

Programme Specification: International Foundation Year

PROGRAMME DETAILS	
Academic Year	2021-22
Framework for Higher Education Qualifications (FHEQ) Level	Final and Interim Award(s)
FHEQ Level 3	Foundation Certificate
Variants	3 Term (IELTS 4.5 entry, or equivalent) 3 Term (IELTS 5.0 entry, or equivalent) September start January start
Degree Awarding Body	University of Bradford
Accrediting Body (if applicable)	Not applicable
External Frameworks/ Reference Points (if applicable)	Framework of Higher Education Qualifications (FHEQ) Common European Framework of Reference for Languages (CEFR)
Date of Original Approval	March 21
Date of Publication (see Review/Modification Schedule for any version updates)	September 21

***Please note:** This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.*

PROGRAMME AIMS

The International Foundation Year is a pre-university preparatory programme, enabling international students to enhance their English language capabilities, develop academic study skills appropriate to the UK Higher Education environment and acclimate to living and studying in another country and cultural context very different from their own.

Alongside language and study skills tuition, students working on the International Foundation Year are also able to study modules directly related to the undergraduate programmes onto which they wish to progress. They are therefore able to move onto studies at FHEQ Level 4 alongside native English speakers with increased confidence in their English language capabilities, study skills and subject knowledge. The main programme aims are to:

- Provide an access route to Higher Education for international learners who want to study at a university undergraduate level but who, on joining the IFY, lack the necessary academic and linguistic qualifications for direct entry.
- Develop in learners the intellectual, practical and linguistic skills and confidence necessary to demonstrate successful achievement of stated learning outcomes.
- Create a learning experience within measured and validated outcomes that is of the quality to secure entry to undergraduate degree programmes.
- Underpin academic work with the development of English language and university study skills which will not only sustain students through the IFY but also provide them with the tools for continuing success at undergraduate level and beyond.
- Allow students to meet the language criteria specified by the Common European Framework of Reference for Languages (CEFR), as appropriate, for study at levels equivalent to those defined by public standardised tests (such as IELTS and TOEFL) for entry onto undergraduate degree programmes.
- Through provision of flexible entry points onto the IFY, to allow students from different school systems to begin their further studies at a time in the year which suits them.

PROGRAMME LEARNING OUTCOMES

Upon successful completion of this programme, students will be able to demonstrate achievement of the following learning outcomes:

Subject Knowledge and Skills

1. Demonstrate a sound, basic knowledge of the subjects studied.
2. Demonstrate evidence of a clear grasp of principles and key concepts of those subjects.
3. Demonstrate an awareness of theories studied within subject areas.
4. Show an ability to determine the strength and validity of arguments and opinions within the subject areas.
5. Demonstrate the ability to undertake often extensive practical work, as required.
6. Demonstrate the written and oral linguistic ability to study effectively at FHEQ Level 4.
7. Show a facility with a range of academic study skills necessary for success at degree level.
8. Demonstrate a basic degree of ability in identifying and deploying key concepts.
9. Appreciate the need for referencing materials appropriately and in line with university practice.

Practical and Transferable Skills

10. Show the ability to construct an organized and reasoned argument.
11. Demonstrate the facility to analyse material critically and with some insight and creativity.
12. Undertake required practical work with due regard to the health and safety of themselves and others.
13. Use information technology, including word processing, spreadsheets, e-mail, Internet, social media and the virtual learning environment.

Professional Behaviours

14. Manage time and work to deadlines.
15. Work independently with guidance and evaluation.
16. Work co-operatively and in groups.

ADMISSION AND PROGRESSION REQUIREMENTS

Admission

The University of Bradford welcomes applications from all prospective students and most important in the decision to offer a place is an assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this programme and their intended progression degree. Consideration of applications will be based on a combination of formal academic qualifications, English language level and other relevant experience.

Typically, students entering the IFY will have completed at least 12 years of schooling and will have achieved at least 4.5 IELTS (or equivalent) in an English language test recognised by the University.

Progression

Progression requirements onto different undergraduate degrees may vary in terms of the subject-specific modules that must be taken during the IFY, the academic and English language requirements and any non-academic requirements (e.g. interviews).

Any specific entry requirements, study requirements and progression requirements for a student's degree route will be listed in their offer letter and detailed in the course information for the IFY.

Students can seek advice and support with the study and progression requirements for their intended degree route from the Admissions Team prior to arrival and/or the College staff once enrolled onto the IFY.

PROGRAMME STRUCTURE

The structure of the IFY is based on students achieving 120 credits at FHEQ Level 3.

The IFY is taught across three 10-week terms. In term 1 the approach is introductory with a focus on language, skills, basic numeracy and digital literacy. In the first term, students also study a module which provides an introduction to their pathway specialism. In term 2, students continue to develop their English language and academic skills, but also study two pathway modules relevant to their intended progression degree. In the third term, students are supported to further develop their academic and research skills in preparation for progression to their intended degree.

