

## International College

### Programme Specification

#### Academic Year 2026/27

##### 1. Course summary

<b>Names of programme and award title(s)</b>	Foundation in Health and Science
<b>Award type</b>	Foundation Year
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Foundation Year
<b>Normal length of the programme</b>	1 year with progression onto a further 3 years at Keele
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele University
<b>Accreditation (if applicable)</b>	Not Applicable
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<a href="https://kuic.keele.ac.uk/admission/fees/">https://kuic.keele.ac.uk/admission/fees/</a>

**How this information might change:** Please read the essential information at [kuic-terms-and-conditions.pdf \(pcdn.co\)](#) and <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

##### 2. What is a Foundation programme?

Keele University International College (KUIC) has designed its Foundation programme in close partnership with Keele University. The Foundation programmes in general are for students that meet Keele's minimum entry requirements, but not the specific requirements for entry directly onto the Keele degree programme of their choice. They extend the duration of the degree by one year. The programme is delivered in a way that fosters a culturally diverse and supportive environment for international students, with specific support needs catered for by an experienced team. Students on this programme are fully embedded in all that Keele University and its innovative and high-quality campus environment has to offer. Processes between Keele University International College and Keele University are aligned to ensure a smooth transition and consistent high quality educational experience for all students.

### **3. Overview of the programme**

The Foundation in Health and Science provides:

- Intensive modules which provide the requisite background for specific honours programmes for those without the necessary qualifications;
- Access for non-traditionally qualified students to a wide range of Health and Science courses;
- A broad grounding in academic principles and methods.

### **4. Aims of the Programme**

The broad aim of the programme is to provide preparation for subsequent study at Bachelor's degree level in Health and Science subjects.

A full list of current Bachelor's degree programmes offered via this Foundation in Health and Science programme can be found via: [Health and Science - Keele University International College](#)

The programme aims to enable you to:

- Achieve a broad knowledge and understanding of a range of Health and Science related subjects;
- Acquire a range of transferable skills, including those practical and technical skills and techniques appropriate to the study of Health and Science disciplines, and to deploy these skills appropriately;
- Acquire suitable background knowledge and understanding at FHEQ level 3 in your chosen specialist fields to allow progression to FHEQ level 4 degree programmes in those subject areas.

### **5. What you will learn**

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

#### **Subject knowledge and understanding**

Successful students will be able to:

- Understand broad Health and Science -related principles.

#### **Subject specific skills**

These are covered by the subject-specific modules, which are core to specific Foundation programmes.

#### **General academic skills**

*These are covered by the academic skills modules, which are core to specific Foundation programmes.*

Successful students will be able to:

- Show awareness of the components and structure of an academic essay;
- Access, use and reference appropriate resources;
- Show awareness of plagiarism and improved ability to paraphrase and incorporate direct quotations;

- Show ability to use rhetorical and linguistic styles and structures and cohesive devices;
- Show awareness of writer stance;
- Interpret and address set essay questions;
- Demonstrate ability to write in an academic style, with use of appropriate grammar, vocabulary, register, essay structure and cohesive devices;
- Set, research, support and defend an academic thesis;
- Think and write analytically and critically;
- Synthesize and comment critically on a body of academic writing;
- Prepare to participate meaningfully in a group seminar discussion;
- Select appropriate materials for and co-lead a seminar discussion;
- Plan, research and deliver an effective team academic oral presentation;
- Work as a member of a team to plan and execute assignments;
- Provide constructive and practical feedback to peers;
- Consolidate writing and research skills;
- Reflect on their own strengths and weaknesses, capitalize on their learning style, target areas for improvement and demonstrate progress towards personal SMART targets;
- Communicate well in both verbal and written modes;
- Carry out primary research with consideration of acknowledgements and ethical protocols;
- Carry out literature searches with consideration of referencing.

