergraduate course can be changed, subject to approval from the academic department and in accordance with UKVI regulations, e.g. from mechanical to electrical engineering. Any course transfer would need to be completed within time limits set by the academic admissions tutors, usually before the end of semester 2 of the IFY at the latest.

Once accepted onto the IFY, applicants will apply for a 1-year CAS for the IFY. During the IFY, supported and guided by the international team including Immigration Compliance, students prepare their degree programme applications with the international admissions team and start any preparations for the applications of their 2nd CAS for the degree programme as early as possible in order to progress their visa applications swiftly once their results from the IFY are published. For administrative purposes, it will be necessary for the students to fill in a separate application form for the IFY and the degree programme respectively.

DBS Requirements

N/A

Non-standard entry criteria and programme specific requirements

Students can enter the programme with English language levels below the standard entry requirements, stated in the English language policy, as the aim of the programme is to raise the students' level of English to the required level of IELTS 6.0 overall, with no band below 5.5. It is assumed that the linguistic progress will be achieved largely in semester 1 although students follow further English language tuition in semester 2, alongside the Integrated Skills for Undergraduate Studies module and core subject specific modules, and complete their final assessment in the four skills at the end of semester 2.

17 Recognition of Prior (Experiential) Learning

N/A

18 Aims of the programme

The programme is designed to provide international students with the necessary skills and knowledge to progress and apply for entry onto an undergraduate programme in Business, Computing, Engineering, Art and Design or Media and Creative Technology.

The following aims apply for all pathways:

(i) To improve students' oral and written English language skills to IELTS 6.0 overall, with no band below 5.5.

(ii) To enhance students' awareness and understanding of and competence in British culture, particularly also the sub-culture of British Higher Education, for the students to approach their UG studies effectively and with confidence.

(iii) To provide academic and study skills sufficient to prepare students for subsequent study and academic success at undergraduate level.

(iv) To provide students with knowledge, skills and understanding in key areas of cultural and socio-economic contemporary issues, both nationally and globally.

(v) To provide underpinning subject-related skills and knowledge in key areas required for undergraduate study in specified subject disciplines, including Mathematics, Numeracy and IT as and where appropriate.

(vi) To provide generic skills and academic knowledge to support student confidence and discipline appropriate for HE study.

(vii) To provide appropriate subject-specific grounding, in terms of knowledge and skills, to support progression into degree level study in the specialist subject area of the intended degree award.

On completion of the International Foundation Year, students will be eligible to apply to the following programmes within their chosen route;

Business
- BA (Hons) Accounting and Finance
- BA (Hons) Business
- BA (Hons) Hospitality Tourism and Events Management
- BA (Hons) Human Resource Management
- BA (Hons) Marketing
- BSc (Hons) Financial Technology Management

Computing
- BSc (Hons) Computing
- BSc (Hons) Computer Science
- BSc (Hons) Computer Game Development
- BSc (Hons) Computer Networks and Security
- BSc (Hons) Cyber Security
- BSc (Hons) Computer Game Design and Enterprise

Engineering
- BEng (Hons) Aeronautical and Mechanical Engineering

- BEng (Hons) Electrical and Electronic Engineering
- BEng (Hons) Automotive Engineering
- BEng (Hons) Renewable and Sustainable Engineering

Art and Design

- BA (Hons) Graphic Design
- BA (Hons) Comics
- BA (Hons) Children's Books
- BA (Hons) Illustration
- BA (Hons) Animation
- BA (Hons) Game Art
- BA (Hons) Applied Art
- BA (Hons) Fine Art
- BA (Hons) Photography and Film

Media and Creative Technology

- BSc (Hons) Music Technology
- BSc (Hons) Sound Technology
- BSc (Hons) Television Production and Technology
- BSc (Hons) Live Sound
- BA (Hons) Sound Design
- BA (Hons) Radio Production
- BSc (Hons) Professional Sound and Video

19 Distinctive features of the programme

The programme incorporates several distinctive features:

- rapid general and academic English language development for students with a range of first languages and originating from various cultural backgrounds.

- development of academic study and transferable skills to prepare the students for entry to their undergraduate degree programmes, involving independent, individual and team study approaches to learning and research.

- opportunities for developing an understanding of British culture and society, the British HE system and chosen subject areas.

- attention to the development of critical thinking and analytical skills.

- opportunity to study at a university prior to achieving the required entry criteria for UG studies – by closing the gap between AS level knowledge/skills and the entry criteria for the chosen academic programme, and by achieving the required English language standards, whilst completing the IFY.

- a module diet which provides opportunity to develop skills, knowledge and understanding essential in each of the respective subject areas – Business, Computing Engineering, Art and Design or Media and Creative Technology.

- during semester 2 students study with native speakers of English and have a unique experience of practising English language skills whilst contributing to and enjoying the benefits of an international study experience. The transition from the Language-Centre-only teaching in semester 1 to a joint delivery with the students' chosen academic departments will be aided by facilitating initial visits for students into their future academic departments during semester 1.

