Programme Specification (Undergraduate) FOR ENTRY YEAR: 2024/25

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1. Programme title and codes

a) Physiotherapy Foundation Year programme

b) HECOS Code

HECOS CODE	%
100246: Health Sciences	100

c) UCAS Code B161

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 3 year BSc UG degree).

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

The Foundation Year is linked to the BSc Physiotherapy, courses which has its own maximum registration period. The Foundation Year will not contribute towards the maximum registration periods of the physiotherapy course.

5. Typical entry requirements:

The recruitment profile is primarily designed to identify those applicants who have just missed the criteria for normal undergraduate entry or are mature applicants who do not meet the standard entry requirements.

Five GCSEs at CCCCC/44444 including English and Maths.

A-levels (or equivalent): CCC including at least one science based subject. IB pass diploma with 24 points (not including core or bonus) with 5 points each from three higher-level science based subjects, BTEC national extended diploma: MMM in Health Care related subjects. Access to HE Diploma: Pass Diploma with 45 credits at level three, including 15 at distinction and 15 at merit in healthcare related subjects. All applicants will undertake an interview as part of the entry requirements.

Age 18 years at the start of the course and for international and EU students English to the standard equivalent to level 7 of the IELTS, with no element below 6.5

Students should have a clear DBS and pass occupation health screening as for the physiotherapy BSc course.

6. Accreditation of Prior Learning:

N/A

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 to progress onto BSc (Hons) Physiotherapy in the School of Allied Health Professions

8. Reference points used to inform the programme specification:

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Education Strategy
- University Assessment Strategy [log-in 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:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Proficiency of an appropriate body of knowledge		
To achieve a proficiency in basic molecular chemistry, biology and genetics of biological organisms. To achieve a proficiency in basic human anatomy and analysis of human movement 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 OSCEs and 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 contro 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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iii) Critical analysis of key issues		
Students should be able to explain the basic 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
(v) Critical appraisal of evidence with appropriate insight		
Apply relevant knowledge to healthcare practice in structured ways which are capable of evaluation. This will include critical appraisal of knowledge and research evidence, critical appraisal of own practice, gaining feedback from patients and their families and applying this to practice, disseminating critically appraised good practice Inform and develop own practice and the practice of others through using the best available evidence and reflecting on practice. Manage and develop care utilising the most appropriate information technology systems.	Lectures, tutorials, seminars, practice based learning, service user scenarios and patient interaction	Written assignments/ examinations, seminar presentations, examinations (e.g. OSCE)/ simulation, case studies.
(vi) Other discipline specific competencies		
Explain the physiology, anatomy and pathology in disease states versus normal; discuss the impact of disease on an individual.	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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Written communication		
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.
(iii) Information technology		
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 SAHP courses stream.
(iv) Numeracy		
Represent and interpret data visually; Proficiency 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 SAHP courses 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.
(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		
Students should: keep an ordered set of course notes organise their time effectively; be able to 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.

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10. Progression points:

There are 4 core modules.
The programme does not follow the standard, Senate Regulations Governing Undergraduate Programmes of Study.

	Pass mark at module-level for FY Level 3 Certificate without progression to BSc Physiotherapy	Requirements for progression to BSc Physiotherapy Year 1
Physiotherapy Foundation Year	40.00%	Overall CWA of 70.00%, and module marks of at least 70% for PH0001 and at least 65.00% for each of the other modules (BS0011, BS0012, BS0013)

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 40.00%. To progress to the next level students would have achieved an overall credit weighted average (CWA) of at least 70.00% and have achieved module marks of at least 70% for PH0001 and at least 65% for each of the other modules (BS0011, BS0012, BS0013).

Students note that:

- You only resit assessments that are necessary for you to progress or to enable you with the opportunity to achieve a level 3 Foundation Certificate.
- If you resit any assessment, the maximum mark for that assessment, which will be recorded in your student record will be capped at the pass mark of 40%. In determining progression to year 1 undergraduate studies your re-sit mark will be capped at the progression mark (according to the overall CWA percentage level).
- You will automatically be offered resits (if you can pass the module with the resit marks as described above)
- If you have an (accepted) mitigating circumstance for an assessment that requires you to resit, you will be offered a `first-sit' for that assessment instead of a `resit'. There are two differences. One difference is that all assessments can be given a first-sit; for example, labs

can be given a first-sit but not a resit. The second difference is that in a `first-sit' the maximum possible mark is 100%, whereas in a `resit' the maximum possible mark is 40% [*].

Reassessment will ordinarily be offered on one occasion only. However, certain coursework assessment components are not-resittable, as detailed in the module specification documents.

If you fail to meet the progression requirement in an assessment component with a specific progression requirement (as detailed in the module information/programme handbook), a resit of the assessment component will be offered even if the module has been passed overall.

In cases where you have failed to meet a requirement to progress you will be required to withdraw from the course. However, if you pass 120 credits, but fail to meet the additional modular school progression requirements after reassessment, you may be offered a transfer to another course with lesser progression requirements. At the end of the foundation year if you do not meet progression criteria and are eligible you may receive a level 3 Foundation Certificate. To receive a level 3 Foundation Certificate you must have passed all modules in the foundation year at 40.00%.

- The performance of students who have undertaken re-assessments will be reviewed by a Board of Examiners.
- No third attempt at an assessment, with or without residence will be allowed under normal circumstances; however, it may be possible to permit a third attempt in some instances.
- Following progression to Year 1, normal Senate Regulations will apply.
- Students on the BSc Biological Sciences (with Foundation Year) will under no circumstances be allowed to transfer to the MBChB Medicine (with Foundation Year).

Students on the Physiotherapy Foundation Year course who fail to progress can look to transfer to other Undergraduate Programmes within the CLS subject to meeting any transfer requirements. The Physiotherapy Foundation Year does not offer progression to the Medicine course.

In cases where a student has failed to meet a requirement to progress, he or she will be required to withdraw from the course.

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.

Undergraduate Programme Specification

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, BS0013 and PH0001 run consecutively. The empathy strand of PH0001 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></td></tr>
<tr><td>Module 1
(BS0011)
30 Credits</td><td>Foundations of Biological Sciences: Core Module</td><td rowspan="5">Empathy strand of PH0001</td></tr>
<tr><td>Module 2
(BS0012)
30 credits</td><td>Introduction to Medical Sciences: Core Module</td></tr>
<tr><td colspan="2">SEMESTER 2</td></tr>
<tr><td>Module 3
(BS0013)
30 credits</td><td>Exploring Psychology: Core Module</td></tr>
<tr><td>Module 4
(PH0001)
30 credits</td><td>Introduction to Human Anatomy and Analysis of Movement: Core Module</td></tr>
</table>

Total credits for the year 120

Appendix 2: Module specifications

See module specification database [log-in required]