Foundation in Technology, Engineering & Built Environment

Programme Specification

Pathway Programme Information

Pathway Type	Undergraduate		
Pathway Areas	Technology, Engineering and Environment		
Pathways/s	Foundation in Technology (Computing)	Foundation in Engineering	Foundation in Built Environment
NAVIGATE Code/s	UFTE	UFEN	UFBE
Pathway Provision	College: NQF Level/s: 3		
Title	University Foundation in Technology, Engineering and Environment		
NQF (FHEQ)	3		
Credit Points	Two (2) Semester =120		
Duration of Study	Two (2) semesters		
Weeks of Study	Two (2) Semester Twenty-Six (26) weeks		
Mode of Study	Full-time		
Mode of Delivery	Face to Face		
Notional Hours	Two (2) Semester = 1,200		
Contact Hours	Two (2) Semester = 400		
Self-directed Study Hours	Two (2) Semester = 800		
Delivery Model	Standard Delivery Model (SDM)		
Teaching Institution	Birmingham City University International College		
Awarding Institution	Birmingham City University		
Faculty	Computing, Engineering and Built Environment (CEBE)		
Teaching Location (Campus)	BCUIC, 15 Bartholomew Row, Birmingham, B5 5JU		
2-semester intakes	September and January		
Subject Benchmarks Statements	**QAA**: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-engineering-15-masters.pdf?sfvrsn=fb91f681_16		

Stage(s) of Study

BCUIC Stage 1 Foundation Year	→	BCUIC Stage 2 1st year Degree	→	BCU Stage 3 2nd Year Degree	→	BCU Stage 4 3rd Year Degree
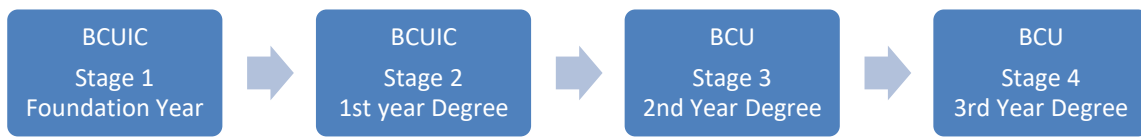
Articulation Programmes

Pathway	Degree awards	FHEQ Award Level
Built Environment	BSc (Hons) Architectural Technology	6
	BSc (Hons) Building Surveying	6
	BEng (Hons) Civil Engineering	6
	BSc (Hons) Construction Management	6
	BSc (Hons) Quantity Surveying	6
	BSc (Hons) Real Estate	6
Engineering	MEng/BEng (Hons) Automotive Engineering	7
	MEng/BEng (Hons) Mechanical Engineering	7
	MEng/BEng (Hons) Electronic Engineering	7
Technology	MSci/BSc (Hons) Computer Networks and Security	7
	MSci/BSc (Hons) Computing and Information Technology	7
	MSci/BSc (Hons) Computer Games Technology	7
	MSci/BSc (Hons) Computer Science	7
	MSci/BSc (Hons) Digital Forensics	7
	BSc (Hons) Digital Media Computing	6
	BSc (Hons) Sound Engineering and Production	6
	BSc (Hons) Digital Film Production	6
	BSc (Hons) Visual Effects	6
	BSc (Hons) Music Technology	6
	BSc (Hons) Business Information Technology	6

Foundation in Built Environment

		Foundation in Built Environment				
Core Modules						
Contact Hrs/Week	*College Module Code*	*Module Name*	*Credit Points*	*Pass Mark %*	*Exam %*	*Coursework %*
Semester 1						
4	ILSTEE	Interactive Learning Skills and Communication 3	15	50	30	70
4	TEE101	Numerical Techniques 1	15	40	100	-
4	TEE102	Physics 1	15	40	100	-
4	TEE103	ICT Skills	15	40	60	40
Semester 2						
4	TEE104	Numerical Techniques 2	15	40	100	-
4	TEE105	Design Concepts	15	40	20	80
4	TEE106	Programming Techniques	15	40	60	40
4	BUS101	Business Studies	15	40	50	50
Undergraduate Stage 1: Built Environment			**120 credit points**			

Foundation in Engineering

		Foundation in Engineering				
Core Modules						
Contact Hrs/Week	*College Module Code*	*Module Name*	*Credit Points*	*Pass Mark %*	*Exam %*	*Coursework %*
Semester 1						
4	ILSTEE	Interactive Learning Skills and Communication 3	15	50	30	70
4	TEE101	Numerical Techniques 1	15	40	100	-
4	TEE102	Physics 1	15	40	100	-
4	TEE103	ICT Skills	15	40	60	40
Semester 2						
4	TEE104	Numerical Techniques 2	15	40	100	-
4	TEE105	Design Concepts	15	40	20	80
4	TEE106	Programming Techniques	15	40	60	40
4	TEE107	Physics 2	15	40	100	-
Undergraduate Stage 1: Engineering			**120 credit points**			

Foundation in Technology

Foundation in Technology						
Core Modules						
Contact Hrs/Week	*College Module Code*	*Module Name*	*Credit Points*	*Pass Mark %*	*Exam %*	*Coursework %*
Semester 1						
4	ILSTEE	Interactive Learning Skills and Communication 3	15	50	30	70
4	TEE101	Numerical Techniques 1	15	40	100	-
4	TEE102	Physics 1	15	40	100	-
4	TEE103	ICT Skills	15	40	60	40
Semester 2						
4	TEE104	Numerical Techniques 2	15	40	100	-
4	TEE105	Design Concepts	15	40	20	80
4	TEE106	Programming Techniques	15	40	60	40
4	BUS101	Business Studies	15	40	50	50
Undergraduate Stage 1: Technology			**120 credit points**			

Strategic Rationale for the Programme

The partnership between Birmingham City University International College (BCUIC) and Birmingham City University (BCU) facilitates the acquisition of Select level degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree schemes. The programme has therefore been developed to satisfy important pedagogical issues:

1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment.

2. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purpose.

3. Facilitate access to a programme leading to a University degree award.

4. Protect the entry tariff of the University to its degree schemes and ensure that the University does not need to lower its entry tariff in order to increase its international student population.

5. Widen access and participation in higher education in line with the University's internationalisation agenda.

6. Commit to the provision of best practice customer service and student experience for international students.

7. Support the integrity of the University's QAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes.

Educational Aims

The programme, Foundation in Technology, Engineering and Built Environment, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see Quality Manual, and the nominated outcomes desired by Birmingham City University, Faculty for Computing Engineering and Built Environment, to impart a high quality of education in the disciplines required.

The educational aims of the programme are to:

1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the BCUIC First Year degree in Business at NQF Level 4.

2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the sector at both a national and international level.

3. Develop in students a fundamental knowledge and understanding that can demonstrate an understanding of the technological, environmental and engineering related factors in the global economy so as to support their transfer into the BCUIC First Year degree in Built Environment Studies (IDM), BCUIC First Year degree in Engineering (IDM), BCUIC First Year degree in Technology (IDM) at FHEQ Level 4 and on successful completion therein to the Birmingham City University prescribed degree schemes

4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision-making.

5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent 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.

6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 50% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent.

Intended Learning Outcomes

Generic: All modules have a set of Learning Outcomes (LOs) attached to them; see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency. For full details, see the programme Moodle site (https://moodle.bcuic.navitas.com/mod/folder/view.php?id=4983)

Learning and Teaching Strategy

BCUIC Learning and Teaching Strategy is informed by a variety of stakeholders including students.

To be a values-driven partner to BCU representing an academically excellent community of learning informed by the Navitas ethos. Our students have diverse starting points and therefore our core philosophy is that we will engage with them as partners and together provide an education that will maximise their chances of achieving excellent outcomes.

The Strategy therefore encompasses pedagogy and provision, curriculum, delivery, e-learning, student affairs, professional development, reporting, monitoring and review, quality and standards.

The Strategy is reflective of both current and informed good practice alongside future aspirations, aims and objectives. Keeping the Strategy current, and therefore relevant, is essential to the achievement of the desired long-term aims for BCUIC students.

The aim of the BCUIC's Learning and Teaching Board is to ensure openness and transparency in all matters concerning the student learning experience and academic performance standards. The Learning and Teaching Board is responsible to Navitas Learning and Teaching Committee for reporting on the maintenance, development and enhancement of high academic standards and an excellent taught student learning experience.

The acquisition of learning outcomes is via a combination of small group lectures, small group-based tutorial coursework (oral and written presentation) and individual coursework (oral and written

presentation) and summative examination. Application of the central programme themes throughout all core modules of the stage of study via examples and topics for assessment regimes. Additional support is provided through the provision of small peer-led tutorial group work; the addition of individual tutorial support; BCUIC module specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by BCUIC academic management as well as Navitas Ltd (UK) management.

Students are encouraged throughout the stage of study to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. This can be through the use of the University's library and IT facilities for self-directed study and to use their private IT facilities where possible.

Assessment Strategy

All assessments for core units on this programme are considered to provide opportunities for students to demonstrate knowledge and understanding of the subject matter relating to the degree programme. Some assessments lend themselves more readily to the development and demonstration of cognitive skills. Others provide evidence of practical, professional and subject specific skills.

Most assessments will provide opportunities for students to demonstrate the achievement of transferable and key skills. Assessments include a combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports and presentations that test all analytical skills and require the application of taught methodology to solve queries across a range of subject areas.

This indicates an ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (oral/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills. Integrated themes used across the continuous assessment framework for the stage of study allow the testing of robust capability skills in a number of environments.

Moderation, Progression and Award Requirements

This programme is delivered in two semesters full-time. Both the delivery and assessment of the programme is in English. The mode of delivery is standard delivery mode.

A ten percent sample of each assessment is moderated by a subject specialist within the College. Link tutors from the Birmingham University and University appointed external examiners are invited to review these samples.

Each module offered on the programme has a minimum overall pass mark of 40%. Please refer to definitive Module Guide (DMD). The College's Policy and Regulation (CPR) 9 explains all our assessment regulations for further details on the assessment regulations and failing to progress. (https://12b2eab6ac2abf102db7-69217b01da80406f811f173b9935de20.ssl.cf6.rackcdn.com/BCUIC_Assessment_update.pdf)

Categories of Performance

A (High Distinction, 80 - 100%) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event

B (Distinction, 70 - 79%) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the candidate's application and result can be commended.

C (Credit, 60 - 69%) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the candidate is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions

D (Pass, 50 - 59%) – Evidence of basic competence to meet requirements of the assessment task and event. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions

E (Pass 40- 49%) – The candidate's application and result shows that the level of competence being sought has just been achieved. The assessed work shows an acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks

F (Fail 0- 39%) – The candidate's application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks

NB: See individual Module Guides for details marks classification

Progression Criteria: minimum pass mark of 40% achieved for all modules listed bar: ILSC, which requires a minimum pass mark of 50% achieved in all assessment events.