- support from both the Language Centre – where all staff are linguistically and culturally versatile, and in their subject specific areas, where academic staff may share the students' cultural background, students are supported closely by culturally aware teaching staff keen to ensure students' academic progress and personal well-being.

- Glyndŵr University location, ideal for studying in a secure and quiet campus environment, yet well connected to larger cities and their facilities.

20 Programme structure narrative

The standard programme is to be delivered over 36 learning weeks for students with IELTS 4.5 overall/no band lower than 4.0, and the fast track programme over 24 learning weeks for students with IELTS 5.0 or 5.5 overall respectively/no band lower than 4.5. On a full-time semester basis; both delivery modes will additionally have a 2-week assessment period attached to the learning weeks. The 36-week programme will commence in September of each academic year, joined by students with IELTS 5.0 minimum average/no band lower than 4.5, seven weeks later.

During the first semester, students will study English language, whilst also gaining cultural knowledge, transferable and employability skills in areas such as verbal and written communication, problem solving, teamwork/leadership/management/delegation, prioritisation/time management, listening and providing feedback, work ethic and motivation. Students will undertake formative assessment throughout the 1st and 2nd semester in English but all summative assessment will be completed at the end of the 2nd semester.

In the second semester, students will study 40-credits from subject specific modules.

Of particular importance in semester 2 is the Integrated Skills for Undergraduate Studies module which will cover areas such as plagiarism, academic research and study skills, particularly from an international student body's perspective. The module will start at an intensive delivery pace for the first 3 weeks in January, changing over to a standard modular delivery pace throughout semester 2.

The programme will be delivered as a full-time course, although it can be accessed on a part-time basis by EU students as appropriate. Under a part-time delivery route, students will access the English language and the Integrated Skills for Undergraduate Studies modules during year 1, and the subject based modules in year 2.

Example of IFY delivery structure – full time

Week Commencing	Week No:	Standard IFY – 36 week route	Week No:	Fast Track IFY – 24 week route
31/08/2020	-	**Out-of-Country deadline 04/09/2020**		
07/09/2020	-	**In-Country Deadline – 11/09/2020**	-	
14/09/2020	-		-	
21/09/2020	-		-	
28/09/2020	-		-	
05/10/2020	**0**	**Welcome Week**	-	
12/10/2020	1	Learning Week	-	
19/10/2020	2	Learning Week	-	
26/10/2020	3	Learning Week	-	
02/11/2020	4	Learning Week	-	
09/11/2020	5	Reading Week	-	

Date	Wk	Activity	Wk	Activity
16/11/2020	6	Learning Week	-	
23/11/2020	7	Learning Week	-	
30/11/2020	8	Learning Week	-	
07/12/2020	9	Learning Week	-	**Out-of-Country deadline 10/12/2020**
14/12/2020	10	Learning Week	-	**In-Country Deadline – 16/12/2020**
21/12/2020	-	Christmas Holiday	-	Christmas Holiday
28/12/2020	-	Christmas Holiday	-	Christmas Holiday
04/01/2021	-	Christmas Holiday	-	Christmas Holiday
11/01/2021	11	Learning Week		
18/01/2021	12	Learning Week	**0**	**Welcome Week**
25/01/2021	13	Learning Week	1	Learning Week
01/02/2021	14	Learning Week	2	Learning Week
08/02/2021	15	Learning Week	3	Learning Week
15/02/2021	16	Learning Week	4	Learning Week
22/02/2021	17	Learning Week	5	Learning Week
01/03/2021	18	Learning Week	6	Learning Week
08/03/2021	19	Learning Week	7	Learning Week
15/03/2021	20	Learning Week	8	Learning Week
22/03/2021	21	Learning Week	9	Learning Week
29/03/2021	-	Spring Break	-	Spring Break
05/04/2021	-	Spring Break	-	Spring Break
12/04/2021	22	Learning Week	10	Learning Week
19/04/2021	23	Learning Week	11	Learning Week
26/04/2021	24	Learning Week	12	Learning Week
03/05/2021	25	Learning Week	13	Learning Week
10/05/2021	26	Learning Week	14	Learning Week
17/05/2021	27	Learning Week	15	Learning Week
24/05/2021	28	Learning Week	16	Learning Week
31/05/2021	29	Learning Week	17	Learning Week
07/06/2021	30	Learning Week	18	Learning Week
14/06/2021	31	Learning Week	19	Learning Week
21/06/2021	32	Learning Week	20	Learning Week
28/06/2021	33	Learning Week	21	Learning Week
05/07/2021	34	Learning Week	22	Learning Week
12/07/2021	35	Learning Week	23	Learning Week
19/07/2021	36	Learning Week – **End Date 23/07/2021**	24	Learning Week – **End Date 23/07/2021**
26/07/2021	-			
02/08/2021	-			
09/08/2021	-			
16/08/2021	-			
23/08/2021	-			
30/08/2021	-	Out-of-Country Deadline for main degree – 30/08/2021		Out-of-Country Deadline for main degree – 30/08/2021
06/09/2021	-	In-Country Deadline for main degree – 06/09/2021		In-Country Deadline for main degree – 06/09/2021
13/09/2021	-			
20/09/2021	-			
27/09/2021	1	Main Degree Welcome Week	1	Main Degree Welcome Week

