# Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

**Date created:** 22/11/2023 **Last amended:** 20/01/2025 **Version no.** 1 **Date approved by EQED:**
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## 1. Programme title(s) and code(s):

MBChB Medicine (with Foundation Year) (A199)

Allows progression into Year 1 of Medicine MB ChB if progression criteria are met.

Foundation Year Level 3 Certificate*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

### a) HECOS Code

| HECOS Code | % |
|---|---|
| 100271 | 100 |

### b) UCAS Code (where required)

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.

Entry criteria are available online

## 6. Accreditation of Prior Learning

N/A

## 7. Programme aims:

The programme aims to:

- Develop professional and study skills that will equip them to thrive in an UG degree programme and beyond.
- Prepare students for the learning & assessment specifically within the MBChB course.
- Provide students who lack suitable entry qualifications with training in Biological Sciences and 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

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

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## 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

### a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Mastery of basic molecular basis of chemistry, biology, and genetics of biological organisms.<br>Define basic physiological and psychological principles.<br>Explain how cells function together at tissue/organ level; and the functioning of selected body systems. | Textbooks 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 understanding of key concepts and techniques

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Apply basic statistical concepts to datasets; interpret outcome.<br>Demonstrate selected feedback and control mechanisms in the body. | Group work/peer learning. Workshop sessions. | Regular coursework questions with timely feedback | Regular coursework assessments. Essay. End of module/semester examinations. |

| | | | |
|---|---|---|---|
| Discuss the impact of disturbance of normal control processes on body function and psychological impact. | | | |

iii) Critical analysis of key issues

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>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 | Induction programmes, resource based learning, group projects, seminars | Portfolio |

iv) Clear and concise presentation of material

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| 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 |

**b) Disciple specific competencies**

| Intended Learning Outcome | Module Code | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|---|
| Students should be able to:<br>Identify anatomical surface markings and normal anatomy (including images) of a healthy adult<br>Use anatomical language and demonstrate normal | MD0003 | Students will be directed to essential and recommended reading - textbooks, selected primary papers and websites and online videos. These sources will supplement lectures and small group teaching sessions. Group | Post sessional activities will facilitate consolidating knowledge. A work book will support group work activities. All activities will be available on BB. | End of module examinations.<br>SBA / SAQ<br>Integrated Understanding Assessment (IUA) |

| | | | | |
|---|---|---|---|---|
| movement of the human body<br>Explain and identify the normal gross anatomy and physiology of the thorax, abdomen, pelvis, upper and lower limbs and skull and consider how pathology may affect function<br>Explain the underlying principles of the nervous system.<br>Explain the underlying principles of the vascular system and oxygen exchange.<br>Explain the route to fertilisation and explain early embryogenesis.<br>Identify different modalities for recognising disease process- observation - medical imaging, histology stains, diagnostic tests, patient histories | | teaching will enable application of principles introduced in pre reading and lectures. | | |
| Students should be able to:<br>Communicate effectively with patients in a sensitive and professional manner.<br>Demonstrate an understanding of the role or reflective practice in medicine and the ability to reflect on a variety of situations | MD0004 | Lectures, skills-based tutorials with group work tasks with discussion/feedback. | Computer practical sessions. Guided independent study. PBL. Patient and placement visits. | End of module examinations. Reflective essay. Group presentations. OSCE (objective structured clinical examination). |

| | | | | |
|---|---|---|---|---|
| Effectively explore patient's symptoms and their experience of healthcare<br>Demonstrate an understanding of the impact of disease on an individual, their family and the wider society.<br>Explain the physiology, anatomy and pathology in normal and disease states across the clinical areas covered.<br>Understand the use of investigations in evaluating diseases across the clinical areas covered.<br>Offer appropriate basic lifestyle advice to patients.<br>Demonstrate competent basic numeracy skills applied to pharmacology and analyzing/using data. | | | | |