### **Key or transferable skills (including employability skills)**

Successful students will be able to:

- Demonstrate effective written and oral communication and rhetorical skills;
- Prepare and deliver presentations;
- Work cooperatively and collaboratively in groups;
- Communicate and negotiate effectively when working as part of a research and presentation team;
- Reflect on their own skills and progress;
- Participate in an investigative project;
- Utilize effective independent study skills;
- Manage time effectively.

### **Keele Graduate attributes**

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical awareness**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

## **6. How is the Programme taught?**

The programme will be delivered through a mixture of lectures, tutorials, seminars, and workshops; some students will also have computer classes and computer-based exercises. In addition, students are expected to undertake a large amount of independent study and revision. Further information on our Keele Learning Principles and scheduled activities, non-classroom-based activities and assessments can be found here: [Keele Learning Principles \(sharepoint.com\)](#)

Apart from these formal activities, students are also provided with regular opportunities to talk through areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis. Further information on Academic Mentoring can be found here: <https://www.keele.ac.uk/students/academiclife/academicmentoring/>

## **7. Teaching Staff**

All current Keele University International College staff will normally already have or are completing formal teaching qualifications and collectively have many years of experience teaching on foundation year programmes. Many are engaged in scholarship relating to teaching and learning. In some cases, teaching may be delivered by staff from other Schools within the University, or external experts in their field contracted to deliver specific teaching.

The College will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having enough staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill, or go on research leave, may result in changes to the programme's content. The College will endeavour to ensure that any impact on students is limited if such changes occur.

## **8. What is the structure of the Programme?**

The Foundation in Health and Science programme offers a September and January start. Both provide 120 credits worth of study during the academic year. The academic year runs from September to June (September start) and January to August (January start) and is divided into two semesters. The number of weeks of teaching will vary from programme to programme, module to module, but you can expect to attend 12 weeks of scheduled teaching sessions each semester.

Important dates can be found here: [Important Dates - Keele University International College](#).

Our programmes are organised into modules. Each module is usually a self-contained unit of study, and each is usually assessed separately with the award of credits based on 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

## Module Lists

### Foundation

Nursing route:

Compulsory modules	Module Code	Credits	Period
English for Academic Study 1	KIC-10017	15	Semester 1 and 2
Mathematics 1	KIC-00059	15	Semester 1
Career in Health Care	KIC-00043	20	Semester 1
Academic and Digital Skills	KIC-00057	15	Semester 1
Research Skills	KIC-90005	15	Semester 2
Biology	KIC-00029	20	Semester 2
Health and Policy	KIC-00035	20	Semester 2

### Health route:

Compulsory modules	Module Code	Credits	Period
English for Academic Study 1	KIC-10017	15	Semester 1 and 2
Mathematics 1	KIC-00059	15	Semester 1
Academic and Digital Skills	KIC-00057	15	Semester 1
Career in Health Care	KIC-00043	20	Semester 1
Research Skills	KIC-90005	15	Semester 2
Biology	KIC-00029	20	Semester 2
Chemistry	KIC-00033	20	Semester 2

Science route:

Compulsory modules	Module Code	Credits	Period
English for Academic Study 1	KIC-10017	15	Semester 1 and 2
Mathematics 1	KIC-00059	15	Semester 1
Academic and Digital Skills	KIC-00057	15	Semester 1
Physics	KIC-00031	20	Semester 1
Research Skills	KIC-90005	15	Semester 2
Biology	KIC-00029	20	Semester 2
Chemistry	KIC-00033	20	Semester 2

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## Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

### Foundation

The below tables identify the intended learning outcomes of the programme and in which modules they will be delivered.