Example of IFY delivery structure– part time

IFY structure **part-time, year 1;** **in delivery weeks**	**s e m e s t e r 1**	**January**	**semester 2**
IELTS 5.0/5.5	English for IFY 2 (8 wks)	ISfUGS (3 wks)	English for I F Y 1 (13 wks)
			I S f U G S (1 3 w k s)
IELTS 4.5	E n g l i s h f o r IFY 1 (15 wks)	ISfUGS (3 wks)	English for I F Y 1 (13 wks)
			I S f U G S (1 3 w k s)

IFY structure **part-time, year 2;** **in delivery weeks**	**s e m e s t e r 1**	**January**	**semester 2**
IELTS 5.0/5.5			2 pathway modules
IELTS 4.5			2 pathway modules

21 Programme structure diagram

IFY Business route	Sem 1 and 2	**LAN425 English for IFY 1** Core – 60 Credits Academic Link: Tom Rozario	**OR**	**LAN420 English for IFY 2** Core – 40 Credits Academic Link: Tom Rozario	
	Sem 2	**LAN311 Integrated Skills for Undergraduate Studies** Core – 20 Credits Academic Link: Tom Rozario		**BUS348 Fundamentals of Finance** Core – 20 Credits Module Leader: Emma Taylor	**BUS349 Introduction to Marketing** Core – 20 Credits Module Leader: Holly Dougan

IFY Computing routes	Sem 1 and 2	**LAN425 English for IFY 1** Core – 60 Credits Academic Link: Tom Rozario	**OR**	**LAN420 English for IFY 2** Core – 40 Credits Academic Link: Tom Rozario	
	Sem 2	**LAN311 Integrated Skills for Undergraduate Studies** Core – 20 Credits Academic Link: Tom Rozario		**COM308 Computing Mathematics** Core – 20 Credits Module Leader: Bindu Jose	**COM310 Development in Technology** Core – 20 Credits Module Leader: Julie Mayers

IFY Engineering routes	Sem 1 and 2	**LAN425 English for IFY 1** Core – 60 Credits Academic Link: Tom Rozario	**OR**	**LAN420 English for IFY 2** Core – 40 Credits Academic Link: Tom Rozario	
	Sem 2	**LAN311 Integrated Skills for Undergraduate Studies** Core – 20 Credits Academic Link: Tom Rozario		**ENG357 Mechanical Science** Core – 20 Credits Module Leader: N. Vidmer	**ENG358 Electrical and Electronic Science** Core – 20 Credits Module Leader: A Sharp

IFY Art and Design routes	Sem 1 and 2	**LAN425 English for IFY 1** Core – 60 Credits Academic Link: Tom Rozario	**OR**	**LAN420 English for IFY 2** Core – 40 Credits Academic Link: Tom Rozario	
	Sem 2	**LAN311 Integrated Skills for Undergraduate Studies** Core – 20 Credits Academic Link: Tom Rozario		**ARD309 Creative Processes** Core – 20 Credits Module Leader: Sue Thornton	**ARD310 Progression Project** Core – 20 Credits Module Leader: Sue Thornton

IFY Media and Creative Tech routes	**Sem 1 and 2**	**LAN425 English for IFY 1** Core – 60 Credits Academic Link: Tom Rozario	**OR** **LAN420 English for IFY 2** Core – 40 Credits Academic Link: Tom Rozario	
	Sem 2	**LAN311 Integrated Skills for Undergraduate Studies** Core – 20 Credits Academic Link: Tom Rozario	**MCT301 Media Culture** Core – 20 Credits Module Leader: Stephen C. Kenyon-Owen	**MCT302 Personal Project** Core – 20 Credits Module Leader: Stephen C. Kenyon-Owen

22 Intended learning outcomes of the programme

On completion of the International Foundation Year programmes students will be able to:

Knowledge and understanding

A1 Demonstrate a broad-based knowledge of the fundamentals of concepts, principles, techniques and issues which underpin future study at Level 4 in chosen specialist subject area.

A2 Evidence knowledge and understanding of key issues and concerns in generic areas of interest including sustainability, entrepreneurship and globalisation.

A3 Show understanding of contemporary developments and trends in their specialist subject areas and their application to modern society.

A4 Demonstrate initial knowledge of a range of areas linked to an undergraduate student's working environment at a UK HEI.

Intellectual skills

B1 Analyse, evaluate and interpret data and information with reference to fundamental concepts and principles that underpin future study at Level 4 and beyond.

