

**1. Programme title(s) and UCAS code(s):**

MBChB Medicine (with Foundation Year) (A199)

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study:**

Full time

**b) Type of study:**

Campus-based

**4. Registration periods:**

The normal period of registration on the Foundation Year is one year (progressing to a 5 year UG degree).

The maximum period of registration for the Foundation Year is 2 years.

The Foundation Year is linked to the MBChB with its own maximum registration period. The Foundation Year will contribute towards the maximum registration periods of the MBChB; this is shown in the programme's specifications.

**5. Typical entry requirements:**

The recruitment profile is primarily designed to identify those students who have just missed the criteria for normal undergraduate entry and who meet a specific set of Widening Participation criteria. The assumption is that higher grades were missed or not possible due, in part, to poor study skills and a lack of support with studies and applications.

GCSE: Minimum grades of C or level 5 in English Language, Maths in two sciences (or double science)

A Level (or equivalent): A-levels: BBB including Chemistry or Biology, and one other science from: Chemistry, Biology, Physics or Psychology. Whilst, the combination of Chemistry and Biology is recommended, it is not required by our School. If Biology is taken, Human Biology cannot be counted as the other required Science A-level.

IB pass diploma with 32 points (not including core or bonus) with 5 points each from three higher level subjects including Chemistry and Biology

BTEC national extended diploma: DDD in Applied Science

Other requirements: Appropriate level pass of the UKCAT, appropriate performance at multiple mini interviews, a satisfactory DBS check, a satisfactory Occupational Health check and meeting widening participation criteria (shown below). Applicants resident in the East Midlands are eligible for a bursary and therefore widening participation criteria are applicable according to where the applicant is resident: either the East Midlands (5a) or anywhere in the UK (5b).

**5a. Widening participation criteria (Applicants resident in the East Midlands)**

Applicants must meet **all** the criteria in Group A and **one** of the criteria in Group B below:

**Group A**

- Have been resident in the East Midlands for two years prior to the start of the course and who are due to complete or have recently completed their A-Levels/BTEC/IB (completion should be no longer than two years prior to the start of the course)
- Living in a neighbourhood with either low young participation in higher education - postcode in quintile 1 or 2 in POLAR3 young participation (postcode to be checked on <https://www.officeforstudents.org.uk/data-and-analysis/postcode-search/>) OR in a neighbourhood with a high level of multiple deprivation – postcode with an Index of Multiple Deprivation Decile of 4 or below (postcode to be checked on <http://imd-by-postcode.opendatacommunities.org/>)
- Attended a non-selective state school for GCSEs (UCAS reference or confirmation letter from the school will be required).

### Group B

- Are, or have previously been, in local authority care/looked after. (A confirmation letter from the Local Authority is required).
- Living in a household with an income of no more than £35,000. Confirmation of Child Tax Credit or an equivalent means-tested benefit (such as the equivalent element of the new University Credit system; documentary evidence will be required).
- Be the sole carer of a parent/s, or if living away from home being the sole carer of a sibling. (A confirmation letter from your school is required).
- Have refugee status (A letter from the Home Office is required).
- Attended a non-selective state school for GCSEs (or equivalent) where the Department for Education's measure of the school's performance is below the national average. For the academic year of entry, GCSE (or equivalent) performance will be considered according to the relevant Department for Education performance tables from the year relevant to when the applicant completed their GCSEs (or equivalent).

In addition to meeting these criteria, local applicants will be given particular consideration as will applicants who have completed the Realising Opportunities Programme or Leicester Enhanced Access Programme.

### 5b. Widening participation criteria (Applicants resident anywhere in the UK)

Applicants must meet **all** the criteria in Group A and **one** of the criteria in Group B below:

#### Group A

- Have been resident in the UK for two years prior to the start of the course and who are due to complete or have recently completed their A-Levels/BTEC/IB (completion should be no longer than two years prior to the start of the course)
- Living in a neighbourhood with either low young participation in higher education - postcode in quintile 1 or 2 in POLAR3 young participation (postcode to be checked on <https://www.officeforstudents.org.uk/data-and-analysis/postcode-search/>) OR in a neighbourhood with a high level of multiple deprivation – postcode with an Index of Multiple Deprivation Decile of 4 or below (postcode to be checked on - England: <http://imd-by-postcode.opendatacommunities.org/>)
- Due regard will be given to the different measures of low participation and deprivation in the devolved regions of the UK, for example:

Scotland: <http://www.gov.scot/Topics/Statistics/SIMD>

Wales: <https://gov.wales/statistics-and-research/welsh-index-multiple-deprivation/?lang=en>

- Attended a non-selective state school for GCSEs (UCAS reference or confirmation letter from the school will be required).

