UNIVERSITY OF LEICESTER

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

**Date created:** 28/11/2024 **Last amended:** 27/05/2025 **Version no.** 1 **Date approved by EQED:**
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## 1. Programme title(s) and code(s):

STEM International Foundation Year

The STEM International Foundation Year programme provides progression onto BSc / Integrated Masters degrees in Chemistry, Computer Science, Creative Computing, Engineering, Environmental Science, Geography, Geology, Mathematics, and Physics. It is not available as a stand-alone award.

### a) HECOS Code

| | |
|---|---|
| Chemistry with international foundation year | 100417 |
| Computer Science with international foundation year | 100366 |
| Creative Computing with international foundation year | 100368 |
| Engineering with international foundation year | 100184 |
| Environmental Science with international foundation year | 100381 |
| Geography with international foundation year | 100409 |
| Geology with international foundation year | 100395 |
| Mathematics with international foundation year | 100403 |
| Physics with international foundation year | 100425 |

### b) UCAS Code

| | |
|---|---|
| Geography with international foundation year | |
| Geology with international foundation year | |
| Chemistry with international foundation year | |
| Engineering with international foundation year | |
| Environmental Science with international foundation year | |
| Physics with international foundation year | |
| Mathematics with international foundation year | |
| Computer Science with international foundation year | |
| Creative Computing with international foundation year | |

## 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 STEM International Foundation Year will count towards the normal and maximum registration period of the degree programme that a student may progress to.

The normal period of registration for the STEM International Foundation Year is one year (progressing to a 3 or 4 year UG degree).

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

### 5. Typical entry requirements

A-level: BCC/CCC or points equivalent from best three A-levels, to include appropriate subject(s).

BTEC Diploma: DDM in an appropriate scientific or engineering discipline.

Access to HE courses in Science and Engineering: 45 L3 credits, including 24 at Distinction.

International equivalents of the above.

Students must be at least 17 on the programme start date.

The STEM International Foundation Year is designed to provide a route to higher education for applicants who do not have the necessary entry requirements for first year entry to the undergraduate programmes.

### 6. Accreditation of Prior Learning

Not applicable

### 7. Programme aims

The programme aims to:

- Develop the professional attributes and study skills that will equip students to thrive in an undergraduate degree programme and beyond
- Enable students to progress to an appropriate undergraduate programme through the acquisition of discipline specific knowledge at the required standard
- Develop the transferable academic skills and English language knowledge required to succeed at the University of Leicester

### 8. Reference points used to inform the programme specification

- QAA Benchmarking Statements
- 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 Reports
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- Specification documents for various A-level mathematics qualifications

- Specification documents for various A-level science (Physics, Chemistry, Geography, Geology, Computer Science) qualifications

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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>recall and apply discipline-specific knowledge to solve problems and draw appropriate conclusions. | Lectures<br>Workshops<br>Course texts/specially-prepared resources | Workshop problems<br>Core learning exercises<br>Group work/Peer learning in sessions<br>Mock exam | Core Learning Exercises<br>End-of-Module Exams |

ii) Breadth of knowledge

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>apply mathematical techniques to solve discipline-specific problems | Lectures<br>Workshops<br>Course texts/specially-prepared resources | Workshop problems<br>Core learning exercises<br>Group work/Peer learning in sessions<br>Mock exam | Core Learning Exercises<br>End-of-Module Exams |

iii) Understanding of source materials

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to: | Workshops/Labs | Workshop problems/Lab problems | Core learning exercises/Lab reports |

| | | | |
|---|---|---|---|
| evaluate the reliability of information and numerical data | Course texts/specially-prepared resources<br>Small-group classes | Group work/Peer learning in sessions<br>Guided Independent Study | Report<br>Poster Presentation |
| Students should be able to:<br>use electronic resources to find and evaluate information | Small-group classes | Group work/Peer learning in sessions<br>Guided Independent Study | Report<br>Poster 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:<br>evaluate the reliability of information and numerical data | Workshops/Labs<br>Course texts/specially-prepared resources<br>Small-group classes | Workshop problems/Lab problems<br>Group work/Peer learning in sessions<br>Guided Independent Study | Core learning exercises/Lab reports<br>Report<br>Poster Presentation |

