

1. Programme title(s) and UCAS code(s):

MBChB Medicine (with 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 normal period of registration on the Foundation Year is one year (progressing to a 5 year UG degree).

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

The Foundation Year is linked to the MBChB with its own maximum registration period. The Foundation Year will contribute towards the maximum registration periods of the MBChB; this is shown in the programme's specifications.

5. Typical entry requirements:

The recruitment profile is primarily designed to identify those students who have just missed the criteria for normal undergraduate entry and who meet a specific set of Widening Participation criteria. The assumption is that higher grades were missed or not possible due, in part, to poor study skills and a lack of support with studies and applications.

GCSE: Minimum grades of C in English Language, C in Maths and C in two sciences (or double science)

A Level: BBB including Chemistry and Biology

IB pass diploma with 32 points (not including core or bonus) with 5 points each from three higher level subjects including Chemistry and Biology

BTEC national extended diploma: DDD in Applied Science

Other requirements: Appropriate level pass of the UKCAT, appropriate performance at multiple mini interviews, a satisfactory DBS check, a satisfactory Occupational Health check and meeting widening Participation criteria below.

Widening participation criteria

Applicants must meet **both** the criteria in Group A and **one** of the criteria in Group B below:

Group A

- Have been resident in the East Midlands for two years prior to the start of the course and who are due to complete or have recently completed their A-Levels/BTEC/IB (completion should be no longer than two years prior to the start of the course)
- Living in a neighbourhood with either low young participation in higher education - postcode in quintile 1 or 2 in POLAR3 young participation (postcode to be checked on <http://www.hefce.ac.uk/postcode/>) OR in a neighbourhood with a high level of multiple deprivation – postcode with an Index of Multiple Deprivation Decile of 4 or below (postcode to be checked on <http://imd-by-postcode.opendatacommunities.org/>)

- Attended a non-selective state school for GCSEs (UCAS reference or confirmation letter from the school will be required).

Group B

- Are, or have previously been, in local authority care/looked after. (A confirmation letter from the Local Authority is required).
- Living in a household with an income of no more than £35,000. Confirmation of Child Tax Credit or an equivalent means-tested benefit (such as the equivalent element of the new University Credit system; documentary evidence will be required).
- Be the sole carer of a parent/s, or if living away from home being the sole carer of a sibling. (A confirmation letter from your school is required).
- Have refugee status (A letter from the Home Office is required).
- Attended a non-selective state school for GCSEs where the percentage of pupils achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs is below the national average. For 2017 entry, GCSE performance in 2015 will be considered according to the Department for Education performance tables.

In addition to meeting these criteria, local applicants will be given particular consideration as will applicants who have completed the Realising Opportunities Programme or Leicester Enhanced Access Programme.

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 a UG degree programme and beyond
- Provide students who lack suitable entry qualifications with training in Medicine that will enable them to progress onto the MBChB Medicine in the CMBSP.

8. Reference points used to inform the programme specification:

- University of Leicester Learning Strategy 2016-2020
- Specification documents for A level qualifications
- QAA Quality Code for Higher Education
- Programme Specifications, External Examiners reports etc. for the MBChB Medicine

