UNIVERSITY OF LEICESTER

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

Date created: 24/03/2026 **Last amended:** 17/07/2026 **Version no.** 1 **Date approved by EQED:**
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1. Programme title(s) and code(s):

'Healthcare' Foundation Year

Students are registered on a Foundation Year route linked to one of the following specified healthcare degrees: **MSci Midwifery with Leadership, MSci Nursing with Leadership, BSc Operating Department Practice**, or **BSc Diagnostic Radiography**.

This specification should be read in combination with the specification for the degree to which student registration is linked for the full course structure, content and other information such as accreditation. The Foundation Year is a progression route rather than a stand-alone award.

a) HECOS Code

Registration pathway	HECOS Code	%
Midwifery with Leadership with foundation year	100288	100
Nursing with Leadership with foundation year	100252, 100280, 100279, 100287	100
Operating Department Practice with foundation year	100273	100
Diagnostic Radiography with foundation year	1000131	100

b) UCAS Code (where required)

Registration pathway	UCAS Code
MSci Midwifery with Leadership (with foundation year)	B720
MSci Nursing with Leadership (with foundation year)	B701
BSc Operating Department Practice (with foundation year)	B991
BSc Diagnostic Radiography (with foundation year)	B821

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 Foundation Year will count towards the maximum registration period of the specified degree programme to which a student may progress.

- The **normal period of registration** for the Foundation Year is one year (progressing to a specified three-year BSc or four-year integrated master's degree).
- The **maximum period of registration** for the Foundation Year is two years

5. Typical entry requirements

MSci Midwifery with Leadership (with Foundation Year)

- **A-levels:** BCC (should include one science from Biology, Human Biology, Chemistry, Physics or Psychology). General Studies, Critical Thinking and Global Perspectives not accepted.
- **GCSE:** Maths and English Language at grade 5/C, plus a science subject at grade 5/C. Functional Skills not accepted as an equivalent to GCSE.
- **BTEC:** DDD in Extended Diploma in Health & Social Care, Health Studies or Applied Science (including Medical or Forensic streams).
- **International Baccalaureate:** Pass diploma with 30 points including grade 6 in HL Biology, Chemistry, Physics or Psychology. Minimum of 3 in HL Maths, or 4 in SL Maths, or 5 in SL Maths Studies, if not held at GCSE. Minimum of 4 in English A or 5 in English B if English Language not held at GCSE.
- **Irish Leaving Certificate:** Grades H2, H2, H2, H2, H3, which must include a science (from Biology, Chemistry, Physics or Psychology). Minimum of O3/H3 in English Language and Maths.
- **Access to HE:** Healthcare or Science based Diploma at Level 3: 60 credits overall, including 15 credits in topics relating to Human Biology/Anatomy and Physiology. Of the Level 3 credits, at least 30 at distinction and 15 at merit.
- **Graduate entry:** Honours degree in a relevant subject at 2:1 (or international equivalent)
- **T Levels**: Distinction in Health (with an Occupational Specialism in Supporting the Midwifery team). Other healthcare-related Occupational Specialisms can be considered.

MSci Nursing with Leadership (with Foundation Year)