ii) Critical engagement

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>record and reflect on their learning experiences | VLE instructions/recordings<br>Small-group classes | Group work/Peer learning in sessions<br>Guided Independent Study | Mock Exam Marking<br>Reflective Presentation |

iii) Presentation of an argument

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>use IT to summarise and communicate ideas, in verbal form | Small-group classes | Presentation training | Reflective Presentation<br>Poster Presentation |

iv) Independent research

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>use electronic resources to find and evaluate information | Small-group classes | Group work/Peer learning in sessions<br>Guided Independent Study | Report<br>Poster Presentation |

v) Relevant technical skills

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>recognise and describe patterns in data | Lectures<br>Workshops/Labs<br>Course texts/specially-prepared resources | Workshop problems/Lab problems<br>Core learning exercises<br>Group work/Peer learning in sessions | Core Learning Exercises<br>Lab/Project Reports<br>End-of-Module Exams |
| Students should be able to:<br>use IT to process data | Workshops/Labs<br>Course texts/specially-prepared resources | Workshop problems/Lab problems<br>Group work/Peer learning in sessions | Core learning exercises/Lab reports |

vi) Autonomous working

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to: | Induction sessions | Core learning exercises | Core Learning Exercises |

| | | | |
|---|---|---|---|
| demonstrate the ability to work autonomously | Assessment Planner<br>Small-group classes | Guided Independent study<br>Group work/Peer learning in sessions | Reflective Presentation<br>Report<br>Poster Presentation |

vii) Presentation of research findings

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>use IT to summarise and communicate ideas, in verbal form | Small-group classes | Presentation training | Reflective Presentation<br>Poster Presentation |

**c) Transferable skills**

i) Verbal, written and digital communication

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>use IT to summarise and communicate ideas, in verbal form | Small-group classes | Presentation training | Reflective Presentation<br>Poster Presentation |
| Students should be able to:<br>communicate discipline-specific ideas, in written form | Lectures<br>Workshops<br>Course texts/specially-prepared resources<br>Small-group classes | Workshop problems<br>Core learning exercises<br>Group work/Peer learning in sessions<br>Formative writing tasks<br>Mock exam | Core Learning Exercises<br>Short Answer Test<br>Report<br>Poster Presentation<br>Written Exam<br>End-of-Module Exams |

ii) Numeracy

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>apply mathematical techniques to solve discipline-specific problems | Lectures<br>Workshops<br>Course texts/specially-prepared resources | Workshop problems<br>Core learning exercises<br>Group work/Peer learning in sessions<br>Mock exam | Core Learning Exercises<br>End-of-Module Exams |

iii) Self-reflection

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>record and reflect on their learning experiences | VLE instructions/recordings<br>Small-group classes | Group work/Peer learning in sessions<br>Guided Independent Study | Mock Exam Marking<br>Reflective Presentation |

iv) Problem solving

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>apply mathematical techniques to solve discipline-specific problems | Lectures<br>Workshops<br>Course texts/specially-prepared resources | Workshop problems<br>Core learning exercises<br>Group work/Peer learning in sessions<br>Mock exam | Core Learning Exercises<br>End-of-Module Exams |

v) Organisation and management

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

| | | | |
|---|---|---|---|
| Students should be able to:<br>engage in professional practices such as effectively managing their time and workload, organising their course materials and revision notes, maintaining consistent engagement with sessions and seeking support as necessary | Induction sessions<br>Course texts/specially-prepared resources<br>Assessment Planner | Induction activities<br>Workshop engagement<br>Assessment Planner record-keeping<br>Group work/Peer learning in sessions<br>Guided Independent Study | Online Test<br>Reflective Presentation<br>End-of-Module Exams |

vi) Teamwork

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>work in groups to solve discipline-specific problems | Workshops | Workshop engagement | Engagement |

## 10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

The following additional award requirements for this programme have been approved.

