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

International Foundation Year for Medicine

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 International Foundation Year for Medicine is one year.

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

5. **Typical entry requirements:**

The recruitment profile is primarily designed to identify those international students whose secondary/high school qualification type requires them to complete a programme of study prior to them entering medicine or a course allied to medicine, and/or whose English language competency does not meet the minimum requirement for registration on the MBChB course (A100) at the University of Leicester.

Academic entry requirements: Applicants should possess excellent grades in the sciences and/or mathematics in their high school curriculum; one of which must be Chemistry. Exact entry requirements will depend upon country of origin of the applicant and the school curriculum.

Other requirements: applicants should be 17 years or older; IELTS 6.5 (minimum of 6.5 for each component).

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 an UG degree programme and beyond
- Provide students with training in English language, Science and Medicine that will enable them to progress onto the MBChB Medicine in the College of Life Sciences (CLS), another course in a subject allied to medicine or one of the Biological Sciences BSc courses. Passing International Foundation Year for Medicine with a satisfactory overall average (70 %), a IELTS score of 7.5 overall (no component below 7.0), a competitive UKCAT and Multiple Mini Interview (MMI) performance are required for progression onto the MBChB Medicine (A100) course itself. *Note:* even if a candidate has successfully completed the International Foundation Programme for Medicine there is no direct entry to the MBChB A100 course;

failure to meet requirements of UKCAT, multiple mini interviews and IELTS will mean the student is unable to enter the Medical School A100 course at Leicester.

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

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

9. **Programme Outcomes:**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Mastery of basic molecular basis of chemistry, biology and genetics of biological organisms. Define basic physiological and psychological principles. Explain how cells function together at tissue/organ level; and the functioning of selected body systems.	Text books and other specially prepared pre-reading. Lectures, tutorials and workshops. Group work/peer learning. Regular coursework with timely feedback.	Regular coursework assessments. Group projects. Presentations. Assessed reflective essays. End of module examinations. Single best answer and multiple choice questions.
(ii) Understanding and application of key concepts and techniques		
Apply basic statistical concepts to datasets; interpret outcome. Demonstrate selected feedback and control mechanisms in the body. Discuss the impact of disturbance of normal control processes on body function and psychological impact.	Regular coursework questions with timely feedback. Group work/peer learning. Workshop sessions.	Regular coursework assessments. Essay. End of module/semester examinations.
(iii) Critical analysis of key issues		
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.	Induction programmes, resource based learning, group projects, seminars	Portfolio.
(iv) Clear and concise presentation of material		
Students should be able to communicate scientific ideas through written material and oral presentations.	Lectures, seminars, written guidance (handbook). Formative feedback on presentations and reports.	Presentations, written reports, literature review

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(v) Discipline specific competencies		
Explain the physiology, anatomy and pathology in disease states versus normal; discuss the impact of disease on an individual. Demonstrate use of investigative techniques in patients; apply test results. Differentiate between possible causes using patient history and test results. Demonstrate ability to take patient history.	Lectures, skills based tutorials with group work tasks with discussion/feedback. Computer practical examples. Guided independent study. PBL.	End of module examinations. Reflective essay. Group presentations. OSCE.
(b) Transferable skills		
(i) Oral communication		
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.
(ii) Written communication		
Students should be able to communicate scientific ideas through written material.	Lectures, seminars, written guidance (handbook). Formative feedback on written coursework.	Essays. Scientific posters.
(iii) Information technology		
Students should • be able to use electronic resources to find information • evaluate such information • use IT resources to process data • use IT to present data	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.
(iv) Numeracy		
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.
(v) Team working		
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.
(vi) Problem solving		
To apply scientific knowledge to a variety of problems	Lectures, workshops, formative feedback on regular coursework assessments.	Group presentations, regular coursework assessments, examinations.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vii) Information handling		
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
(viii) Skills for lifelong learning (professionalism)		
Students should • keep an ordered set of course notes • organise their time effectively • be able assimilate and draw accurate conclusions from a wide variety of data • to effectively communicate scientific conclusions in both written and oral form	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:

The programme is designed to be linear with module 1 followed by 2, 3 and 4 in order and with English language teaching in parallel with the four science/medicine modules (see Appendix 1). 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 passed all modules and achieved an overall credit weighted average of at least 70.00%
• Students will be deemed to have failed all modules in which a mark of less than 70.00% has been obtained at first attempt and will be permitted a reassessment attempt in the failed assessments.

- Students will be offered the opportunity to be re-assessed in failed components, i.e. those components with a mark of less than 70.00%.
- 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.
- Subject to the achievement of an overall credit weighted average of 70.00% modules with a mark of 65.00-69.99 may be awarded credit and deemed to be Foundation Year compensated fails.
- No third attempt at an assessment, with or without residence will be allowed.

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

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 modules that are common to all students on the International Foundation Year for Medicine. All students are required to take all four modules. English language teaching will be provided by ELTU and will run throughout the first and second semesters. This is obligatory for all students without IELTS 7.5 (7.0 in each individual component).

SEMESTER 1	
Module 1 **BS0011**	Foundations of Biological Sciences Core module
Module 2 **BS0012**	Introduction to Medical Sciences Core module
SEMESTER 2	
Module 3 **BS0013**	Exploring Psychology Core module
Module 4 **MD0004**	Medicine: The Patient Core module

English Language Learning
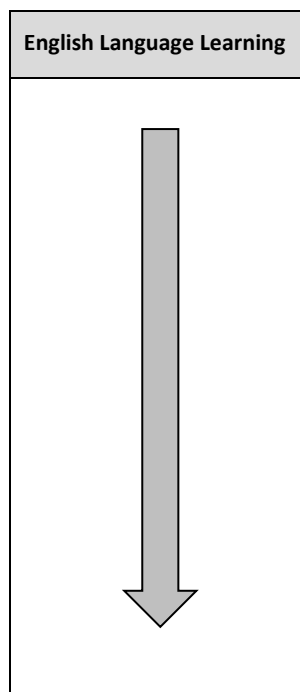
Appendix 2: Module specifications

See attached documents.

Appendix 3: Skills Matrix

See attached document.