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
The basic concepts of All Science, Life Science and Healthcare Science and their relevance to a functional environment.	KIC-00029, KIC-00033, KIC-00031, KIC-90005
Enhanced comprehension of the application of scientific principles.	KIC-00029, KIC-00033, KIC-00031, KIC-90005
The integration of science across a range of disciplines.	KIC-00029, KIC-00033, KIC-00031, KIC-90005
The importance of coherent scientific ideas.	KIC-10017, KIC-00023, KIC-00059, KIC-00043, KIC-90005, KIC-00029, KIC-00035, KIC-00033, KIC-00031
How to apply and use basic scientific notation.	KIC-10017, KIC-00023, KIC-00059, KIC-00043, KIC-90005, KIC-00029, KIC-00035, KIC-00033, KIC-00031
How to construct clear, logical arguments, inter alia, demonstrating the difference between experimental evidence and proof, and between an implication and its converse.	KIC-00029, KIC-00033, KIC-00031, KIC-90005
Modelling and its importance to scientific thinking.	KIC-00029, KIC-00033, KIC-00031, KIC-90005
How to manipulate elementary scientific constructs.	KIC-00029, KIC-00033, KIC-00031
The application of numerical techniques to the decision-making process with an emphasis on statistical and sampling methods, and the description of theories and models.	KIC-00059
The purpose and processes of basic recording of data to carry out performance monitoring within the context of All Science, Life Science and Healthcare Science and adherence to regulatory standards.	KIC-00059, KIC-90005, KIC-00029, KIC-00033, KIC-00031
Safely carry out and report practical chemistry experiments, using a range of laboratory techniques	KIC-00029, KIC-00033, KIC-00031
Achieve a broad knowledge and understanding of a range of health-related subjects. *	KIC-00043, KIC-00035
Develop appropriate professional standards and values, exploring your future interactions with the public as a health professional. *	KIC-00043, KIC-00035
Discuss concepts of health and social care and identify key public health issues and interventions. *	KIC-00043, KIC-00035
Behave in an appropriate manner for a health professional in a range of settings. *	KIC-00043, KIC-00035

\*Nursing and Health pathway only

<b>Generic Academic Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Understand and respond effectively and creatively to a range of assessment types.	KIC-10017, KIC-00023, KIC-00059, KIC-00043, KIC-90005, KIC-00029, KIC-00035, KIC-00033, KIC-00031

Demonstrate the appropriate level of information literacy.	KIC-10017, KIC-00023, KIC-00059, KIC-00043, KIC-90005, KIC-00029, KIC-00035, KIC-00033, KIC-00031, KIC-00057
Demonstrate competence in a diverse range of communication modes.	KIC-10017, KIC-00023, KIC-00059, KIC-00043, KIC-90005, KIC-00029, KIC-00035, KIC-00033, KIC-00031, KIC-00057
Reflect and synthesize a range of competing interpretations and approaches.	KIC-10017, KIC-00023, KIC-00059, KIC-00043, KIC-90005, KIC-00029, KIC-00035, KIC-00033, KIC-00031
Critically develop and apply a civic ethos.	KIC-10017, KIC-00023, KIC-00059, KIC-00043, KIC-90005, KIC-00029, KIC-00035, KIC-00033, KIC-00031

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Communicate effectively in writing.	KIC-10017, KIC-00023, KIC-00059, KIC-00043, KIC-90005, KIC-00029, KIC-00035, KIC-00033, KIC-00031, KIC-00057
Communicate effectively orally.	KIC-10017, KIC-00023, KIC-00059, KIC-00043, KIC-90005, KIC-00029, KIC-00035, KIC-00033, KIC-00031
Prepare and deliver presentations.	KIC-10017, KIC-00023, KIC-00035, KIC-00031, KIC-00057
Work cooperatively and collaboratively in groups.	KIC-10017, KIC-00023, KIC-00035
Reflect on their own skills and progress.	KIC-10017, KIC-00023, KIC-00059, KIC-00043, KIC-90005, KIC-00029, KIC-00035, KIC-00033, KIC-00031, KIC-00057
Participate in an investigative project.	KIC-90005
Manage time effectively.	KIC-10017, KIC-00023, KIC-00059, KIC-00043, KIC-90005, KIC-00029, KIC-00035, KIC-00033, KIC-00031

## 9. Final and intermediate awards

Students that successfully complete the programme with 120 credits will be eligible to progress to their chosen Keele degree programme and receive a transcript.

