



Programme Specification

NMITE Foundation Year

Section 1: General Information

Awarding Body:	NMITE
Teaching Institution:	NMITE
Programme Title:	Foundation Year
Total Credits for Award:	N/A – the programme allows only for direct entry onto a named degree award at NMITE.
Interim Exit awards:	N/A
UCAS Code	Students apply for the named degree award with the foundation year
HECOS Code	This will follow the subject code of the degree that is being extended by the foundation year.
Mode of Study	Full-time
Delivery Location:	Blackfriars Campus
Professional Accreditation:	N/A

Section 2: Programme Aims and Learning Outcomes

Programme Aims

The programme aims to offer students the opportunity to:

- overcome actual and perceived barriers to entering STEAM Higher Education including self-perception issues, time away from education, lack of familiarity with higher education, and previous underachievement in education.
- develop transferable skills and prepare academically to progress capably and confidently into any NMITE technical degree course.
- orient themselves within NMITE's distinctive pedagogical approach, including learning-by-doing, in a collaborative, studio-based environment, with a focus on industry relevance.
- Develop fluency in the foundational skills required to succeed in NMITE's degree programmes, including:
 - Science and mathematics
 - Communications and IT
 - Study & professional skills.
- build a sense of enjoyment in learning, belonging and purpose which are important to NMITE values.
- transition into higher education at NMITE in a supportive environment.

Programme Learning Outcomes

At the end of level 6, the foundation year, students will be able to:

F1: deploy fundamental mathematical language in order to decode and manipulate basic mathematical expressions;

F2: describe and manipulate basic laws of physics underpinning the engineering sciences;

F3: describe basic engineering concepts relevant to integrated engineering including the role of engineering in society and global issues;

F4: identify and apply appropriate physical laws and engineering rules when analysing basic engineering problems;

F5: examine and analyse engineering problems using a variety of appropriate qualitative, symbolic and quantitative tools and techniques;

F6: carry out effective mathematical modelling and solving of basic problems using appropriate analytical, numerical and digital tools;



F7: prepare and deliver short reports, essays and verbal presentations to a level reflecting the expectations at entry to HE.

F8: demonstrate assessment literacy and effective assessment planning and preparation skills;

F9: understand the importance of, and demonstrate, safe working practices for self and others in an engineering environment.

Section 3: Curriculum Structure

Code	Module Title	Credits	Mandatory/ Optional
F0001	Creativity and Fundamental Engineering Skills	30	M
F0002	Engineered Structures and Mechanisms	30	M
F0003	Engineering and Technology as Problem Solving	30	M
F0004	The Engineering and Technology Project	30	M

Section 4: Distinctive Programme Features

The programme will enhance NMITE's commitment to Widening Participation and meeting the organisation's APP goals by facilitating entry to NMITE's programme suite through lower entry criteria than standard degree entry and providing a route to transition back into education for mature career changers. The programme is based on NMITE's unique approach to teaching and learning through studio-based delivery and an emphasis on collaborative teamworking.

Foundation Year students will not be expected to work outside the usual NMITE working hours of 9-5 Monday to Friday.

Section 5: Teaching, Learning, Assessment & Support for Learners

Teaching & Learning

The foundation year adopts a studio-based approach that promotes active learning, social interaction, and reflection. It prioritizes the development of professional skills through explicit instruction and follows an assessment-for-learning philosophy within a contextualized framework. NMITE's diverse range of learning modes prepares students for future studies, enhances self-awareness, and supports the creation of personalised action plans.

Foundation year students receive additional support through regular meetings with staff and personal tutors. These sessions focus on formulating and discussing individual action plans. Students are guided to attend ASK workshops aligned with their goals and development needs.

In line with NMITE's pedagogical approach, the foundation year adopts an assessment-for-learning strategy. Students complete both formative and summative assessments. Summative assessments are pass/fail, with a focus on comprehensive feedback for guidance and improvement. Each foundation year module includes group workshops and one-to-one tutorials for formative feedback. These sessions provide assistance for ongoing assignments, discussions on feedback, and opportunities for addressing misconceptions. Students will also be signposted to additional support resources available through Student Support Services and the ASK Centre.

Support for Students and their Learning

Students at NMITE are able to access a range of support via Student Services, who provide both direct support and signposting on a range of issues including student living, health and wellbeing, money matters and student engagement and representation. Student Services is based at the Blackfriars campus, and students are able to access support both on a drop-in basis and also via a bookable appointments system.

Each student is allocated a Personal Tutor upon arrival at NMITE. Personal Tutors are the first point of contact for academic advice and guidance. They monitor students' progress, provide structured support for academic and professional development, and support students' wellbeing, working closely with the Student Services.

The Student Support Team meets with the Senior Tutor on a fortnightly basis for a Student Status meeting.