**Semester 1 Progression Board (January/February):**

For modules assessed in Semester 1, resits will be offered for these modules where failed, apart from any non-resittable coursework assessment components, as detailed in the module specification documents. The Semester 1 Progression Board will recommend termination of a student from their course where a student has failed any Semester 1 module, at Grade F, and cannot reach the pass mark for the module after resit of the re-sittable assessment components.

**Progression from Year 0 to Year 1:**

Students will be required to pass **all** Foundation Year modules within their stream.

The pass mark for all modules is 40%. Compensation is not permitted on this programme.

Resits will **normally** be offered for all modules **except** for the following lab-based module:

- CH0062 Introductory Chemistry Practical

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

For students intending to study on the STEM International Foundation Year, there are the additional progression requirements to engage with at least 75% of the FS0051 Academic English Language and Skills for STEM 1, and at least 75 % of the FS0052 Academic English Language and Skills for STEM 2, on-campus taught classes; pass the Poster Presentation and Written Exam components of FS0052 Academic English Language and Skills for STEM 2; and engage with at least 75% of the requirements of the Discipline-Specific Engagement component of FS0052 Academic English Language and Skills for STEM 2

School-specific progression requirements are given below.

- For students intending to study a degree in **Computer Science or Creative Computing,** there are no further progression requirements (see Appendix 3: Progression Table).
- For students intending to study a degree in **Environmental Science, Geography, or Geology** there is the additional progression requirement to pass the examination component of **GY0011 Principles of Earth Science and Earth Systems** (see Appendix 3: Progression Table).
- For students intending to study a degree **in Mathematics**, there are further progression requirements to pass the examination component of both **FS0031 Mathematics 1** and **FS0032 Mathematics 2** (see Appendix 3: Progression Table).
- For students intending to study a degree **in Physics**, there are further progression requirements to pass the examination component of both **FS0031 Mathematics 1** and **FS0032 Mathematics 2** (see Appendix 3: Progression Table).
- For students intending to study a degree **in Engineering**, there are further progression requirement to pass the examination component of both **FS0031 Mathematics 1** and **FS0032 Mathematics 2** (see Appendix 3: Progression Table).
- For students intending to study a degree in **Chemistry**, there are further progression requirements to pass the examination component of **FS0030 Fundamental Mathematics and**

**to** complete at least six out of the eight lab sessions and associated write-ups for **CH0062 Introductory Chemistry Practical** (see Appendix 3: Progression Table).

Where a student fails to meet the progression requirement to obtain 40% in the examination component of a mathematics module (FS0030, FS0031 and/or FS0032), a resit of the examination will be offered even if the module has been passed.

A student who passes 120 credits, but fails to meet the School-specific progression requirements described above after reassessment, may be offered a transfer to another course with alternative progression requirements, at the discretion of the School. In cases where a student has failed to meet a requirement to progress, and there is no offer to transfer to another course, the student will be required to withdraw from the course.

Upon progression to Year 1, a student may transfer to any of the undergraduate degrees offered by the School within their discipline.

A foundation certificate is available on request to any student who completes and passes all the modules for the Foundation Year but does not progress to the degree programme.

## 11. 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 |
|---|---|
| | Students on the STEM International Foundation Year engage with the Research-inspired Education Framework in a way that prepares them for their progression in their discipline-specific integrated degrees. |
| **Research-briefed**<br>Bringing staff research content into the curriculum. | •Research-briefed: Foundation Year modules incorporate staff research and recent developments in STEM fields. Students encounter authentic research content in all streams. |
| **Research-based**<br>Framed enquiry for exploring existing knowledge. | •Research-based: Structured inquiry activities such as lab experiments and guided research develop students' skills in exploring existing knowledge. These experiences provide a foundation for more advanced research tasks in their chosen disciplines. |
| **Research-oriented**<br>Students critique published research content and process. | •Research-oriented: Students critique and analyse published research through presentations and data analysis tasks . These activities nurture critical thinking and familiarise students with the research process, preparing them for independent inquiry. |
| **Research-apprenticed**<br>Experiencing the research process | •Research-apprenticed: While opportunities to undertake original research are limited in the Foundation Year, students gain foundational skills and insights, enabling deeper engagement in research and innovation as they progress further in their degree programmes. |