## 10. How is the programme assessed?

The wide variety of assessment methods used on this programme at Keele University International College reflects the broad range of knowledge and skills that are developed as you progress through the programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular, and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following table is representative of the variety of assessment methods used on your programme:

### Science Pathway:

<b>F H&amp;S (S)</b>	<b>Semester</b>	<b>Module Title</b>	<b>Assessment 1</b>	<b>Assessment 2</b>

	1	English for Academic Study 1	Listening Task (25%)	Reading Task (25%)
		Academic and Digital Skills	Group Presentation (50%)	Reflective Essay(50%)
		Mathematics 1	Mathematics Exercise (30%)	Mathematics Problem Sheets (70%)
		Physics	Exam (100%)	
	2	English for Academic Study 1	Essay (25%)	Viva (25%)
		Research Skills	Literature Review (50%)	Essay (50%)
		Biology	Lab Book (40%)	Poster Presentation (60%)
		Chemistry	Lab Report (40%)	Exam (60%)

#### Nursing Pathway:

F H&S Nursing	Semester	Module Code + Title	Assessment 1	Assessment 2
	1	English for Academic Study 1	Listening Task (25%)	Reading Task (25%)
		Academic and Digital Skills	Group Presentation (50%)	Reflective Essay(50%)
		Mathematics 1	Mathematics Exercise (30%)	Mathematics Problem Sheets (70%)
		Career in Healthcare	28 hrs Open Book test (50%)	Interview/Viva (50%)
	2	English for Academic Study 1	Essay (25%)	Viva (25%)
		Research Skills	Literature Review (50%)	Essay (50%)
		Biology	Lab Report (40%)	Poster Presentation (60%)
		Health & Policy	Group Presentation (50%)	Report (50%)

#### Health Pathway:

F H&S paramedic science	Semester	Module Code + Title	Assessment 1	Assessment 2
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	1	<b>English for Academic Study 1</b>	Listening Task (25%)	Reading Task (25%)
		<b>Academic and Digital Skills</b>	Group Presentation (50%)	Reflective Essay(50%)
		<b>Mathematics 1</b>	Mathematics Exercise (30%)	Mathematics Problem Sheets (70%)
		<b>Career in Healthcare</b>	28 hrs Open Book test (50%)	Interview/Viva (50%)
	2	<b>English for Academic Study 1</b>	Essay (25%)	Viva (25%)
		<b>Research Skills</b>	Literature Review (50%)	Essay (50%)
		<b>Biology</b>	Lab Report (40%)	Poster Presentation (60%)
		<b>Chemistry</b>	Lab Report (40%)	Exam (60%)

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally during tutorial and seminar discussions.

## 11. Contact time and expected workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork, and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

## 12. Accreditation

This programme does not have accreditation from an external body.

## 13. University Regulations

Unless identified as programme and Keele University International College specific regulations, the University Regulations form the framework for learning, teaching and assessment and other aspects of the student

experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/> and Keele University International College regulations here:

If this programme has any exemptions, variations, or additions to the University Regulations these will be detailed in an Annex at the end of this document titled “Programme-specific regulations.”

#### **14. What are the typical admission requirements for the Programme?**

See the relevant course page on the website for the admission requirements relevant to this programme: [Admission - Keele University International College](#).

Please note that all non-native English-speaking students are required to undertake a diagnostic English language assessment when progressing to their Keele University degree programme to determine whether further English language support may help them succeed in their studies. An English language module may be compulsory for some students during their first year of their degree programme.