B2 Demonstrate a basic understanding of different approaches to problem solving in a range of disciplines that underpin future study at Level 4 and higher.

B3 Demonstrate skills in the collation, synthesis and organisation of data and information and its presentation through analysis, argument and use of evidence.

B4 Assess and apply the tools and methods available for students' future undergraduate studies.

Subject skills

C1 Attain a firm grasp of the fundamental aspects of mathematics, data management, IT and technical skills which underpin future study in scientific and technical subjects at Level 4 and above.

C2 Demonstrate ability to plan, conduct, evaluate and report on the results of research projects, professional practice or investigation as appropriate to chosen specialist subject.

C3 Be able to identify key issues, themes and developments in specialist subject areas and also in relation to generic areas of interest and concern.

C4 Process, critically analyse and present information related to student's future studies – both orally and in writing.

Practical, professional and employability skills

D1 Develop and provide evidence of application of core academic study skills including time-management, study methods, research, academic writing and presentation skills.

D2 Work independently, with initiative, and also to work collectively as part of a wider team.

D3 Demonstrate competency in the application of basic numerical and statistical techniques.

D4 Undertake self-evaluation of learning achievements; and understand the need for and value of a reflective approach to intellectual and personal development.

Programme-based learning outcomes are necessarily generic, to apply across all subject options, and specific subject-based intended learning outcomes are outlined in the subject specific module specifications.

Subject Specific Knowledge and Skills

Subject-specific skills and knowledge for each subject pathway are outlined as follows:

Business

Students should be able to evidence knowledge and understanding of the following:

- a basic but broad understanding of the nature of the modern business environment
- basic concepts in finance, budgeting and cash flows
- basic concepts in the foundations of marketing, consumers and stakeholder communication

Students should be able to demonstrate skills in the following:

- Ability to think logically and creatively
- Ability to apply creative solutions to problems
- Work in teams as well as develop and manage an individual programme of work
- Ability in time management/organisational skills.
- Interpersonal/communication skills.
- Research information/data
- Present researched information/data
- Analyse presented information/data
- Evaluate the task using the analysis of the presented information/data.

Computing

Students should be able to evidence knowledge and understanding of the following:

- Mathematical concepts and issues associated with computing and computer programming, including data representation and the use of formula
- computer programming, including data representation and the use of formula
- Key elements of computer hardware technology and software operating systems
- Aspects of the application of computers and IT in society, including use of computers and IT in industry and commence

Students should be able to demonstrate skills in the following:

- Basic use of mathematics in computing and IT and application to basic programming
- Use of computer hardware and computer operating systems

- Practical skills as a computer practitioner, including application of computers and IT to practical and real-world scenarios.

Engineering

Students should be able to evidence knowledge and understanding of the following:

- Key mathematical terms and mathematical operations, including algebra, trigonometry and calculus and their use and importance for Engineering theory and practice
- Major areas of Engineering, including Mechanical and Electrical Engineering, and the key principles and skills associated with each branch
- Issues of practical design in the application of engineering solutions to areas including robot design, CAD, printed circuits, and prototype techniques

Students should be able to demonstrate skills in the following:
- Use and application of mathematical principles to Engineering theory and practice
- Design and development of technology solutions based on the application of engineering practice

Art & Design
Students should be able to
- Demonstrate the elements and key stages of the design process, including understanding of media forms, techniques and their application
- Identify the key principles and theory associated with art and design practice
- Apply health and safety issues associated with art and design practice
- Recognise and apply professional practice in art and design

Subject Specific Skills
- Create and Design products from initial conception to production,
- Work with media and techniques to produce creative artworks

Media and Creative Technology
Students should be able to:
- Identify Key areas of media technology, practice, and theory
- Explore the use of media technology in the production and broadcasting of media artefacts
- Recognise the professional practice expectations in media

Subject Specific Skills
- Reflect on the social, cultural and political role and impact of the media and media technology on modern society

English

Students should be able to evidence knowledge and understanding of the following:

- Processing main ideas of authentic, complex texts as well as of

extended speech and lectures in a fairly wide range of topics and in a variety of registers; from descriptive and factual to discursive and analytical texts, containing also non-verbal materials such as diagrams, graphs or illustrations

- Speaking at length, using a wide ranging vocabulary, a range of discourse markers and paraphrasing overall
- Presenting relevant main ideas in writing coherently, using appropriate devices and organisation; using an adequate range of vocabulary and sentence forms

Students should be able to demonstrate skills in the following:

- Listening and reading for, interpreting, processing and summarising information at IELTS level 6.0
- Communicating at IELTS level 6.0 in English, both orally and in writing
- Further developed communication skills at level IELTS 6.0 in both academic and social contexts, and enhanced thinking approaches to new situations with new contexts and words which might influence potential opportunities, problems and creativity

23 Curriculum matrix

For successful completion of the IFY, students will achieve the following learning outcomes:

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
IFY Business	English for IFY	Core	□	■	□	■	■	□	■	□	□	■	■	■	■	□	□	■
	Integrated Skills for Undergraduate Studies	Core	■	□	■	■	■	■	■	■	□	■	□	■	■	■	□	■
	Fundamentals of Finance	Core	■	□	□	□	■	□	■	□	■	□	■	□	■	■	■	□
	Introduction to Marketing	Core	■	□	□	□	□	□	□	□	□	■	■	□	■	■	□	■
IFY Computing /	English for IFY	Core	□	■	□	■	■	□	■	□	□	■	■	■	■	□	□	■
	Integrated Skills for Undergraduate Studies	Core	■	□	■	■	■	■	■	■	□	■	□	■	■	■	□	■
	Computing Mathematics	Core	■	□	□	□	■	■	■	□	■	□	■	□	■	■	■	■
	Development in Technology	Core	■	□	■	□	■	■	■	□	■	■	■	□	■	■	■	■
IFY Engineering	English for IFY	Core	□	■	□	■	■	□	■	□	□	■	■	■	■	□	□	■
	Integrated Skills for Undergraduate Studies	Core	■	□	■	■	■	■	■	■	□	■	□	■	■	■	□	■
	Mechanical Science	Core	■	□	□	□	■	■	■	□	■	□	■	□	■	■	■	■
	Electrical and Electronic Science	Core	■	□	■	□	■	■	■	□	■	■	■	□	■	■	■	■

	Module	Type																
IFY Art and Design	English for IFY	Core	□	■	□	■	■	□	■	□	□	■	■	■	■	□	□	■
	Integrated Skills for Undergraduate Studies	Core	■	□	■	■	■	■	■	■	□	■	□	■	■	■	□	■
	Creative Processes	Core	■	□	□	□	■	■	■	□	■	□	■	□	■	■	■	■
	Progression Project	Core	■	□	■	□	■	■	■	□	■	■	■	□	■	■	■	■
IFY Media and Creative Tech	English for IFY	Core	□	■	□	■	■	□	■	□	□	■	■	■	■	□	□	■
	Integrated Skills for Undergraduate Studies	Core	■	□	■	■	■	■	■	■	□	■	□	■	■	■	□	■
	Media Culture	Core	■	■	■	□	□	■	□	■	□	□	■	■	■	■	■	■
	Personal Project	Core	■	□	■	■	■	■	■	■	□	■	■	■	■	■	■	■

24 Learning and teaching strategy

In the first semester, students will study intensive English language only, mainly through tutor-led weekly formal classes, familiarise themselves with British (HE) culture, gain transferable (academic) skills and deal with a wide range of topics in their oral and written language practice. Students will record their learning activities in learning logs, with reflection on scheduled tasks and targets. Students will continue their English language training alongside the Integrated Skills for Undergraduate Studies module and two subject specific modules in semester 2 and take the final assessment in English at the end of semester 2.

Prior to introducing joint teaching with the Foundation Year cohorts in semester 2, students will become familiar with their future learning environment outside the Language Centre. A buddy system would be facilitated between the IFY students and English native speakers from their future semester 2 groups. This aims to gradually introduce a sense of belonging to their future academic faculty.

In the second semester, students follow the Integrated Skills for Undergraduate Studies module, starting as an intensive 3 week course in January, prior to the start of the semester 2 teaching, and continuing at standard modular delivery pace throughout semester 2. This is essential to cover academic, research and study skills, notably in connection with a project at level 3 – assessed through oral presentation and portfolio. Hence students will gain essential academic study skills and be introduced to issues of high relevance to students at British Universities, such as plagiarism and intellectual property. Concurrently, this module taken by the IFY students will further enhance written and oral (academic) English language skills as well as subject specific skills in connection with their final presentation and the subject specific delivery.
For the above mentioned reasons it can be assumed that students are at, or close to achieving, level IELTS 5.5 overall as a minimum in English at the beginning of the 2nd semester and linguistically enabled to successfully engage in and complete the required subject specific modules.
Transferable and employability skills are included in the English language modules as key skills. In the unlikely event of any remedial help being needed this can be provided within the tutorials built into the Integrated Skills for UG studies module.

During semester two, students will join the Foundation Year students for 40 credits of subject specific modules in the academic faculty associated with the undergraduate programme delivery. This experience will be an essential stepping stone into their undergraduate studies. Students will be expected to upgrade their academic knowledge to the level required to succeed at level 4 and they will experience an English speaking subject learning environment. Joining students from diverse backgrounds and with a variety of entry qualifications, students will experience learning and teaching strategies that are balanced and comprehensive, underpinned by a supportive and directed framework. Students will encounter lectures, seminars and tutorials, but also group project and workshop methods, supporting materials made available through the Moodle VLE (which they will be familiar with from their language studies already), and also through independent study.
A summary of types of learning and teaching are listed below. This will be discussed with students in their English classes in the first semester as well as during the intensive phase of Integrated Skills for Undergraduate Studies in January in order to fully prepare the students for their academic activities in semester 2. The summary will be incorporated into Student Handbooks.

