Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 22/11/2023 **Last amended:** 20/01/2025 **Version no.** 1 **Date approved by EQED:** N/A

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 %), and pass all necessary components of each module (see section 10 for full detail), 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 Education Strategy
- 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: 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.	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: Apply basic statistical concepts to datasets; interpret outcome. 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: 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) Discipline specific competencies

Intended Learning Outcome	Module Code	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Identify anatomical surface markings and normal anatomy (including images) of a healthy adult Use anatomical language and demonstrate normal movement of the human body	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	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. SBA / SAQ Integrated Understanding Assessment (IUA)

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 Explain the underlying principles of the nervous system. Explain the underlying principles of the vascular system and oxygen exchange. Explain the route to fertilisation and explain early embryogenesis. Identify different modalities for recognising disease process- observation - medical imaging, histology stains, diagnostic tests, patient histories		teaching sessions. Group teaching will enable application of principles introduced in pre reading and lectures.		
Students should be able to: Communicate effectively with patients in a sensitive and professional manner. Demonstrate an understanding of the role or reflective practice in medicine and the ability to reflect on a variety of situations Effectively explore patient's symptoms and their experience of healthcare Demonstrate an understanding of the impact of disease on an individual, their family and the wider society. Explain the physiology, anatomy and pathology in normal and disease states across the clinical areas covered. Understand the use of investigations in evaluating diseases across the clinical areas covered. Offer appropriate basic lifestyle advice to patients.	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).

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: 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.
Students should be able to: 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: 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: 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: • 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.

v) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: 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 • 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:

English language teaching runs 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.

There are 4 core modules.

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

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 MB ChB 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.

11. Special features:

The programme will be designed to maximise opportunities for digital and online teaching, learning, collaboration, assessment and support.

11a. 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 Bringing staff research content into the curriculum. **Research-based** Framed enquiry for exploring existing knowledge. **Research-oriented** Students critique published research content and process. **Research-apprenticed** Experiencing the research process and methods; building new knowledge.	**Research-briefed** 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** Throughout the programme, students are guided to adopt a problem solving, evidence-based approach to patient care. **Research-oriented** 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** 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. 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 multiples 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.

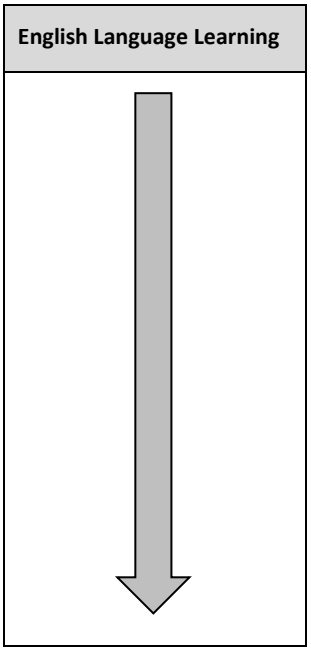
12. Indications of programme quality

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 MD0003	Principles of Anatomy and Physiology Core module
Year Long	
Module 4 **MD0004**	Medicine: The Patient Core module



Appendix 2: Module specifications

See module specification database. [log-in required]