



ST. ANDREW'S COLLEGE  
Cambridge

# HUMANITIES FOUNDATION SPECIFICATIONS



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Cambridge

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# ST. ANDREW'S COLLEGE

## Cambridge

### ABOUT ST ANDREW'S COLLEGE CAMBRIDGE

St. Andrew's College, Cambridge is a co-educational independent Sixth Form College providing boarding and day places for up to 157 students each academic year.

St Andrew's College is a member of the Dukes Education family. Dukes is a family of schools, teachers, learners, and parents connected by our pursuit of an extraordinary life for every member of our community.

Our philosophy is to support everyone to live with purpose, to encourage a love of learning, and to act as a team. All of this is underpinned by a quality standard that runs through everything we do.

St. Andrew's College, Cambridge is "international" in nature and is characterised by exceptional levels of academic and pastoral support at all stages. We accept students aged 15-22 years old.

We believe that education is a journey to be enjoyed and shared at every stage of life, unlocking extraordinary possibilities for every student.

St Andrew's College offers the following courses.

- Pre A-Level (September and January start)
- 2-year A-Level (September start)
- 3-year A-Level (September start)
- 2.5 -year A- Level (January start)
- 1-year University Foundation course (September start)
- 2-year university foundation courses (September start)
- 18-month university foundation course (January start)

Many of our applicants will commence courses in September, although we have up to 20 students each year who join the January intake. There are cases where students request to join the course as late joiners. These applications are reviewed on a case-by-case basis by the Principal and the Curriculum Manager. Where possible, late joiners are integrated into appropriate groups and receive additional tuition to make up for any time missed.



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### ADMISSIONS CRITERIA

Subject to real limits on student numbers imposed by boarding places, the availability of homestay hosts and resources, the college will admit applicants who have the potential to be successful on the course they've applied for.

Applicants must:

- Demonstrate a strong commitment to their studies
- Meet the entry requirements for the course applied for – Entrance exams & interview
- Agree to adhere to the college code of practice

The college aims to welcome students from all backgrounds, irrespective of nationality, race, religion, gender, sexual orientation, or disability.

### SELECTION PROCESS AT A GLANCE

Our applicants go through a strict selection process based on three elements:

1. Application: in liaison with UKVI regulations (qualifications, Visa and language requirements)
2. Interview. Interviews are conducted by the Admissions Department with the purpose of:
  - Explaining the academic, pastoral, and extracurricular provision available at the college and provide advice on courses appropriate to the student's age and academic ability
  - Assess the suitability of the student for the course they have applied for (Entry criteria for courses are given at the end of this document)
  - Provide an opportunity for a prospective student and parents / guardians / agents to look around the college.
  - Provide advice about entry into Higher Education.
  - Answer any questions about the college.
3. Testing and assessment. The college will request that prospective students take entry tests in Maths and English in order to determine if their proposed course for them.



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### REGISTRATION & ENROLMENT

#### OFFERS AND ENROLMENT

We will review a student's application once the stages above have been completed. If a student's application is successful a conditional or unconditional offer will be made.

#### ENGLISH REQUIREMENT

Those students enrolled on Foundation courses and for who English is not a first language, will be required to achieve a minimum IELTS score of 5 for September and 5.5 for January. Students who cannot provide satisfactory evidence of a pass at this level or proof of English level by means of an internal test and interview will not be allowed to join St. Andrew's College, Cambridge.

### FOUNDATION COURSE REQUIREMENTS

#### ONE-YEAR FOUNDATION PROGRAMME

The one-year Foundation programme is an intensive, fast-track programme and is suitable for students who have already completed one or more years of A-Level study, or who have graduated with good grades from a high school system abroad. Applicants will have to demonstrate a good level of academic ability. A pass at Grade A\*-C in GCSE/IGCSE English Language, IELTS 5.5 or a result of 5.5 or above on our internal English test is required for students whose first language is not English.