#### **15. How are students supported on the programme?**

All students will be designated an academic mentor who they will meet on a regular basis, with access as necessary for support. Academic mentors will normally meet with students at least twice during each semester of the Foundation Year programme. The programme itself is delivered by Keele University International College staff and other staff from elsewhere in the University who will provide learning and teaching support, alongside a wider College team. Students also have access to the University’s Student Services, Students’ Union and Keele Institute for Innovation in Teaching Excellence for study skills support and support regarding careers and employability.

#### **16. Learning Resources**

All modules are delivered through face-face contact but with access to online resources through the KLE. Most of the taught sessions will be in small classrooms. Some study will be undertaken in computer laboratories or practical laboratories under supervision from staff and some cases postgraduate demonstrators. Support materials, programme regulations and student handbooks will be available electronically on the KLE. All students will have access to the University’s library and reading lists, course books and journals and computing and printing facilities.

#### **17. Other Learning Opportunities**

Students are encouraged to participate in a wide range of activities offered by the University and Students’ Union, including societies, sports, and volunteering. Involvement can be recognized in several ways including the Higher Education Achievement Record and Keele Students’ Union awards. We also recognize where possible the value of work and work experience.

#### **18. Additional Costs**

Activity	Estimated Cost
Total estimated additional costs	£0

These costs have been forecast by the University as accurately as possible but may be subject to change because of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed

on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University, we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## **19. Quality Management and Enhancement**

The programme is delivered by the Keele University International College on the University's campus. The College and University endeavour to ensure all students enrolled with the College and University are afforded an educational experience that not only provides assimilation into the campus and student life within the University but is aligned to the standards and protocols of the University experience.

The College is responsible for the day-day management of the programme inclusive of attendance monitoring and the various module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules, whilst appraisal of delivery and programme content is overseen by the College in consultation with Navitas UK and the University.

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review, and enhancement.

- The College is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the College, in liaison with the University.
- Individual modules and the programme are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and those of Navitas UK.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed as part of annual programme review.
- Findings related to the programme from regular surveys of the student experience conducted by the College and University are subjected to careful analysis and a planned response at College level.
- Feedback received from representatives of students of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The College in liaison with the University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

## **20. The Principles of Programme Design**

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- [Navitas NPRs](#)

## **21. Annex 1 – Programme- Specific Regulations**

Students registered on or applying for a programme of study regulated by a Professional, Statutory or Regulatory Body (PSRB) and involving practical education in relation to patients, pupils, clients, or service users (hereafter referred to as clients) are subject to specific expectations around their conduct, behaviour and in some cases health.

More details on the Fitness to Practice Code of Practice can be found here [FtP Code of Practice.pdf \(keele.ac.uk\)](#)

While the programme pass mark is 40%, to progress to a specific Keele University programme students may have to achieve a higher threshold. These specific thresholds are reviewed on an annual basis and are published on the KUIC website, in the student handbook and within the programme Keele Learning Environment (KLE). If a student passes the programme but fails to achieve the required threshold, they will be offered a suitable alternative Keele University programme.

## **22. Attendance Monitoring**

### **Additional Attendance Monitoring Requirements for Students studying at Keele University International College (KUIC)**

#### **Bank 1 Monitoring Requirements**

Band 1 applies to student enrolled in Foundation Programmes and is implemented as follows:

Students studying in the UK on a student visa and undertaking programmes with expected awards below level 6, as stated on their Confirmation of Acceptance for Studies (CAS), are required by UKVI to attend a minimum of 15 hours of daytime (08:00 to 18:00, Monday to Friday) classroom-based study per week. This includes standalone Foundation and Pre-Sessional English. These students must maintain a minimum attendance of 70% or higher.

To support these students in maintaining their attendance, KUIC will contact a student where their attendance has dropped below 85%, following the procedure set out in this document. If the attendance of these students falls below 70% for three consecutive months, the University will be required to terminate their studies unless there are exceptional and evidenced reasons for the non-attendance, such as serious illness.