Lecture
Lectures are used to disseminate a specific body of knowledge and are usually accompanied by audio visual aids or presentations. In many cases the ideas and issues generated by lectures will be elaborated through supporting seminars or through individual tutorials.

Seminar

Seminars are conducted in different areas of the programme and function as forums for the discussion and debate of ideas. The major intention is the interchange of opinion between members of the seminar group. Seminars may be based around or initiated by a presentation, often illustrated, by a staff member or student. Seminars encourage students to locate work within the broader context of the subject and the relevant critical issues. As with group tutorials, there is a high level of input within this forum by the students.

Tutorial

Tutorials are generally one-to-one meetings (but may include 2-3 students) between a teaching member of staff and the students' groups. These provide opportunities for the exploration of ideas and issues in a concentrated focussed meeting and to ensure that each student receives personal guidance and support.

Directed Learning

Directed learning occurs particularly in the early stages of the programme when specific projects are set for the group as a whole. Directed learning is in contrast to self-directed learning, which empowers students to negotiate their own learning agenda.

Teamwork and Group Projects

In professional life, graduates will often be required to work in an environment in which successful team work is essential. Team work requires a number of skills, especially those of interpersonal communication and role negotiation. In order to develop these skills, students will be involved in team based projects at appropriate points during the programme, which will extend appreciation of the team based operations and build on the personal skills developed in other learning contexts.

Fieldwork, Visits and Trips

Fieldwork, visits and trips may be used to support student learning. Fieldwork is key to learning in some subject areas, but trips and visits are used in a number of areas to support and enrich the learning experience.

Self-Directed Learning

The concept of self-directed learning is an important part of the programme and students will be encouraged to develop an ability to learn on their own. Through this method of learning students develop more responsibility for and control over the setting of objectives in their work. Various methods and resources may be employed in independent learning including library research and reading, the use of computers (including Moodle), video and other visual aids, visual and internet research and field work, direct questioning and the testing of ideas and opinions with members of the peer group.

The key characteristics of learning and teaching strategies across the International Foundation Year pathways will therefore be as follows:

Directive – making effective use of lecture, supported by Moodle resources and supporting materials, to provide key information, background and contextualisation
Structured – learning is presented in staged formats to provide platforms for the assimilation of material and opportunities to reflect.
Supportive – designed to build confidence and familiarity with issues and concepts, with effective use of seminars and group project work to support co-learning and a community of learning

Practical and hands-on – designed to encourage and support active engagement with issues, concepts and practice through live project work and case studies

Students on the IFY will generally receive a higher proportion of contact time than students at Level 4 undergraduate level. Contact time will be more directive and guided, designed to meet the needs and experience of international students who are preparing for entry into Level 4 in UK HE. Learning and teaching strategies will aim to make effective use of group and project work to build confidence and support an international community of learning.

The blending of an intensive English module, an integrated skills module and subject-specific modules – the latter to be taken with native English speaking and future UG fellow students - is designed to provide an effective foundation for subsequent HE study.

25 Work based/placement learning statement

N/A

26 Welsh medium provision

N/A

27 Assessment strategy

The overall assessment strategy for the proposed level 3 IFY programme is designed to be supportive and to build confidence. The strategy across all pathways is also to ensure that students improve their English language skills over a short period of time and simultaneously develop the core and subject skills required for progression into and successful completion of undergraduate studies. Assessment strategies deployed across IFY pathways will be balanced, comprehensive, diverse and inclusive, ensuring that students experience a range of formats to assess attainment of intended learning outcomes but also to provide supportive preparation for study at HE level.

All modules will employ formative as well as summative assessment to ensure that learners gain confidence in their knowledge and abilities as they progress through the course. Across the pathways students will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Students will therefore mainly be assessed through coursework and project-based work, reports/portfolios, oral and poster presentations including group-based assessment. For group-based assessment mechanisms will be in place to reflect individual efforts by students. Group work and projects are used on the Integrated Skills core generic module, and on at least one module in each pathway, to engage the students socially as well as academically. This will include portfolio-based assessment, whereby students assemble evidence of work throughout the module and submit this by the end, often including reflection and critical review of their progress, strengths and weaknesses.

Across the framework as a whole there are no formal university examinations. This is designed to build student confidence and ensure that students are provided with supportive entry at Level 3. In general, the undergraduate curriculum at Glyndŵr

University makes limited use of formal examinations, although they are more common in technical subjects such as Engineering. To reflect this, and to provide students with appropriate grounding for subsequent HE study, the COM/ENG pathway makes use of an in-class test to provide students with some experience of examination-style conditions.

The English language module (40 or 60 credit) is also assessed by both formative in-class time constrained exercises as well as by a summative assessment at the end of semester 2. The summative assessment will be carried out by using the online Password testing system, and all four skills (reading, writing, speaking and listening) will be tested. Students will be familiar with this kind of testing which they will have undertaken prior to entry for their UKVI SELT IELTS assessment.

