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

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1. Programme title and codes

a) Physiotherapy Foundation Year

This specification should be read in combination with the specification for the degree to which a student intends to progress for the full course structure, content and other information such as accreditation.

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.

Current entry requirement can be found here:

https://le.ac.uk/courses/physiotherapy-with-foundation-year-bsc/2026

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 all occupational health screening and requirements prior to starting 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 Healthcare

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 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.

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.	Lectures, workshops, practical, tutorials, resource-based learning, group projects, seminars	Practical report, tests, presentations
(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) Other discipline specific competencies		
Identify anatomical landmarks, analyse basic functional movement and state muscle actions	Lectures, practical teaching sessions with discussion/feedback. Guided independent study.	End of module examinations and OSPE (Objective Structured Practical Examination)
(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; 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.
(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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(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.

10. Progression points:

The programme is designed to be linear with module 1 followed by module 2, 3 and 4 in order. 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 mark (CWA) of at least 70.00% **and** have achieved module marks of at least 70.00% for PH0001 **and** at least 65.00% for each of the other modules (BS0011, BS0012, BS0013).

Students should 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 40.00%. 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, laboratory examinations 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 4.000%, unless the progression mark cap is applied (see above).

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

Students on the Physiotherapy Foundation Year course who fail to progress can look to transfer to other Undergraduate Programmes within the College of Life Sciences, 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:

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
	During the Foundation Year, students experience research-briefed, research-based and research–oriented education. Staff research interests inform the design of teaching sessions and assessments, and research-active staff are involved in their delivery. Students undertake guided research tasks, in which they begin to explore published research content, and undertake framed enquiry through practical classes. They are well prepared for our BSc Physiotherapy programme in which we deliver the Research Inspired Education Framework in full, as described below.
Research-briefed Bringing staff research content into the curriculum.	Research-briefed - Students are exposed to challenging learning, inspired and informed by current research, drawing on the internationally recognised research within Physiotherapy and wider healthcare disciplines and experts at the University of Leicester. Staff teaching on the programme are engaged in research and bring their experiences into their teaching.
Research-based Framed enquiry for exploring existing knowledge.	Research-based – All teaching and assessment both within academia and clinical practice are based on real world Physiotherapy considerations and challenges, putting the underpinning theoretical concepts into context.
Research-oriented Students critique published research content and process.	Research-oriented - Students are required to critically appraise their own clinical practices and patient care, in classrooms, placement education and assessment. They are given guidance and training in how to critically appraise published research.
Research-apprenticed	Research-apprenticed – Training and practice is provided an all aspects of research throughout all three years of the programme. Students are introduced to the importance of research (year one), research methods (year two) and they carry out

Experiencing the research process and methods; building new knowledge.	a dissertation, including the ethical approval process (year three). Students also have the opportunity to experience clinical placements within a research area, both inhouse, with the University, and externally. The student's clinical hours are made up of being fully emersed within research working environment.

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:

Our Physiotherapy society runs a journal club that all members are invited to attend.
Our students are regularly invited to participate in research projects in a variety of different capacities ranging from participants to research assistant roles.
Students are automatically given membership to the CSP (Chartered Society of Physiotherapy), which gives them access to publications, webinars on emerging research and potential attendance at conferences.

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 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.
As well as this, there is regular peer observation of teaching and assessment both intradisciplinary and interdisciplinary whereby innovation and best practice are shared
The departments academic staff are registered Physiotherapists who are HCPC registered and have a professional obligation to be able to demonstrate continual professional development in order to maintain their registration.
All staff have access to pedagogical support at school, college and university level.

11b. The programmes to which students may progress from this foundation year carry professional accreditation. Please see the relevant programme specification for detail. Please note that the accreditation applies only to the degree to which a student progresses. The foundation year alone does not carry independent professional accreditation.

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.

SEMESTER 1	
Module 1 (BS0011) 30 Credits	**Foundations of Biological Sciences: Core Module**
Module 2 (BS0012) 30 credits	**Introduction to Medical Sciences: Core Module**
SEMESTER 2	
Module 3 (BS0013) 30 credits	**Human Biology and Behaviour: Core Module**
Module 4 (PH0001) 30 credits	**Introduction to Human Anatomy and Analysis of Movement: Core Module**

Total credits for the year 120

Appendix 2: Module specifications

See module specification database [log-in required]