#### **Band 2 Monitoring Requirements**

Band 2 applies to students studying at Undergraduate or Postgraduate levels. For further details, refer to:

- [Attendance and Engagement Monitoring](#)
- [Student Monitoring Engagement Process](#)

#### **Attendance Thresholds**

The table below outlines the basic thresholds for expected attendance and intervention levels.

Attendance %		
Level	Threshold	Intervention
0	85 >	None
1	70 > < 85	Bulk warning email
2	50 > < 70	Personalised warning email
3	30 > < 50	Arranged face-to-face Meeting
4	< 30	ITE
Consecutive Absence		
0	0 > < 10	None
1	10 > < 15	Arranged face-to-face Meeting
2	15 >	ITE

### Monitoring Timescales

Semester Period	Action Points	Activity	Additional Activity
Week 1	Bulk email	Navigate registers/bookings and communications	Engagement Expectations (new students) Attendance summary and expectations (returning students) Engagement plan (returning students)
Week 2	Bulk warning email	Navigate registers/bookings and communications	
Week 3	Bulk warning email	Navigate registers/bookings and communications	
Week 4	Bulk warning email	Navigate registers/bookings and communications	
Week 5	1 <sup>st</sup> Intervention Point	Summaries and scheduling	4 weekly attendance summary (wks 1 – 4)
Week 6	Intervention Activity	Meetings, Engagement Plans	Withdrawal and Termination Process
Week 7	2 <sup>nd</sup> Intervention Point	Summaries and scheduling	4 weekly attendance summary (wks 3 - 6)
Week 8	Intervention Activity	Meetings, Engagement Plans	Withdrawal and Termination Process
Week 9	3 <sup>rd</sup> Intervention Point	Summaries and scheduling	4 weekly attendance summary (wks 5 - 8)
Week 10	Intervention Activity	Meetings, Engagement Plans	Withdrawal and Termination Process

Week 11	4 <sup>th</sup> Intervention Point	Summaries, scheduling Meetings, Engagement Activity	4 weekly attendance summary (wks 7 - 10)
Week 12			Exams / Assessments

The KUIC Compass Programme aims to ensure the wellbeing of all students from both academic and pastoral viewpoints. Further details can be found in the [KUIC Student Support Policy](#). Any student who meets the following conditions may be placed on the Compass Programme for closer monitoring:

- A student whose attendance does not meet the expected 85% requirement and/or presents an inconsistent pattern of attendance across a set of modules.
- A student requiring additional academic support as highlighted either by the student or our academic/support staff.
- A student is a minor or has personal or welfare circumstances/concerns which may impede his/her performance.

Should there be a fall below the expected attendance threshold the student will be formally contacted through the student management system. This initial contact will explain the importance of good attendance, the positive effects it can have on studies and highlight the consequences of continuing to breach the threshold. Where a student does not meet the expected 85% overall attendance requirement and has no approved extenuating circumstance, or approved leave of absence, they will be placed on the College Compass Programme. At this point students will be communicated a warning outlining their requirements and any breaches in regulatory requirements (e.g., sponsorship requirements as a visa Student). Where permissible, and deemed necessary, (if consent has been given at enrolment, or prior to this through the admissions process), parents and/or agents may be contacted to encourage re-engagement or participation.

Any student who has no approved extenuating circumstance, or approved leave of absence, and who habitually fails to respond to communication from the College and is deemed to have actively disengaged with their studies will be formally issued with an Intention to Exclude (ITE).

Where a student has been issued with an ITE they will have a period of appeal, typically a minimum of 5 working days, to justify their reasons for continuation on their course. If a student fails to respond, or their appeal is unsuccessful, the College will formally issue a 'Notification of Termination/Exclusion'. Upon reaching this point of non-engagement the University Partner will be notified and the student will no longer be eligible to study at the College. The student's visa will then be cancelled and the student will be required to leave the UK immediately.

## 23. Version History

**Date Approved:**

**Previous documents**

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
3	2025	Dr Gerstner		

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