| | |
|---|---|
| and methods; building new knowledge. | The STEM International Foundation Year serves as a springboard, introducing students to research culture and inquiry-based learning while building transferable skills. As students advance to their respective Schools, they engage further with discipline-specific research opportunities, projects, and creative activities. |

**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:**

As per undergraduate years 1 to 4

**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.

The programme incorporates teaching strategies grounded in educational research, such as active learning, collaborative problem-solving, and formative assessment techniques, ensuring effective student engagement and knowledge retention.

Educators on the programme draw on scholarship in STEM education research, such as best practices for teaching complex concepts in engineering, computational thinking, or mathematical reasoning, to refine their approach and support diverse learning needs.

Some teaching staff are actively engaged in research within their fields, and their expertise and ongoing projects inform classroom teaching/tutoring, supporting a connection between education and professional research practices.

The programme design is informed by continuous feedback and systematic review, using data from student performance, engagement, and feedback to refine teaching approaches and materials.

## 12. Indications of programme quality

The teaching methodology for the STEM International Foundation Year programme has been informed from established foundation year programmes within the university, and nationally.

## 13. 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.

### Stream 1: Geoscience

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | 30 credits | 45 credits | 45 credits |
| Optional | n/a | n/a | n/a |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | FS0030 | Fundamental Mathematics | 15 credits |
| Sem 1 | FS0051 | Academic English Language and Skills for STEM 1 | 15 credits |
| Sem 1 | FS0061 | Scientific Computing | 15 credits |
| Sem 2 | GY0011 | Principles of Earth Science and Earth Systems | 15 credits |
| Sem 2 | FS0033 | Introductory Data Analysis | 15 credits |
| Sem 2 | FS0052 | Academic English Language and Skills for STEM 2 | 15 credits |
| Year long | FS0045 | Introductory Earth and Environmental Science | 30 credits |

## Stream 2: Chemistry

### 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 |
|---|---|---|---|
| Sem 1 | FS0030 | Fundamental Mathematics | 15 credits |
| Sem 1 | FS0043 | Waves and Matter | 15 credits |
| Sem 1 | FS0051 | Academic English Language and Skills for STEM 1 | 15 credits |
| Sem 1 | CH0065 | Introduction to Chemistry 1 | 15 credits |
| Sem 2 | CH0066 | Introduction to Chemistry 2 | 15 credits |
| Sem 2 | CH0062 | Introductory Chemistry Practical | 15 credits |
| Sem 2 | FS0033 | Introductory Data Analysis | 15 credits |
| Sem 2 | FS0052 | Academic English Language and Skills for STEM 2 | 15 credits |

## Stream 3: Physics

### 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 |
|---|---|---|---|
| Sem 1 | FS0031 | Mathematics 1 | 15 credits |
| Sem 1 | FS0041 | Mechanics 1 | 15 credits |
| Sem 1 | FS0043 | Waves and Matter | 15 credits |
| Sem 1 | FS0051 | Academic English Language and Skills for STEM 1 | 15 credits |
| Sem 2 | FS0032 | Mathematics 2 | 15 credits |
| Sem 2 | FS0042 | Mechanics 2 | 15 credits |
| Sem 2 | FS0044 | Electromagnetism and Quantum Physics | 15 credits |
| Sem 2 | FS0052 | Academic English Language and Skills for STEM 2 | 15 credits |