- **A-levels:** CCC to include one science from Biology, Chemistry, Physics or Psychology. General Studies, Critical Thinking and Global Perspectives not accepted.
- **GCSE:** Maths, English Language and Biology at grade 4/C. Combined Science or Double Science at grades 4-4 will also be accepted instead of Biology. Functional Skills not accepted as an equivalent to GCSE.
- **BTEC:** DDD in Extended Diploma in Health and Social Care, Health Studies or Applied Science (including Medical or Forensic streams).
- **International Baccalaureate:** Pass diploma with 28 points to include grade 6 in one relevant HL science subject from Biology, Chemistry, Physics or Psychology. Must include a minimum of grade 3 in HL Maths or 4 in SL Maths or 5 in SL Maths Studies if minimum of grade 4/C not held in Maths GCSE. Plus, a grade 4 in English A or 5 in English B if minimum of grade 4/C not held in English Language.
- **Irish Leaving Certificate:** Grades H2, H3, H3, H3, H3, which must include a science subject (from Biology, Chemistry, Physics or Psychology). Minimum of O4/H4 in English Language, Maths and Biology if minimum of grade 4/C not held in GCSE.
- **Access to HE:** Healthcare or Science based Diploma at Level 3: 60 credits overall, including 15 credits in topics relating to Human Biology, Anatomy or Physiology. Of the Level 3 credits, at least 30 at distinction and 15 at merit.
- **Graduate entry:** Honours degree in a relevant subject at 2:1 (or international equivalent)
- **T Levels:** Merit in either - Health (with an Occupational Specialism in Supporting the Adult Nursing team), or Health (with an Occupational Specialism in Supporting the Mental Health team), or Health (with an Occupational Specialism in Supporting the care of children and young people)

BSc Operating Department Practice (with Foundation Year)

- **A-levels**: CCC or 96 UCAS points from 3 A Levels.
- **GCSE**: 3 passes grades 4/C and above (or equivalent), including Maths, English Language and a Science.
- **Access to HE Diploma**: 96 UCAS points, including 45 credits at level 3 and minimum 6 at Distinction, 33 Merit and 6 Pass, (DMP) in a health-related subject
- **BTEC Nationals**: relevant extended Diploma MMM (preferably in a health-related subject). Please contact the Admissions Tutor with the details of your BTEC qualifications for eligibility.
- **T Levels**: A* to C in either: Health (with an Occupational Specialism in Supporting the Adult Nursing team), or Health (with an Occupational Specialism in Supporting the Midwifery team), or Health (with an Occupational Specialism in Supporting the Theatre team), or Health (with an Occupational Specialism in Dental nursing), or Healthcare Science (with an Occupational Specialism in Pharmacy Services Assistant), or Healthcare Science (with an Occupational Specialism in Healthcare Science Assistant).

BSc Diagnostic Radiography (with Foundation Year)

- **A-levels**: BBC including at least one science-based subject from Biology, Human Biology, Physics, Chemistry, Psychology and PE.
- **GCSE**: Six subjects at grade 5/C which must include English Language, Maths and Combined or Single Science subjects.
- **Access to HE Diploma**: Pass diploma with 45 credits at level 3, 15 of which must be at Distinction and 15 at Merit (specific subjects – check with admissions team for eligibility).
- **International Baccalaureate**: Pass Diploma with 27 points including grade 5 from one higher-level science-based subject from Biology, Physics, Chemistry, Psychology and Sports, Exercise & Health Science. Minimum of 4 in HL Maths or 4 in SL Maths Analysis and Approaches, or 6 in SL Maths Applications and Interpretation required if grade 5/C not held at GCSE. Minimum of grade 4 in English A or 5 in English B required if grade 5/C not held at GCSE. Minimum grade 3 required in at least three other subjects if not held at grade 5/C at GCSE.
- **BTEC Nationals**: Pass Extended Diploma with DDM in Sport and Exercise Science or Health and Social Care (need to confirm with admissions team if other Sport-related BTEC subjects will be considered without a required A-Level subject. Any other BTEC subject must be taken with an A-Level in Biology, Human Biology, Physics, Chemistry, Psychology or Physical Education).
- **T Levels**: Merit in Health (with an Occupational Specialism in Supporting the therapy teams).

Additional Entry Requirements

Prior to starting Year 1 of their chosen Foundation programme, all students will be required to have:

- Satisfactory Occupational Health Clearance to meet the professional activities.
- Disclosure and Barring Service (DBS) screening: caring for vulnerable adults and children.

A minimum age requirement applies for entry to the Foundation Year (Year 0) to ensure that students will satisfy the minimum age requirement for entry to Year 1 of the linked degree programme. Consequently, students will normally be required to be at least 17 years of age at the start of the Foundation Year.