### **Group B**

- Are, or have previously been, in local authority care/looked after. (A confirmation letter from the Local Authority is required).
- Living in a household with an income of no more than £35,000. Confirmation of Child Tax Credit or an equivalent means-tested benefit (such as the equivalent element of the new University Credit system; documentary evidence will be required).
- Be the sole carer of a parent/s, or if living away from home being the sole carer of a sibling. (A confirmation letter from your school is required).
- Have refugee status (A letter from the Home Office is required).
- Attended a non-selective state school for GCSEs (or equivalent) where the Department for Education's measure of the school's performance is below the national average. For the academic year of entry, GCSE (or equivalent) performance will be considered according to the relevant Department for Education performance tables from the year relevant to when the applicant completed their GCSEs (or equivalent).

Applicants who have completed the Realising Opportunities Programme or Leicester Enhanced Access Programme will be given particular consideration.

### **6. Accreditation of Prior Learning:**

NA

### **7. Programme aims:**

The programme aims to:

- Help students to develop mature professional and study skills that will equip them to thrive in a UG degree programme and beyond
- Provide students who lack suitable entry qualifications with training in Medicine that will enable them to progress onto the MBChB Medicine in the College of Life Sciences (CLS).

### **8. Reference points used to inform the programme specification:**

- University of Leicester Learning Strategy 2016-2020
- Specification documents for A level qualifications
- QAA Quality Code for Higher Education
- Programme Specifications, External Examiners reports etc. for the MBChB Medicine

### **9. Programme Outcomes:**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(a) Discipline specific knowledge and competencies</b>		
<b>(i) Mastery of an appropriate body of knowledge</b>		
<p>Mastery of basic molecular basis of chemistry, biology and genetics of biological organisms.</p> <p>Define basic physiological and psychological principles.</p> <p>Explain how cells function together at tissue/organ level; and the functioning of selected body systems.</p>	<p>Text books and other specially prepared pre-reading. Lectures, tutorials and workshops. Group work/peer learning. Regular coursework with timely feedback.</p>	<p>Regular coursework assessments. Group projects. Presentations. Assessed reflective essays. End of module examinations. Single best answer and multiple choice questions.</p>
<b>(ii) Understanding and application of key concepts and techniques</b>		
<p>Apply basic statistical concepts to datasets; interpret outcome.</p> <p>Demonstrate selected feedback and control mechanisms in the body.</p> <p>Discuss the impact of disturbance of normal control processes on body function and psychological impact.</p>	<p>Regular coursework questions with timely feedback. Group work/peer learning. Workshop sessions.</p>	<p>Regular coursework assessments. Essay. End of module/semester examinations.</p>
<b>(iii) Critical analysis of key issues</b>		
<p>Students should be able to explain the process of scientific enquiry, the roles of experiment and theory, the limits of science and the role of experimental error.</p>	<p>Induction programmes, resource based learning, group projects, seminars</p>	<p>Portfolio.</p>
<b>(iv) Clear and concise presentation of material</b>		
<p>Students should be able to communicate scientific ideas through written material and oral presentations.</p>	<p>Lectures, seminars, written guidance (handbook). Formative feedback on presentations and reports.</p>	<p>Presentations, written reports, literature review</p>
<b>(v) Discipline specific competencies</b>		
<p>Explain the physiology, anatomy and pathology in disease states versus normal; discuss the impact of disease on an individual.</p> <p>Demonstrate use of investigative techniques in patients; apply test results.</p> <p>Differentiate between possible causes using patient history and test results.</p> <p>Demonstrate ability to take patient history.</p>	<p>Lectures, skills based tutorials with group work tasks with discussion/feedback. Computer practical examples. Guided independent study. PBL.</p>	<p>End of module examinations. Reflective essay. Group presentations. OSCE.</p>

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(b) Transferable skills</b>		
<b>(i) Oral communication</b>		
Students should be able to communicate scientific ideas through oral presentations.	Lectures, seminars, written guidance (handbook). Formative feedback on presentations.	Individual and group presentations. Peer marking.
<b>(ii) Written communication</b>		
Students should be able to communicate scientific ideas through written material.	Lectures, seminars, written guidance (handbook). Formative feedback on written coursework.	Essays. Scientific posters.
<b>(iii) Information technology</b>		
Students should <ul style="list-style-type: none"> <li>• be able to use electronic resources to find information</li> <li>• evaluate such information</li> <li>• use IT resources to process data</li> <li>• use IT to present data</li> </ul>	Tutorials, IT induction sessions, advice in course materials and handbook, formative feedback on presentations	Individual and group presentations. Reflective essay of study skills and on feedback.
<b>(iv) Numeracy</b>		
Represent and interpret data visually; mastery of simple calculations based on biometric data and drug doses.	Course materials, pre-reading, lectures, problem tutorials, formative feedback on coursework	Coursework submissions, end of module/semester examinations. OSCE for Medicine stream.
<b>(v) Team working</b>		
Working in groups to solve problems, prepare and deliver presentations.	Feedback in workshops. Formative feedback on presentations and reports.	Presentations (slides and posters) and reports. Peer assessment.
<b>(vi) Problem solving</b>		
To apply scientific knowledge to a variety of problems	Lectures, workshops, formative feedback on regular coursework assessments.	Group presentations, regular coursework assessments, examinations.
<b>(vii) Information handling</b>		
Students should be able to correctly process, average and present scientific data and draw appropriate conclusions from it	Skills workshops, course handbooks, formative feedback on coursework assessments.	Coursework assessments