The Academic Skills and Knowhow Centre is a key element of supporting students within NMITE with their broader academic learning. Students can both drop in to the ASK for support with their learning, and book individual and group support sessions.

The foundation year is based at NMITE's Blackfriars campus which has the 'Factory' facility which students use as part of their programme and for self-directed projects individually or in groups. Students have access to 'Canvas' as their VLE, on which students access all key programme information together with a range of learning materials to support students. Students also have

use of books at Hereford Library and are also provided with access to online journals and a 'Resource Room' at the Blackfriars campus.

During the programme, students will also utilize NMITE's Centre for Advanced Timber Technology (CATT) at Skylon Campus where the BSc(Hons) Sustainable Built Environment is based. This building houses two 700sq m workshops, one for CATT and the other for the Centre for Advanced Manufacturing. The purpose-built 2,500sq m building also houses five studio learning environments in addition to breakout spaces.

Assessment

Each module will be summatively assessed using multiple assessments. Assessments may be individual or team submissions and this is indicated on module specifications. Across the programme, teams and individual assessments are split roughly equally. Assessment formats in this programme include: designs; video; posters; performance evaluation report; tutorial questions; industrial report; Q&A (oral assessment); risk assessments; monitoring plan; diagnostic report; project plans; comparative essay; presentation; portfolio; performance management plan; assurance plan; data visualisation; specification; written assessment of case study; role play; dissertation; viva voce.

Across the programme, students undertake both individual assessment and team based assessment. NMITE has a range of strategies to support effective teamworking and a policy that allows for individual marks to be awarded to individual students in the case of groupwork where there is evidence that individual achievement of learning outcomes is inconsistent between group members.

Section 6: Admissions Criteria

Admissions requirements are:

- Two A-Levels in any subject and at any pass grade (or equivalent qualifications such as a BTEC National Diploma or Level 3 Apprenticeship)
- Or: Demonstrable experience, interest in and flair for your chosen subject.
- GCSE English and Maths at Grade 4 or above.
- Students must be at least 18 years of age by the time the course begins.

Students whose first language is not English:

- IELTS 6.0 (with minimum of 5.5 in each component), *on condition of students having received English-medium instruction and passed a qualification at Level 2 or above;*
- IELTS 6.5 (with a minimum of 6 in each component), *where students do not have English-medium instruction at Level 2 or above.*

Section 7: Internal and External Reference Points

QAA Subject Benchmark Statement	N/A (Relevant to named degree award)
Other external Benchmarks used to inform Programme	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies UK Quality Code for Higher Education 2024
Internal Reference Points	NMITE Guiding Principles for Learning and Teaching .docx



Section 8 Programme Structure and level learning outcomes

8.1 Level 4

At the end of the Foundation Year, students will be able to:

- F1: deploy fundamental mathematical language in order to decode and manipulate basic mathematical expressions;
- F2: describe and manipulate basic laws of physics underpinning the engineering sciences;
- F3: describe basic engineering concepts relevant to integrated engineering including the role of engineering in society and global issues;
- F4: identify and apply appropriate physical laws and engineering rules when analysing basic engineering problems;
- F5: examine and analyse engineering problems using a variety of appropriate qualitative, symbolic and quantitative tools and techniques;
- F6: carry out effective mathematical modelling and solving of basic problems using appropriate analytical, numerical and digital tools;
- F7: prepare and deliver short reports, essays and verbal presentations to a level reflecting the expectations at entry to HE.
- F8: demonstrate assessment literacy and effective assessment planning and preparation skills;
- F9: understand the importance of, and demonstrate, safe working practices for self and others in an engineering environment.



Level Modules

		<i>Credits</i>	<i>Is module Compensatable (Y/N)</i>	<i>Level Learning outcomes this module supports</i>
<i>Code</i>	<i>Name</i>			
F0001	Creativity and Fundamental Engineering Skills	30	N	F1, F2, F3, F7, F9
F0002	Engineered Structures and Mechanisms	30	N	F1, F2, F4, F6, F7, F8, F9
F0003	Engineering and Technology as Problem Solving	30	N	F2, F3, F4, F5, F6, F7, F8
F0004	The Engineering and Technology Project	30	N	F3, F4, F5, F6, F7, F8

Version Control: Foundation Year Programme Specification	
Version No	V2
Date (Re)Approved	July 2026
Approval Authority	Academic Council
Summary of Changes made to this Version	• Introduction of new template (including reordering of sections to meet IET requirements) • Removal of sections detailing relationship to other awards & level descriptions

Please note: This specification provides a concise summary of the main features of the programme. More detailed information on the learning outcomes, content, and teaching, learning and assessment methods for each module on the programme can be found in the individual module descriptions and programme regulations.

The accuracy of the information contained in this document is reviewed by NMITE; changes to this information can only be made through the approved programme and module change procedures.