**c) Transferable skills**

i) Verbal, written and digital communication

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to: | Lectures, seminars, written guidance (handbook). | Formative feedback on presentations. | Individual and group presentations. Peer marking. |

| | | | |
|---|---|---|---|
| Students should be able to communicate scientific ideas through oral presentations. | | | |
| Students should be able to:<br>communicate scientific ideas through written material. | Lectures, seminars, written guidance (handbook) | Formative feedback on written coursework | Essays. Scientific posters. |

ii) Numeracy

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>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. |

iii) Problem solving

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>To apply scientific knowledge to a variety of problems | lectures, workshops, | formative feedback on regular coursework assessments. | Group presentations, regular coursework assessments, examinations. |

iv) Information Technology

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>• be able to use electronic resources to find information | 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. |

| | | | |
|---|---|---|---|
| • evaluate such information<br>• use IT resources to process data<br>• use IT to present data | | | |

v) Teamwork

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Work in groups to solve problems, prepare and deliver presentations. | Feedback in workshops. Formative feedback on presentations and reports. | Feedback in workshops. Formative feedback on presentations and reports. | Presentations (slides and posters) and reports. Peer assessment. |

vi) Skills for Lifelong Learning

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should<br>• keep an ordered set of course notes<br>• organise their time effectively<br>• be able assimilate and draw accurate conclusions from a wide variety of data<br>• 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.<br><br>Portfolio. |

## 10. Progression points

There are 4 core modules.

| | | |
|---|---|---|
| Medicine with Foundation Year | Requirement for FY Level 3 Certificate Exit Award without progression to MB ChB Medicine | Requirements for progression to MB ChB Medicine Year 1 |
| | Overall CWA (Course weighted average) of 40% | - Overall CWA of 70.00%, **and**<br>- A pass in each component assessment of MD0003 and MD0004 modules (see qualifying marks in module specification) **and**<br>- Overall module mark of at least 65% for all other modules (BS0011 and BS0012) |

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 to achieve FY Level 3 Certificate without progression to MBChB Medicine is 40.00%.
- To progress to the MBChB Medicine year 1, students must have achieved an overall credit weighted average of at least 70.00%, and pass all component assessments

within the MD0003 and MD0004 modules (see qualifying marks in module specification), and have achieved at least 65% in all other modules (BS0011, and BS0012).

- Any student with a failed module (BS0011, BS0012), or module component (MD0003, MD0004) or with a CWA of less than 70% will be permitted a reassessment attempt in the failed assessment(s).
- Students will only resit assessments that are necessary to progress or to enable the opportunity to achieve a Level 3 Foundation Certificate.
- For students re-sitting any assessment, the maximum mark recorded in the student record for that assessment will be capped at the pass mark of 40% for the purposes of receiving a Level 3 Foundation Certificate. In determining progression to year 1 undergraduate studies the re-sit mark will be capped at the progression mark which is 70%.
- 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.
- Where, due to accepted mitigating circumstances, a student has not been able to complete two attempts at relevant assessments the Board of Examiners may consider, at its discretion, the award of further attempts via either a repeat year or re-sit without residence.
- Students on the 'Medicine with Foundation Year' course who fail to progress to year 1 of the MBChB course, 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.
- At the end of the foundation year students not meeting the progression criteria, may be eligible to receive a level 3 Foundation Certificate as an Exit award. To receive a Level 3 Foundation Certificate, you must have achieved a CWA of 40.00% across all four modules.

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

### a) Course transfers

Students not meeting the progression criteria for Medicine but who meet the criteria for FY Level 3 Certificate would be eligible to transfer to Year 1 of Biological Sciences

### b) Year abroad

N/A

### c) Year in Industry

N/A

## 11. Criteria for award and classification

At the end of the foundation year students not meeting the progression criteria, may be eligible to receive a level 3 Foundation Certificate as an Exit award. To receive a Level 3 Foundation Certificate, you must have achieved a CWA of 40.00% across all four modules.

## 12. Special features

Students will be issued with an iPad. The programme will be designed to maximize

opportunities for digital and online teaching, learning, collaboration, assessment and support.