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
<p>Mastery of basic molecular basis of chemistry, biology and genetics of biological organisms.</p> <p>Define basic physiological and psychological principles.</p> <p>Explain how cells function together at tissue/organ level; and the functioning of selected body systems.</p>	<p>Text books and other specially prepared pre-reading. Lectures, tutorials and workshops. Group work/peer learning. Regular coursework with timely feedback.</p>	<p>Regular coursework assessments. Group projects. Presentations. Assessed reflective essays. End of module examinations. Single best answer and multiple choice questions.</p>
(ii) Understanding and application of key concepts and techniques		
<p>Apply basic statistical concepts to datasets; interpret outcome.</p> <p>Demonstrate selected feedback and control mechanisms in the body.</p> <p>Discuss the impact of disturbance of normal control processes on body function and psychological impact.</p>	<p>Regular coursework questions with timely feedback. Group work/peer learning. Workshop sessions.</p>	<p>Regular coursework assessments. Essay. End of module/semester examinations.</p>
(iii) Critical analysis of key issues		
<p>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.</p>	<p>Induction programmes, resource based learning, group projects, seminars</p>	<p>Portfolio.</p>
(iv) Clear and concise presentation of material		
<p>Students should be able to communicate scientific ideas through written material and oral presentations.</p>	<p>Lectures, seminars, written guidance (handbook). Formative feedback on presentations and reports.</p>	<p>Presentations, written reports, literature review</p>
(v) Discipline specific competencies		
<p>Explain the physiology, anatomy and pathology in disease states versus normal; discuss the impact of disease on an individual.</p> <p>Demonstrate use of investigative techniques in patients; apply test results.</p> <p>Differentiate between possible causes using patient history and test results.</p> <p>Demonstrate ability to take patient history.</p>	<p>Lectures, skills based tutorials with group work tasks with discussion/feedback. Computer practical examples. Guided independent study. PBL.</p>	<p>End of module examinations. Reflective essay. Group presentations. OSCE.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(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 <ul style="list-style-type: none"> • 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; 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.
(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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(viii) Skills for lifelong learning (professionalism)		
Students should <ul style="list-style-type: none"> • 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:

The programme is designed to be linear with module 1 followed by 2, 3 and 4 in order. The scheme of assessment and progression for each of the streams is shown in the table below:

	Pass mark at component-level	Pass mark at module-level	Qualified fail mark for all components in modules 1, 2 and 3	Qualified fail mark for all components in module 4	Overall Credit-Weighted-Average (year mark) required for progression to Year 1
MBChB Medicine (with Foundation Year)	60%	60%	50%	60%	70%

The programme does not follow the standard, Senate Regulations for Undergraduate Taught Provision in Year 0.

In Year 0:

In modules 1, 2 and 3 of the MBChB Medicine (with Foundation Year), subject to achieving an overall module mark of 60%, any component marks between 50 and 59% would be allowed for progression to the next module. In module 4 of the MBChB Medicine (with Foundation Year), a mark of at least 60% is required to pass and progress to year 1 of the MBChB. Students failing to achieve this threshold will be permitted one re-assessment attempt.

Students awaiting the outcome of re-sat or resubmitted assessments will be allowed to only provisionally progress to the next module until the result of the reassessment is known on the understanding that if the module is failed on a second occasion, the student will be required to withdraw. Students will be deemed

to have failed a module if they achieve a module average of below 60% and/or a mark of below 50% for any component.

Students awaiting the outcome of re-sat or resubmitted assessments will be allowed to only provisionally progress to the next module until the result of the reassessment is known on the understanding that if the module is failed on a second occasion, the student will be required to withdraw. Students will be deemed to have failed a module if they achieve a module average below 60% and/or a mark of below 50% for any component (60% in M4).

Students on the MBChB Medicine (with Foundation Year) who fail to progress to year 1 of the MBChB Medicine (with Foundation Year) may, subject to the progression criteria above may apply to transfer to year 1 of the BSc Biological Sciences (with Foundation Year) and BSc Psychology (with Foundation Year).

Students on the BSc Biological Sciences (with Foundation Year) or BSc Psychology (with Foundation Year) will under no circumstances be allowed to transfer to the MBChB Medicine (with Foundation Year).

No third attempt at an assessment, with or without residence will be allowed.

Re-sat or resubmitted assessments will be capped at 60% unless there are valid mitigating circumstances.

Where a student fails to meet the requirements to progress, he/she will be required to withdraw from the course.

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

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 to cover all three streams. The standard University structure of Boards of Studies, Panels and Boards of Examiners and Staff-Student Committees will be put in place.

Appendix 1: Programme structure (programme regulations)

There are three 30 credit core modules and all students are required to take all modules. A fourth module (30 credits) will be specific to each of the three subject strands (Biological Sciences, Medicine, and Psychology).

SEMESTER 1	
Module 1	Fundamentals of Biological Sciences Core module
Module 2	Introduction to Medical Sciences Core module
SEMESTER 2	
Module 3	Exploring Psychology Core module

Module 4 [separate modules]	Medicine: The Patient Core module
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Appendix 2: Module specifications

See attached documents.

Appendix 3: Skills Matrix

See attached document.