*\*The Foundation program is accredited by the NCFE\**



## HUMANITIES FOUNDATION

### ABOUT THE PROGRAMME



**Business**



**Economics**



**International Relations**

Students can choose to include fourth subject from the following list:

- ➔ Psychology
- ➔ Sociology
- ➔ Maths

### LEARNING ENVIRONMENT

The Foundation Course is studio based and you will be assisted by 1:1 and group tutorials. You have access to the relevant workshop resources to support the activity being delivered.

External visits for research and observation are integrated into the course and we take full advantage of the college's convenient location close to London and all its amenities.

### TEACHING STAFF

The teaching staff on the Foundation programmes are all highly qualified and experienced teachers who strive to empower their students with the confidence and skills needed to achieve their best and to prepare for university and their future careers. The teachers set high standards while assisting the students in their own individual needs and learning styles.



## SUBJECTS AND HOURS OF STUDY PER WEEK

SUBJECT	NUMBER OF HOURS PER WEEK
	<b>One year - course (34)</b>
Subject 1	4
Subject 2	4
Subject 3	4
Subject 4	4
Tutor / UCAS	3
<b>Total Hours</b>	<b>19</b>
<b>Hours over the duration of the course.</b>	<b>646</b>

*\*Please see the scheme of work at the end of the document for more details on areas covered by each subject.*

### SUPPORT SUBJECTS

The foundation course will be supported by the following non-examined subjects:

- English
- PSHE Personal Social and Health Education
- English for Academic Purposes (EAP)
- General Studies
- Study Skills

The above-named subjects are put in place to build on and support academic performance whilst on the course.

### PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION / UCAS/ TUTORIAL

Each student is given guidance in tutor groups and then individually for their university application through UCAS and assistance at the end of the year with university placements.

Each student has a personal tutor throughout the academic year to provide not only academic support, but also pastoral care.

Extra lessons are arranged where necessary to support the progress of students. The students can use the student common rooms and a computer area to facilitate study groups and a community atmosphere.

Students are provided with a social programme consisting of various opportunities to improve their social skills and to broaden their horizons through sport, the arts, travel, and friendly competition.

Students are encouraged to attend special talks and lectures in various places throughout the UK during the academic year.



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## NCFE ACCREDITATION & CERTIFICATION

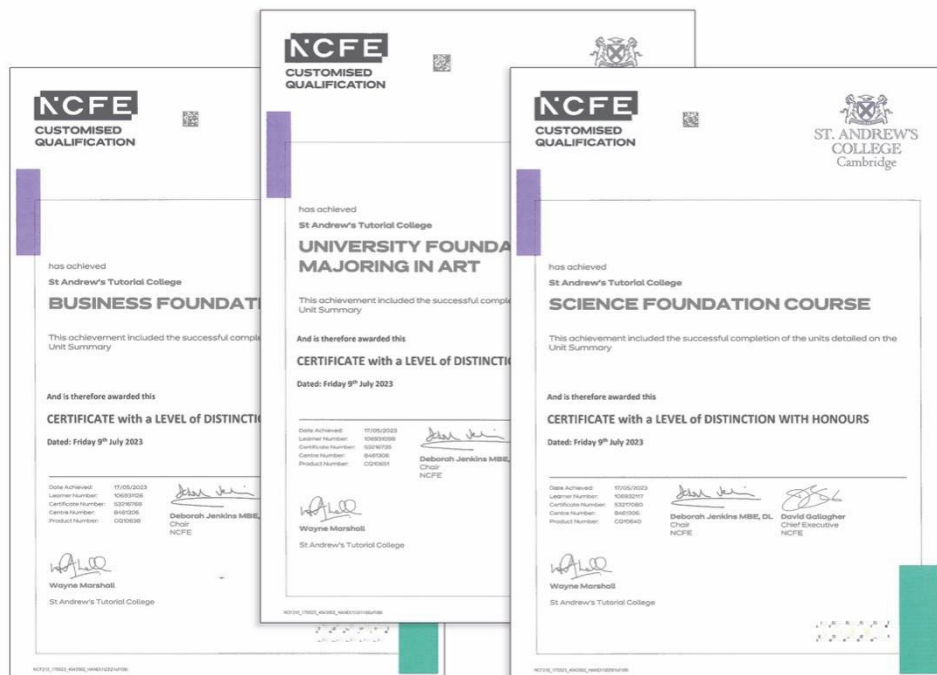
Our course has been accredited by NCFE, an awarding organisation recognised by the qualification regulators for England and Wales. NCFE's regulators are the Office of Qualifications and Examinations Regulation (Ofqual) in England, and the Welsh Government in Wales. This course isn't regulated by Ofqual but has been accredited by NCFE under our IIQ License.