**12a. Research-inspired Education**

**Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:**

| RiE Quadrant | Narrative |
|---|---|
| | The medical programme is designed to equip students to become evidence-based practitioners, ready to thrive in the ever-evolving world of clinical medicine. In the foundation year, students are introduced to fundamental principles of biomedical research, and the importance of the application of evidence-based clinical guidelines for patient care. |
| **Research-briefed**<br>Bringing staff research content into the curriculum. | **Research-briefed**<br>Leicester has a proud tradition of world-leading clinical medical research. Course content is continually updated to reflect new developments that have been outworked through these and other research findings. Programme design is informed by pedagogical theory, and the school is committed to continual development through educational research implementation. |
| **Research-based**<br>Framed enquiry for exploring existing knowledge. | **Research-based**<br>Throughout the programme, students are guided to adopt a problem solving, evidence-based approach to patient care. |
| **Research-oriented**<br>Students critique published research content and process. | **Research-oriented**<br>Students receive a grounding in research methodology, and are guided through the process of critical appraisal. Students continue to develop critical appraisal skills throughout the programme. |
| **Research-apprenticed**<br>Experiencing the research process and methods; building new knowledge. | **Research-apprenticed**<br>After progressing from the foundation year, all students take part in a simulated research activity as part of the public health and epidemiology component of the first phase of the medical curriculum. They gain experience in questionnaire design and analysis, as well as appropriate output formation. Through student-selected units, and optional intercalation, students can further explore the research process with hands-on experience in clinical or pedagogical domains.<br>During the clinical course (phase two), all students take part in the 'LMS research conference': a dedicated university teaching day that has been designed to reflect a research conference, giving students an opportunity to present research and take part in workshops designed to enhance their research skills. |

**As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:**

The medical school has many thriving student societies and student-staff collaborations that aim to further students' exposure to academic and research culture. Examples of these include:

- LUMRS is a specific medical research society that is supported by the INSPIRE programme from the Academy of Medical Sciences. LUMRS facilitates student involvement in research as well as providing journal club and student conference opportunities.
- MedEd provides students with a means of engaging with pedagogical theory and a practical outworking of teaching skills.
- MEDRift facilitates student involvement in developing and researching emerging technologies related to medical education. The group regularly present their work at medical education conferences, and produce outputs which enhance student learning.

In addition, through the apprenticeship model of clinical placements, many students identify opportunities to engage with research projects during their training.

**Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:**

The School of Medicine has a strong record of pedagogical research and outputs are shared formally and informally within the programme. Internal and external speakers contribute to a regular lunchtime seminar series to further staff engagement with novel and innovative ideas. The school has strong links with the Stoneygate Centre for Empathic Healthcare, and collaborates in pioneering research to enhance patient care and clinician expertise, by embedding innovative practice within the curriculum. The School delivers a thriving Masters in Clinical Education which facilitates further pedagogical understanding and development of multiple staff groups.

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

## 13. 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.

## 14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

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## Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

### Medicine with Foundation Year A199

Updates to the programme

| Academic year | Module | Change |
|---|---|---|
| 2025/26 | MD0003 Principles of Anatomy and Physiology | New core module replacing BS0013 Exploring Psychology |

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | n/a | 60 credits | 60 credits |
| Optional | n/a | n/a | n/a |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 1 | BS0011 | Foundations of Biological Sciences | 30 credits |
| Semester 1 | BS0012 | Introduction to Medical Sciences | 30 credits |

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 2 | MD0003 | Principles of Anatomy and Physiology | 30 credits |
| Year long | MD0004 | Medicine: the Patient | 30 credits |

**Notes**

There are four, 30 credit-bearing core modules. All students are required to take all modules. Modules BS0011, BS0012 and MD0003 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 MD0003). 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.

<table>
<tr><td colspan="2">SEMESTER 1</td><td colspan="2">YEAR LONG</td></tr>
<tr><td>Module 1 (BS0011)</td><td>Foundations of Biological Sciences</td><td rowspan="4">Module 4 (MD0004)</td><td rowspan="4">Medicine: the Patient</td></tr>
<tr><td>Module 2 (BS0012)</td><td>Introduction to Medical Sciences</td></tr>
<tr><td colspan="2">SEMESTER 2</td></tr>
<tr><td>Module 3 (MD0003)</td><td>Principles of anatomy and physiology</td></tr>
</table>

## Appendix 2: Module specifications

See undergraduate module specification database [log-in required] (Note - modules are organized by year of delivery).