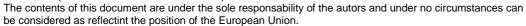| GENERAL INFORMATION	
Title	**Foundation Year in Arts and Humanities: a new route into higher education**
Key words	Foundation Year, Introductory Course, Non-'typical' applicants.
Objectives	1. Prepare students from a wide range of backgrounds for undergraduate study. 2. Introduce students to a range of study skills that are essential for studying the arts and humanities at undergraduate level. 3. Provide a broad introduction to each of the subjects covered by the course and how these have developed over time.
Phase of studies *(Choose all phases it applies)*	Access x Retain Graduation Transition to work-life
Type of degree *(Choose all degrees it applies)*	Bachelor's x Graduate Master's
Level *(Choose all levels it applies)*	International National Institutional Faculty Group Individual x
Name of the institution	University of Bristol
Location *(City and country)*	Bristol, UK
Target group/s	Any individual from any background within a wide age range of 17-70. Targeting non-'typical' students who would not otherwise be in education. Particularly aimed at students without A-Levels or equivalent qualification (90% of Foundation Year students fall into this category).
Stakeholders involved	Universities, Community Organisations

Description of the organisational process *Actors, triggering evidence, campaigns, graph… (max. 300 words)*	The Foundation Year in Arts and Humanities is aimed at participants aged 17 or over 70 – or any age in between – and who come from any ethnic, educational, professional or social background. It is concerned not with what students have done in the past, or their prior attainments, but in what they have the potential to achieve in the future. The Foundation Year aims to equip them with the knowledge and skills to bridge their potential future study at undergraduate level.
	Throughout the course students are introduced to a range of study skills that are essential for studying the arts and humanities at undergraduate level. Students also receive a broad introduction to each of the subjects covered by the course and how these have developed over time. By examining specifically what it means to be human, now and in the past, students look back over 2,500 years examining how the society we inhabit and the culture we share has been shaped by ideas, historical events, and works of art.
	The course is one year full-time and involves two days per week at the university, including six hours of contact time and a minimum of 10 hours independent study. The course involves compulsory and optional units. Students are introduced to a wide range of assessment on different courses including; exams, essays, presentations and portfolio of work.
	Applicants who complete the course satisfactorily are guaranteed a place on an undergraduate degree within the University Faculty of Arts and Humanities. Participants who achieve an overall average of at least 40% will have passed the course and will receive a Certificate in the Arts and Humanities. However, in order to progress onto an undergraduate programme, a higher level of achievement is required as follows; - An overall average of 60% or above; - An overall average of 50% or above and at least one unit mark of 60% or above; - An overall average of 40% or above, subject to a progression review meeting with relevant academic staff.

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION *Provide sources of information (URL, websites, literature, materials)*	Information about the Course http://www.bristol.ac.uk/arts/study/foundation/ A Video explaining the Course https://www.youtube.com/watch?v=HEaqjFLN3sw Newspaper coverage of how the Course can Transform Lives http://www.bristolpost.co.uk/using-education-beat-

	addiction/story-18661938-detail/story.html#axzz2QWKuHxPL
A2. TIMEFRAME *Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)*	The first cohort of students began in 2013, so the course has been running for three consecutive years. In 2013/14, 24 students (89%) successfully completed the year. 20 are now in full-time undergraduate education: 19 at Bristol; 1 at Leeds. 2 also went on to study part-time elsewhere. From the 2014/15 cohort, 17 are studying at Bristol, and three have taken up places elsewhere, including at University College London and Kings College London. Students are thriving on the Bristol degrees, with some getting marks in the 70s and 80s on their first year units.
A3. NUMBER OF STUDENTS *How many students are involved? Is the number representative considering the target group?*	The programme has been successful recruiting diverse, talented and motivated students. There is an intake of between 25 and 30 students per year. Of 27 people on the course in 2014/15, 90% did not have A-Level qualifications. 72% were mature, 34% were local, 38% from low participation neighbourhoods, 20% had a disability and 20% were from BME groups. 78% of students had a household income of under £25k.
A4. SCALABILITY ("volume") *Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)*	It is possible that this model could be expanded to include other Faculties within the university.
A5. TRANSFERABILITY (from one context to another) *Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)*	This model can be utilised in different universities. It is perhaps more suited to the disciplines within Arts and Humanities. It could also be transferrable to non-University contexts (e.g. delivery in a prison or via a MOOC).
A6. ASSESSMENT	One of the chief measures of success has been the number of students who have progressed to degrees: 58 to degrees

Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)	at the University of Bristol and 7 to degrees elsewhere. We are interested in longitudinal studies, which track student outcomes beyond completion of their degree programme. The programme is also evaluated yearly by its External Examiner, and is fully built into the Faculty's normal Quality Assurance structures.
A7. CONTACT *Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?*	Tom Sperlinger, Reader in English Literature and Community Engagement (Tom.Sperlinger@bristol.ac.uk)

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

B1.1 Self-determination *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☒	*Very well* ☐
(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)	Student evaluations inform the development of the course, as does feedback from students who have progressed onto a degree. There is a very active and engaged Staff Student Liaison Committee, led by elected student representatives.			
B1.2 Rights *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* ☒
(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)	The whole course is founded on the principles of social justice and treating all participants as equals and making them feel welcomed within the learning environment. It is evident from student testimonies that this is the case. A guiding principle of the course to enable students to draw from their own experience, and recognise their distinctive contribution to the University.			
B1.3 Access	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* ☒

Rate and Justify (max. 70 words) *(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))*	All students are given equal access to resources and also tutor support within the programme. We work closely with colleagues in the Student Finance Office to make sure that students can access all the financial support that they are entitled to. The School of Humanities Senior Tutors play a vital role in supporting students, many of whom have disabilities or other complex life circumstances.

B1.4 Equity *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* ☒
(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)	The course is specifically designed to prepare students for university study. Study skills and a demystification of the University's processes and systems are built into the programme. There is a dedicated Transition Day to prepare students for the move to undergraduate study, and a programme of tailored support once they have moved onto their degrees.			

B1.5 Participation *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* ☒
(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)	There is evidence from student testimonies that they feel welcome within the course and that a sense of belonging and pride has been created. One participant states; "At the end of the first day, I felt like I was floating three feet above the ground as it was made clear that we had each earned our place here," she explained. "We all feel part of student life at the University; not left looking in from the outside."			

B2. COLLABORATION *Describe what kind of collaboration there is between various stakeholders. (max. 70 words)*	There is collaboration between the university, programme tutors and local communities in Bristol such as the Single Parents Action Network (SPAN), Ideal Community Action, Bristol Refugee Rights, the Meriton School, HMP Eastwood Park and others. A key mechanism here is the development of taster courses, which are co-designed with the community group to ensure that they meet the needs and interests of potential students.
B3. STUDENT SATISFACTION *Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)*	There is substantial evidence from students about their positive experience of the course and how it has benefitted them. "The best, and most surprising thing about the course was the

	lectures that hadn't initially appealed to me turning out to be really interesting. The variety of subjects on offer, the teaching style and the very different viewpoints of my fellow students made me look at things from varying perspectives. I think about issues much more critically now," (Student)
	One student talks about how they are on first name terms with the tutors and that "there's a real sense that we are learning together."
B4. STUDENT WELLBEING *How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing?* What kind of evidence there is? *(max. 200 words)*	There is substantial evidence for how the course has helped to improve student academic skills and understanding as well as their psychological wellbeing as their confidence is increased. One student says "I've been surprised by how easy the transition to being a student has been. I'm definitely a fish in water with a new lease of life…I feel that a person should follow their dreams. You're never too old!"

C. FINAL REFLECTIONS
(based on the previous description of you good practice)

Success factors *What are the factors required for the successful implementation? (max. 200 words)*	- Support at University and Faculty level - Committed individuals with a stake in making it happen - Existing links with community groups - Specialised academic and pastoral support (e.g. Disability Services, Senior Tutors)
Sustainability *What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)*	- Committed teachers (something the university has in abundance) - Links to resilient community partners (potentially affected by wider financial climate) - Students need to be able to access financial resources - Contributes to social sustainability by radically broadening the range of people who engage with elite higher education.
Challenges *What are the constraints identified? How easy it is to learn and implement? (max. 200 words)*	- A key constraint is that this programme operates on a relatively small scale. The existing student funding structures place some limitations on recruitment. Because it is a relatively unusual programme, students don't automatically know of its existence. - It has not been possible to make progression work for a few programmes with specific entry requirements (Music). - Setting up and implementing the programme has been a very creative endeavor, so that although there are challenges, it has also been an exciting and stimulating process.

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queenslad University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)