Vaccinations

School of Healthcare students are expected to undertake all routine and selected vaccinations as recommended by Occupational Health and in line with the Greenbook recommendations (Immunisation of healthcare and laboratory staff: the green book, chapter 12 - GOV.UK

(www.gov.uk)), in order to be able to attend clinical placements. These vaccinations are a requisite for students to successfully complete their degree programme.

Students that do not engage with the relevant immunisation programmes and do not have the required vaccinations will not be able to participate in the clinical placements that are part of their destination degree progamme. **Consequently, they will not be able to complete their course requirements and will therefore not be able to successfully complete their degree.**

There may be exceptions for students who have a medical reason as to why they cannot be vaccinated. **This should be supported by evidence from a doctor who is licensed to practice in the UK and has appropriate expertise in immunisation/vaccinations.** This will likely be the student's GP. This will be reviewed and advice will be sought from the Occupational Health team.

6. Accreditation of Prior Learning

NA

7. Programme aims

The Foundation Year aims to prepare students for undergraduate degree education as a healthcare professional through the provision of teaching and assessment modes which closely align with those used within the destination degree programmes.

To provide students who lack suitable entry qualifications for direct entry with education and training in relevant biological science, and healthcare related knowledge and skills, that will enable them to progress onto specified degree programmes within the School of Healthcare.

8. Reference points used to inform the programme specification

- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- Education Strategy
- University Assessment Strategy [login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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: Describe how their chose healthcare profession operates within healthcare systems to optimize patient care both unilaterally and within multi-disciplinary teams	Text books and other specially prepared pre-reading. Lectures, tutorials and workshops.	Workshops and seminars Review of the research literature Formative feedback Multi-disciplinary activity Interview with member of their chosen profession	Short answer question assessment Multi-disciplinary team report Research paper presentation Profession based essay

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Relate main biological systems and processes to the cause of disease, approaches to prevention and treatment	Text books and other specially prepared pre-reading. Lectures.	Workshops and seminars Group work/peer learning. Formative feedback.	Multiple choice assessment Disease based presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Describe how healthcare systems are designed and work and how healthcare professionals operate within them	Text books and other specially prepared pre-reading. Lectures	Workshops and seminars. Group work/peer learning. Formative feedback.	Short answer question paper Multi-disciplinary team report
Students should be able to: Describe how to operate in multi-professional teams	Text books and other specially prepared pre-reading. Lectures	Workshops and seminars. Group work/peer learning. Formative feedback.	Multi-disciplinary team report

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use electronic resources to find information regarding healthcare systems, healthcare professional roles, diseases and treatment	Text books and other specially prepared pre-reading. Lectures	Tutorials, IT induction sessions, advice in course materials and handbook, formative feedback on presentations and poster	Individual presentations and group report. Reflective essay EDI poster
Students should be able to: Use IT resources to present information for communication purposes	Text books and other specially prepared pre-reading. Lectures	Tutorials, IT induction sessions, advice in course materials and handbook, formative feedback on presentations and poster	Individual presentations and group report. Reflective essay EDI poster
Students should be able to: Use AI whilst recognizing its advantages and limitations in the learning environment	Course handbook guidance	Skills workshops, formative feedback on coursework assessments.	Disease based presentation Research paper presentation

b) Cognitive and Practical Skills

i) Selection and analysis of sources

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Perform basic techniques and methods associated with the delivery of care and operationalization of healthcare professions within their roles	Text books and other specially prepared pre-reading. Lectures.	Workshops and seminars. Peer learning. Formative feedback. Practical classes learning how to use different techniques	Patient care plan Portfolio Reflective essay

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Compare and contrast how healthcare professionals operate and interact with patients and populations to optimize health outcomes	Text books and other specially prepared pre-reading. Lectures	Workshops and seminars. Group work/peer learning. Formative feedback.	Short answer question paper EDI in Healthcare Poster