Generic				
Integrated Skills for Undergraduate Studies	Presentation	70%	10 mins pp	Trimester 2
	Portfolio	30%	1,000	
English for International Foundation Year 1 and 2	Reading	25%		Trimester 2
	Writing	25%		
	Speaking	25%		
	Listening	25%	3.5 hrs	
Business				
Fundamentals of Finance	Report	50%	1,500	Trimester 2
	Presentation	50%	15 mins	
Introduction to Marketing	In-Class Test	40%	1.5hrs	Trimester 2
	Report	40%	1,000	
	Group Presentation	20%	15 mins	
Computing				
Computing Mathematics	In-class Test	30%		Trimester 2
	Learning log/journal	70%	1,500	
Development in Technology	Presentation	30%	20 mins	Trimester 2
	Report	70%	2000	
Engineering				
Mechanical Science	Portfolio	100%	2500	Trimester 2
Electrical and Electronic Science	Portfolio	100%	2500	Trimester 2

Art and Design				
Creative Processes	Coursework	100%	N/A	Trimester 2
Progression Project	Coursework	100%	N/A	Trimester 2
Media and Creative Technology				
Media Culture	Portfolio	100%	N/A	Trimester 2
Personal Project	Project	100%	2500	Trimester 2

Every effort will be made to divide assessment over several weeks between the core general modules and the subject specific modules. Whilst the latter are also bound by the assessment schedules within the Foundation Year, the former will exercise utmost flexibility to avoid overloading for IFY students. The following demonstrates an initial assessment schedule for the Language Centre based modules:

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
English Language 1 and 2	*25% reading, 25% writing, 25% listening, 25% speaking*	*3.5 hrs*	*Exam week 2, S2*
Integrated Skills for UG studies	*70% presentation*	*10 mins*	*Wk 11, S2*
Integrated Skills for UG studies	*30% portfolio*	*1000 words*	*Wk 13, S2*

Students will take formative assessment during semester 1 and 2 to indicate that they are progressing according to schedule. Indicative, formative and summative assessment points on the English language modules are demonstrated in the following graphic:

4.0 lowest

4.5 average

English 1

1	pre int	IA
2	pre int	
3	pre int	
4	pre int	
5	int	
6	int	
7	int	
8	int	FA
9	int	
10	int	
11	int	

4.5 lowest 5/5.5 average

English 2

1	int	IA
2	int	
3	int	
4	int	

12	upper int			5	upper int		
13	upper int			6	upper int		
14	upper int			7	upper int		
15	upper int	FA	end of f-t	8	upper int	FA	end of f-t
	upper int		p-t w 1-13		upper int		p-t w 1-13
	upper int	FA	w10, S2		upper int	FA	w10, S2
	upper int	SA	exam w, S2		upper int	SA	exam w, S2
IA/FA/SA= assessment in all 4 skills				guidance for LC: int = intermediate upper int= upper intermediate			

29 Assessment regulations

Students on the programmes will be assessed through the assessment regulations applying to Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Student assessment will be completed at the end of each module, and the results are considered by the boards at the usual Academic Year Calendar assessment times (around weeks 46-48, and 6/7 respectively); all Language Centre owned modules are considered at the appropriate Language Centre modular boards, whereas the subject specific strand modules shared with the Foundation Year are considered at the respective subject modular boards.

Overall completion of the programme will be confirmed at the Language Centre Award boards held in June. The Programme Leader will liaise with the Foundation Year strand leaders in faculty accordingly. The Foundation Year strand leaders will also be invited to the Language Centre's Award Board, making this in effect a cross-faculty board.

In the event of module referral up to and including 80 credits students will be able to resit in August in line with the University's resubmission and central exams dates, and in agreement with the current practice on the Foundation Year programme. Due to the specific nature of the online Password assessment (see p. 22), a first resit opportunity in English, however, is offered as early as in week 49, whilst a second resit opportunity in English is available with the other usual resit opportunities in August. Consideration of results from the first resit in English will be attached to other scheduled exam boards in July (around week 51).

The following clarifications of detail should be noted:
At the beginning of the second semester students should normally be at or close to IELTS 5.5 overall as a minimum and no more than 0.5 short of 5.5 in any skill. The overall grade is also above UKVI requirement (IELTS minimum 4.0 in all skills) for International Foundation Year programme students on a designated/separate CAS,

and in accordance with WGU FY reference to international students (IELTS 5.5) – but with the notable distinction to the latter that English language programmes continue during semester 2.

A student is admitted onto the IFY on the basis that s/he may be progressing onto a nominated degree at the end of the IFY. Admission to an alternative honours degree programme will only be considered on an exceptional basis, and subject to the agreement of the alternative degree programme admissions tutor / strand leader.

All assessment activities and outputs will be associated with the gaining of credit.