St. Andrew's College provides the students with a Level 3 Diploma, and they will also receive a certificate and a transcript from the awarding body NCFE. (SEE SAMPLE BELOW)

Awards of Pass, Merit, Distinction and Distinction with Honours are only awarded when students meet the following criteria:

### ACHIEVEMENT

<b>Fail / Resubmit</b>	<b>0-49%</b>
<b>Pass</b>	<b>50-59%</b>
<b>Merit</b>	<b>60-69%</b>
<b>Distinction</b>	<b>70-79%</b>
<b>Distinction with Honours</b>	<b>80% and above</b>







## SUMMARY OF SYLLABUS CONTENT FOR EACH SUBJECT:

### BUSINESS

#### SUBJECT CONTENT

The course will cover:

- What is a business?
- Managers leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance

Students will be tested at regular intervals during the course and there will be examinations at the start of term 2 and in the final term. In term 2 you will be asked to carry out a substantial research project and produce a written report on your findings. Students will gain the skills needed and required by UK universities- being able to communicate in English and to work as part of a team.

Students will be set and be expected to complete independent study based on case studies and your own research using the college's IT suite. Students will have the opportunity to participate in a Young Enterprise company whilst at the college, involving yourself in setting up and running your own business. Students also can participate in enterprise workshops with students from other schools across East Anglia.

Term 1	Term 2	Term 3
<p><b>Module 1</b> <b>What is business?</b> Understanding the nature and Purpose of business Understanding different business forms Understanding that businesses operate within an external environment</p> <p><b>Module 2</b> <b>Managers leadership and decision making.</b> Understanding management leadership and decision making Understanding management decision making Understanding the role and importance of stakeholders</p> <p><b>Module 3</b></p>	<p><b>Module 4</b> <b>Decision making to improve operational performance</b> Setting operational objectives Analysing operational performance Increasing efficiency and productivity Improving quality Managing inventory and supply chains</p> <p><b>Module 5</b> <b>Decision making to improve financial performance</b> Setting financial objectives Analysing financial performance Sources of finance Improving cash flow and profits</p> <p><b>Research Project</b></p>	<p><b>Module 6</b> <b>Decision making to improve human resource performance</b> Setting human resource objectives Analysing human resource performance Improving organisational design and human resource flow Improving motivation and engagement Improving employer employees relations</p>



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<p><b>Decision making to improve marketing performance</b> Setting marketing objectives Understanding markets and customers Segmentation targeting and positioning Using the marketing mix</p>		
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**ECONOMICS**

**SUBJECT CONTENT**

The course will cover both micro and macroeconomics, the study of markets and national economics together with international and development economics. It is split into six modules:

- Economics: Introduction to the subject
- How Markets Work
- Why Markets Fail
- Macro-Economic Objectives
- Macro-Economic Policies
- International Economics

Within each topic there are several concepts, and the students are given the opportunity in term 2 to Research an economic area.

The main objective of the course is to give students a good working knowledge of economics, either as a foundation for further study as a separate subject or as part of a wider business-related course at university. It also aims to give students an appreciation of the relevance of economics to their daily lives and future careers, and an understanding of how economic ideas and principles can help in the process of problem solving. This will be achieved by a combination of teaching, exercises in class, regular tests and homework and independent learning tasks. Students will be encouraged to participate in class discussions on economic issues, particularly those of current interest.