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(viii) Skills for lifelong learning (professionalism)</b>		
Students should <ul style="list-style-type: none"> <li>• keep an ordered set of course notes</li> <li>• organise their time effectively</li> <li>• be able assimilate and draw accurate conclusions from a wide variety of data</li> <li>• to effectively communicate scientific conclusions in both written and oral form</li> </ul>	Professional practice tutorials, compulsory attendance at core learning activities, specific instruction in lectures and seminars, formative feedback on presentations and written material	By keeping ordered notes, by attending sessions and being punctual, through regular coursework assessment and end of semester examinations, reports and presentations. Meeting deadlines.  Portfolio.

## 10. Progression points:

There are 4 core modules.

The programme does not follow the standard, Senate Regulations Governing Undergraduate Programmes of Study.

### 10a. Modules

- Modules are examined by a range of assessment methods as approved by Programme Approval Panels and specified in module specifications.
- Module Specifications state how the components of a module will be combined to form a module mark and whether a particular mark must be gained in an individual component for the module to be passed.
- Students are given credit for a module when they have completed all the requirements of the module. All assessment requirements must be completed and a pass mark in the assessments associated with the module achieved. Students are required to submit or sit all assessments relating to a module, except where a student has accepted mitigating circumstances and Mitigating Circumstances Panel has approved an alternative course of action.

### 10b. Assessment and Progression

- The performance of all students will be reviewed by a Board of Examiners to determine whether they have met the requirements to progress to the next level of study.
- The pass mark for all module assessments is 70.00%
- To progress to the next level students must have achieved an overall credit weighted average of at least 70.00% and have achieved a mark of at least 65% in all modules.
- Students will be deemed to have failed any module in which a mark of less than 70.00% has been obtained at first attempt. Students with a failed module(s) with a module mark in the range 65.00% to 69.99% and a CWA of 70% or greater will not be required to sit a reassessment and will be deemed to have passed the year, subject to the Board of Examiners discretion. Any

student with a failed module with a mark less than 65.00% or with a CWA of less than 70% will be permitted a reassessment attempt in the failed assessment(s).

- If an assessment component is a re-sit or re-submission and a student obtains a pass, the maximum mark which can be obtained for the component is 70.00%. The final module mark will be the weighted marks of all components after the cap is applied to particular assessments.
- The performance of students who have undertaken re-assessments will be reviewed by a Board of Examiners.
- Students who have met the requirements of the modules for which they have been re-assessed will progress to the next level.
- No third attempt at an assessment, with or without residence will be allowed.

Following progression to Year 1, normal Senate Regulations will apply.

Students on the MBChB Medicine (with Foundation Year) who fail to progress to year 1 of the MBChB Medicine (with Foundation Year) may, subject to the progression criteria above, apply to transfer to year 1 of the BSc Biological Sciences (with Foundation Year) or BSc Psychology or other Undergraduate Programmes within the CLS.

#### **11. Special features:**


Student will be issued with an iPad. The programme will be designed to maximise opportunities for digital and online teaching, learning, collaboration, assessment and support.

#### **12. Indications of programme quality**

The programme – including individual modules – will be reviewed on an annual basis. An external examiner will be appointed. The standard University structure of Learning and Teaching Team, Panels and Boards of Examiners and Staff-Student Committees will be put in place.

### Appendix 1: Programme structure (programme regulations)

There are four, 30 credit-bearing core modules. All students are required to take all modules. Modules BS0011, BS0012 and BS0013 run consecutively and module MD0004 runs in parallel with the other 3 modules throughout semesters 1 and 2. Ninety percent of the learning and teaching component of module MD0004 will take place in the latter half of Semester 2 (after completion of module BS0013). The remaining 10 % of the module will run alongside the other core modules and will provide early training and support for students in: communication, health care training, promotion of an empathetic and compassionate approach towards others and self-regulated learning.

SEMESTER 1			
<b>Module 1 (BS0011)</b>	Foundations of Biological Sciences Core module	<b>Module 4 (MD0004)</b>	Medicine: the Patient Core Module 
<b>Module 2 (BS0012)</b>	Introduction to Medical Sciences Core module		
SEMESTER 2			
<b>Module 3 (BS0013)</b>	Exploring Psychology Core module		

### Appendix 2: Module specifications

See attached documents.

### Appendix 3: Skills Matrix

See attached document.