Derogations

Derogation 1
Section 2 Academic Regulations
7. Further Attempts
7.1. At the discretion of the Assessment Board, students who have been unsuccessful in any module may be permitted **one** further attempt to redeem their failure.
Modules;
BUS343 Fundamentals of Finance
BUS344 Introduction to Marketing
COM317 Computing Maths
COM318 Developments in Technology
ENG357 Mechanical Science
ENG358 Electrical and Electronic Science
ARD309 Creative Processes
ARD310 Progression Project
MCT304 Studio Essentials
MCT302 Personal Project
LAN311 Integrated Skills for Undergraduate Studies

Derogation 2
7.9. A student who is eligible for a further attempt at a module or modules at the first available opportunity must attempt all of the failed modules at the first available opportunity. This opportunity shall count towards the total number of attempts permitted, whether or not the student undertakes the assessment.
For students studying the modules listed below, the first available opportunity may be a minimum of 6 weeks from the date of the first attempt.
Modules;
LAN425 English for International Foundation Year 60 credits
LAN420 English for International Foundation Year 40 credits

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30 Programme Management

The framework as a whole will be co-ordinated by Tom Rozario, Language Centre/Partnerships and International, who will be the Programme Leader and have overall responsibility for co-ordinating the pathways.

Each named International Foundation Year pathway will have a designated co-ordinator who is based in the relevant subject area and they will work in liaison with the overall co-ordinator.

Pathway Strand Leaders will be as follows (subject to changes):

IFY Business – – Holly Dougan
IFY Computing – Julie Mayers
IFY Engineering – Maria Kochneva
IFY Art and Design – Sue Thornton
IFY Media and Creative Technology
- Steve Kenyon-Owen

Language core modules will be co-ordinated and led by Tom Rozario

The IFY will be managed through the following:

- Assessment Boards at module and programme ("award") levels
- Monthly formal, and informal as required, team meetings at the Language Centre in the first semester – including designated subject area strand leaders and Malvern House lecturing staff who will deliver language core modules as required
- Bi-monthly formal, and informal as required, team meetings with all pathways at the Language Centre in the second semester – including designated subject area strand leaders, module leaders and lecturers as required
- Student Voice Forums, to meet once per semester at the Language Centre
- Annual Monitoring Reports by the Programme and module leaders; involving student feedback and initially to the academic department meeting to review AMRs.

31 Quality Management

The International Foundation Year will be subject to Annual Monitoring processes, with a report produced by the Programme Leader in consultation with the Foundation Year strand leaders and Malvern House programme team members. Responsibility for the management and oversight of quality and standards for each International Foundation Year pathway will be vested with the Dean of Faculty of the respective department.

Student Feedback
Student feedback will be secured through the following:

- Student Voice Forums, meeting once per semester
- Student Evaluation of Module questionnaires
- Regular and on-going tutorials, informal dialogue and consultation with student groups.

Outcomes from student feedback will be communicated back through SVF minutes, student representatives and on-going liaison with the student body.

32 Research and scholarship activity

The development and delivery of the language modules is underpinned by research and scholarship undertaken by permanent and sessional staff as well as any future research students. Although Language Centres are traditionally more applied than theoretical research oriented it is anticipated that the programme will encourage research projects to be launched within the Centre which would naturally lead to mutual benefits for student/staff research and the proposed programme.

The delivery and development of subject-based curriculum is supported by established staff expertise and pedagogic practice in each of the three subject areas in terms of research activities, publications and professional practice, with each area having a national research profile.

33 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- Disability Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Programmes Centre
- International
- Glyndŵr Students' Union

- **Induction**. New students on the programme will receive a formal induction programme which will provide them with a comprehensive introduction to the programme.

- **Student Handbook**. All students will receive a Student Handbook ~~in~~ which contains details and guidance on all aspects of the programme and the range of student support and guidance which is available to them.

- **Personal Tutors.** Each student will be allocated a personal tutor, and he or she will be the nominated main contact person for the student's study and progression through the International Foundation Year.

- **Central Services**. All students will have access to a comprehensive range of central support services including Finance and Guidance, Student Services, Counselling, Study Support and Careers.

Faculty support for students

All students at Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal tutees and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

Initially the IFY students are given personal support by Malvern House and the Language Centre and their staff. During the first semester, however, each student will be allocated a Personal Tutor from within their subject specialist area who then will provide the standard Personal Tutor support for their area and introduce the students to British FY students well before the start of the second semester. As the students continue their English and academic skills studies during the second semester they will receive plentiful guidance and support both from their IFY base and their future academic department.

Programme specific support for students

In addition to the standard learning support facilities described above, IFY students will enjoy regular access to the language laboratory to benefit from the features the Melissi language laboratory programme can offer them in a guided learning environment.

A dedicated language teaching room is available for prioritised use by the Language Centre, adding to the students' facilities at their first point of contact during their initial time at the University. This is an important aspect of support and reportedly contributing to the 'home'/centre awareness in students at their time of adjustment to living abroad and getting acquainted with HE at the same time.

34 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.