Term 1	Term 2	Term 3
<p><b>Module 1</b> <b>Introduction and Terminology</b> <b>Resources</b> Scarcity and choice Demand and Supply Elasticity Module 2: How Markets Work Market Structures Public Goods Private Goods Quasi-public goods Merit and De Merit goods</p> <p><b>Module 3</b> <b>Why Markets Fail Market Failure</b></p>	<p>Module 4 <b>Macro Economics Objectives</b> Macro-Economic Indicators Gross Domestic Product (GDP) Circular Flow of Income Aggregate Demand and Supply Economic Growth  Employment /unemployment Inflation/deflation Balance of Payments Foreign Exchange Rates</p>	<p><b>Module 6</b> <b>International Economics</b> Globalisation Economic Growth and Development Economics Trading blocs Free trade areas Preferential Trade Area Customs Unions Common Market Transition Economics: planned economic systems to market economies</p>



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Government Intervention Government Failure Negative Externalities Positive Externalities Inequitable distribution of Income Economic Shocks	<b>Module 5</b> <b>Macro-Economic Policies</b> Macro-Economic Problem Solving Monetary policy Fiscal Policy Supply side policies	
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## INTERNATIONAL RELATIONS

### SUBJECT CONTENT

There following modules make up the International Relations element of the course:

- Introduction to International Relations
- Formation of the United Nations
- The Cold War
- The Role of the NGOs and Economic Organisations and Economics Society and Political Perspectives
- Globalisation
- 21<sup>st</sup> Century Challenges

The first term outlines the foundation of theory and practice within the subject, the second term concentrates on helping the student formulate their own procedures and practice in research methods. The third considers contemporary issues via case studies which evaluate different issues within continents and countries. There are examinations, independent study and research, including work outside the classroom using a variety of source material including the internet, specified websites, handouts, film clips, role play and quizzes. The students are encouraged to prepare for each session by reading articles and searching for information relevant to the topics.

Research topics on the role of individuals covered by students have included Nelson Mandela, Gandhi, J F Kennedy, Winston Churchill and Margaret Thatcher. The case studies considered in class have included the Spanish Civil War, development of South Africa, formation of the League of Nations leading to development of United Nations, the Cold War, the formation of Israel in the Middle East, the nuclear arms race, the role of the European Union, the Commonwealth and Independence and other related topics.

Students of International Relations have found this a very relevant and dynamic module to study, primarily because the subject has drawn its existence from significant events, people and places in the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. International Relations is appropriate for Business Foundation students as it pivots on the social, economic, and political environments and repercussions whilst considering the people who have propelled and influenced events. This links very well with the students' other modules and in many cases, students have continued their studies at university level.

The Foundation Course in International Relations is a lively and provocative programme of study which encourages and enables students to understand the links between contemporary political, economic, and social issues and the theory of International Relations in perspective with historical events. The student is encouraged to consider matters that lead to disputes or cooperation between states and events that contribute to war, insurrection, riot and peace movements.

The role of international bodies such as the United Nations and NATO, which are crucial to this subject, are evaluated by considering their historical context, their achievements and their failings. Students are encouraged



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to look for current news and reviews in both English and their own language to consider their own country's role and contribution to international relations.

Term 1	Term 2	Term 3
<p><b>Module 1</b> <b>Introduction to International Relations</b> Nation States Europe in the Twentieth century Revolution</p> <p><b>Module 2</b> <b>Formation of the United Nations</b> World Wars and peace NATO</p> <p><b>Module 3</b> <b>The Cold War</b> Development of the Superpowers Foreign Policy</p>	<p><b>Module 4</b> <b>The role of NGOs and other organisations and Economics, Society and Political perspectives of IR: IGOs</b> NGOs Research Topic</p> <p><b>Module 5 Globalisation and IR Trading Groups</b> Sport, Music and Environmental influences Cultural awareness</p>	<p><b>Module 6</b> <b>Twenty-first Century challenges and IR: The World Today: case studies</b> USA, Russia, China, Africa, Asia, Europe The role of Religion, the Military and Non-States</p>



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