## Stream 4: Engineering

### 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 |
|---|---|---|---|
| Sem 1 | FS0031 | Mathematics 1 | 15 credits |
| Sem 1 | FS0041 | Mechanics 1 | 15 credits |
| Sem 1 | FS0043 | Waves and Matter | 15 credits |
| Sem 1 | FS0051 | Academic English Language and Skills for STEM 1 | 15 credits |
| Sem 2 | FS0032 | Mathematics 2 | 15 credits |
| Sem 2 | FS0042 | Mechanics 2 | 15 credits |
| Sem 2 | FS0044 | Electromagnetism and Quantum Physics | 15 credits |
| Sem 2 | FS0052 | Academic English Language and Skills for STEM 2 | 15 credits |

## Stream 5: Mathematics

### Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | 30 credits | 45 credits | 45 credits |
| Optional | n/a | n/a | n/a |

120 credits in total

### Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | FS0031 | Mathematics 1 | 15 credits |
| Sem 1 | FS0041 | Mechanics 1 | 15 credits |
| Sem 1 | FS0051 | Academic English Language and Skills for STEM 1 | 15 credits |
| Sem 2 | FS0032 | Mathematics 2 | 15 credits |
| Sem 2 | FS0033 | Introductory Data Analysis | 15 credits |
| Sem 2 | FS0052 | Academic English Language and Skills for STEM 2 | 15 credits |
| Year long | FS0060 | Introduction to Programming | 30 credits |

Stream 6: Computing

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | 30 credits | 45 credits | 45 credits |
| Optional | n/a | n/a | n/a |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | FS0034 | Computational Mathematics | 15 credits |
| Sem 1 | FS0062 | Introductory Linux | 15 credits |
| Sem 1 | FS0051 | Academic English Language and Skills for STEM 1 | 15 credits |
| Sem 2 | FS0063 | Algorithms and Logic | 15 credits |
| Sem 2 | FS0033 | Introductory Data Analysis | 15 credits |
| Sem 2 | FS0052 | Academic English Language and Skills for STEM 2 | 15 credits |
| Year long | FS0060 | Introduction to Programming | 30 credits |
| | | | |

## Appendix 2: Module specifications

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

## Appendix 3: Progression Table

| Degree Programme | Additional Progression Requirements |
|---|---|
| All | In addition to passing FS0051 and FS0052 with a module mark of at least 40%, a student must engage with at least 75% of the FS0051 and at least 75% of the FS0052 on-campus taught classes.<br>In addition to passing FS0052 with a module mark of at least 40%, a mark of at least 40% must be obtained in each of the Poster Presentation and Written Exam components of FS0052. |
| Chemistry<br>*BSc with Foundation Year* | In addition to passing FS0030 with a module mark of at least 40%, a mark of at least 40% must be obtained in the FS0030 exam.<br>In addition to passing CH0062 with a module mark of at least 40%, a student must complete at least six out of eight practical sessions and associated write-ups. |
| Computer Science<br>*BSc with Foundation Year* | None |
| Creative Computing<br>*BSc with Foundation Year* | None |
| Engineering<br>*BEng with Foundation Year* | In addition to passing FS0031 and FS0032 with a module mark of at least 40%, a mark of at least 40% must be obtained in each of the FS0031 and FS0032 exams. |
| Environmental Science<br>*BSc with Foundation Year* | In addition to passing GY0011 with a module mark of at least 40%, a mark of at least 40% must be obtained in the GY0011 exam. |
| Geography<br>*BSc with Foundation Year* | In addition to passing CGY0011 with a module mark of at least 40%, a mark of at least 40% must be obtained in the GY0011 exam. |
| Geology<br>*BSc with Foundation Year* | In addition to passing GY0011 with a module mark of at least 40%, a mark of at least 40% must be obtained in the GY0011 exam. |

| | |
|---|---|
| Mathematics<br>*BSc with Foundation Year* | In addition to passing FS0031 and FS0032 with a module mark of at least 40%, a mark of at least 40% must be obtained in each of the FS0031 and FS0032 exams. |
| Physics and Astronomy<br>*BSc with Foundation Year* | In addition to passing FS0031 and FS0032 with a module mark of at least 40%, a mark of at least 40% must be obtained in each of the FS0031 and FS0032 exams. |