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate scientific ideas through oral presentations.	Text books and other specially prepared pre-reading. Lectures	Workshops and seminars. Group work/peer learning. Formative feedback.	Research paper presentation Disease based presentation
Students should be able to: Communicates scientific ideas through written material.	Text books and other specially prepared pre-reading. Lectures	Workshops and seminars. Group work/peer learning. Formative feedback.	Multi-disciplinary team report Patient care plan Profession based essay

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Follow a qualitative interview script and summarise interviewee responses	Lecture	Workshops and seminars Group and peer learning Student interview	Student interview essay
Students should be able to: Locate a research paper relative to their discipline and summarise the main findings	Lecture	Workshops and seminars Group and peer learning Formative feedback on research paper presentation slides	Research paper presentation

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Perform basic clinical assessments routinely undertaken by all healthcare professionals	Text books and other specially prepared pre-reading. Lectures	Workshops Group / peer learning Formative feedback	Portfolio Reflective essay

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Describe how to study effectively within the education sphere of the student's chosen discipline	Teaching and learning methods which reflect those most commonly used within the student's chosen undergraduate degree	Student interview Formative feedback	Assessment paper Profession based essay

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply self-directed learning to optimize education outcomes	Text books and other specially prepared pre-reading. Lectures.	Workshops and seminars. Interview with member of their chosen profession to better understand how to optimize their education development.	Student interview essay Reflective essay
Students should be able to: Describe discipline specific expectations relating to lifelong learning	Text books and other specially prepared pre-reading. Lectures.	Workshops and seminars. Interview with member of their chosen profession to better understand the concept of lifelong learning and how it is implemented.	Student interview essay

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Summarise findings in a written report from undertaking a structured qualitative interview	Text books and other specially prepared pre-reading. Lectures	Workshops Student interview	Student interview essay
Students should be able to: Describe research methods and findings from a discipline specific research paper	Text books and other specially prepared pre-reading. Lectures	Workshops Student interview	Research paper presentation

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Present information orally, visually and in written format for the purposes of communication	Text books and other specially prepared pre-reading. Lectures	Workshops and seminars. Group work/peer learning. Formative feedback.	EDI in Healthcare Poster Research paper presentation Profession based essay

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use population data to inform health promotion	Text books and other specially prepared pre-reading. Lectures	Laboratory class	Multi-disciplinary team report

iii) Self-reflection

Intended Learning Outcome	Module Code	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Respond to feedback on personal performance and describe how to learn within their chosen discipline	NU0002	Lecture	Formative feedback on first page of reflective essay	Reflective essay

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply knowledge of pain management to patient care	Lecture	Workshops to prepare care plan	Patient care plan

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Organise and manage time effectively for the purposes of study	Course handbook Lectures	Workshop, seminars and personal tutorials	Reflective essay Student interview essay

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Work in a group to prepare and deliver a report	Lectures	Workshop Formative feedback on report plan and first page of reflective essay	Multi-disciplinary report. Reflective essay

10. Progression points

A Board of Examiners will consider the profile of each student at the end of the teaching and assessment for the year. The Board will apply the progression requirements for the Foundation Year as approved by the University and set out in the relevant programme specification.

In cases where a student has failed to meet a requirement to progress they will be required to withdraw from the course.

a) Course transfers

Students can request to transfer to another School of Healthcare Foundation Year (Midwifery, Nursing, Operating Department Practice, and Diagnostic Radiography only) at two different points. The first point at which they can request a transfer is after completing the first three modules, providing they meet the following:

- They have passed all three modules.
- Have the underpinning entry requirements (GCSE and A level grades, or equivalents) that meet those for the course to which they wish to transfer.
- They meet any additional entrance requirements for that program, including an entrance interview process for that programme, and a supporting reference from their personal tutor
- There is sufficient capacity within the foundation year they wish to transfer to

The second point at which a student can request a transfer to another School of Healthcare foundation year (Midwifery, Nursing, Operating Department Practice, and Diagnostic Radiography only) is on completion of their enrolled FY programme, providing they meet the following:

- They have passed all four modules.
- They meet any additional entrance requirements for that program, including an entrance interview process for that programme, and a supporting reference from their personal tutor
- There is sufficient capacity within the foundation year and subsequent bachelor's or master's degree programme they wish to transfer to

Transfers are not guaranteed.

b) Year abroad

N/A

c) Year in Industry

N/A

11. Criteria for award and classification

Students attaining 40% pass in all assessments will automatically progress onto their destination degree programmes. Those students attaining 40.00% in all assessments who choose to not progress may be awarded a Foundation Certificate.

12. Special features

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
Research-briefed Bringing staff research content into the curriculum.	**Research-briefed:** As a foundation degree program students will be 'research briefed', based, oriented and apprenticed to a limited degree, Research active staff will actively introduce their research to the students across all modules to ensure that students are 'research briefed'.
Research-based Framed enquiry for exploring existing knowledge.	**Research-based:** To enable them to become 'research-based', students will learn about evidence-based healthcare and how research is used to inform all levels of practice. From the provision of surgery, scanning and monitoring, the design of care pathways and provision of medicines, research plays a significant role. This will be made apparent to learners at all stages within the programme. Teaching materials will all be informed by research and reference to it where appropriate. Research evidence will be highlighted, critiqued and discussed to demonstrate how knowledge evolves, it can be incorrect or presented such that healthcare professionals make decisions which may introduced non-evidence-based practice. Students will be taught how to reference research using referencing software and expected to use references within all submitted coursework.
Research-oriented Students critique published research content and process.	**Research-oriented:** Within the program, all students will be expected to locate a research paper which provides evidence for the practice of their chosen discipline and narratively describe its contents for assessment purposes. To a limited extent they will be expected to critique research content and process and become 'research orientated'.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	**Research-apprenticed:** Students will be introduced to the concept of qualitative interviews and the concept of content analysis, as they will be expected to interview a student from their discipline on a current program, using a pre-defined script to learn from their professional and educational experiences. Students will then be expected to write a report on the interview outlining how this will inform their future approach to study and practice within the discipline. This will form the first steps of becoming 'research apprenticed'.

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:

Students on the foundation program will be included in invites to all extra or co-curricular research-based activities which are offered to students within the school of healthcare and more broadly from the University. Furthermore, where there are discipline specific activities, they will be targeted at those individuals who have identified a future preference for that discipline.

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:

Teaching materials will all be informed by research and will reference to it where appropriate.

Evidence based practice is central to healthcare delivery and as such the concept will be introduced to students which signposting to those bodies responsible for its implementation both in the UK and more widely.

Research evidence will be routinely highlighted, critiqued and discussed to demonstrate how knowledge evolves, it can be incorrect or presented such that healthcare professionals make decisions which may introduced non-evidence-based practice.

Students will be required to identify a research paper, relevant to practice within the discipline of their choice and present this to their colleagues to highlight how research evidence informs the delivery of patient care.

They will also be introduced to basic research techniques and given the opportunity to implement them and learn from the experience.

13. Indications of programme quality

Quality will be determined by:

- Student feedback on modules
- SSC reports
- Progression rates

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.

MSci Midwifery with Leadership (with Foundation Year),

MSci Nursing with Leadership (with Foundation Year),

BSc Operating Department Practice (with Foundation Year),

BSc Diagnostic Radiography (with Foundation Year)

Level 4/Year 1 2026/27

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	BS00019	Biology for Healthcare Professionals	30 credits
Semester 1	NU0001	Foundations in Healthcare	30 credits
Semester 2	NU0002	Key skills for healthcare professionals	30 credits

Core modules for each programme (Students will study one of the following only dependent on the programme pathway they are enrolled on). Total credits 90+30=120 credits.

Semester 2	MW0001	Foundations in Midwifery	30 credits
Semester 2	NU0003	Foundations in Nursing	30 credits
Semester 2	OP0001	Foundations in Operating Department Practice	30 credits
Semester 2	RA0001	Foundations in Radiography	30 credits

Appendix 2: Module specifications

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