On entry to the IFY, students will be assigned one of the following pathways depending on their intended progression degree:

- Science, Engineering and Health (SEH)
- Computing and Creative Industries (CCI)
- Business and Management (BM)
- Law and Social Sciences (LSS)

Within each pathway, there will be a selection of core and pathway-specific modules as follows:

Science, Engineering and Health Pathway

Term 1 – Introductory Skills	Term 2 – Pathway Specialism	Term 3 – Degree Specialism
English for Academic Purposes (10 credits)	English for Specific Purposes (10 credits)	Advanced Academic Study Skills (10 credits)
Digital Literacy (10 credits)	Academic Literacy and Practice (10 credits)	Introduction to Research Methods (10 credits)
Foundation Mathematics (10 credits)	<i>Two of (10 credits each):</i> Foundation Mathematics 2	Either: Undergraduate Progression Project

Introduction to Science (10 credits)	Cell Biology Chemistry Mechanics and Materials Data Analysis and Statistics Foundation Sociology Foundation Psychology	(20 credits) Or: Applied Life Sciences (20 credits)
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Computing and Creative Industries Pathway

Term 1 – Introductory Skills	Term 2 – Pathway Specialism	Term 3 – Degree Specialism
English for Academic Purposes (10 credits)	English for Specific Purposes (10 credits)	Advanced Academic Study Skills (10 credits)
Digital Literacy (10 credits)	Academic Literacy and Practice (10 credits)	Introduction to Research Methods (10 credits)
Foundation Mathematics (10 credits)	<i>Two of (10 credits each):</i> Foundation Mathematics 2 Introduction to Computer Systems Digital Media and Software Introduction to Programming Data Analysis and Statistics Understanding Organisations	Undergraduate Progression Project (20 credits)
Introduction to Computing and Creative Industries (10 credits)		

Business and Management Pathway

Term 1 – Introductory Skills	Term 2 – Pathway Specialism	Term 3 – Degree Specialism
English for Academic Purposes (10 credits)	English for Specific Purposes (10 credits)	Advanced Academic Study Skills (10 credits)
Digital Literacy (10 credits)	Academic Literacy and Practice (10 credits)	Introduction to Research Methods (10 credits)
Foundation Mathematics (10 credits)	<i>Two of (10 credits each):</i> Foundation Mathematics 2 Data Analysis and Statistics International Relations and Global Issues Understanding Organisations Economics Digital Media and Software	Undergraduate Progression Project (20 credits)
Introduction to Business Functions (10 credits)		

Law and Social Sciences Pathway

Term 1 – Introductory Skills	Term 2 – Pathway Specialism	Term 3 – Degree Specialism
English for Academic Purposes (10 credits)	English for Specific Purposes (10 credits)	Advanced Academic Study Skills (10 credits)
Digital Literacy (10 credits)	Academic Literacy and Practice (10 credits)	Introduction to Research Methods (10 credits)

Foundation Mathematics (10 credits)	<i>Two of (10 credits each):</i> Data Analysis and Statistics International Relations and Global Issues Understanding Organisations Foundation Psychology Foundation Sociology	Undergraduate Progression Project (20 credits)
Introduction to the Social Sciences (10 credits)		

Students with a lower English language level:

Students entering the IFY with an IELTS between 4.5 and 5.0 will study the same credit bearing modules for each pathway as listed above, but will study an additional General English module at the beginning of their programme.

The programme structure for these students will be as follows:

Term 1 – Introductory Skills	Term 2 – Pathway Specialism	Term 3 – Degree Specialism
General English Skills (0 credits)	English for Academic Purposes (10 credits)	English for Specific Purposes (10 credits)
Digital Literacy (10 credits)	Academic Literacy and Practice (10 credits)	Advanced Academic Study Skills (10 credits)
Foundation Mathematics (10 credits)	<i>Pathway modules:</i> Introduction to... (10 credits) Subject-specific module x 2 (10 credits each)	Introduction to Research Methods (10 credits)
		Undergraduate Progression Project (20 credits)

Module Details

The standard credit rating per module on the IFY is 10, signifying a 100 hours of study per module with specified hours designated as tutor contact time in a classroom or laboratory/workshop setting and the remainder being available to the student for directed and independent learning.

The modules taught as part of the IFY are as follows:

FHEQ Level	Module Title	Credit Value	Study Period	Module Code
Core Modules				
3	General English Skills	0	Term 1 (4.5 variant only)	
3	Digital Literacy	10	Term 1	IFY3002-A
3	Foundation Mathematics	10	Term 1	IFY3003-A
3	English for Academic Purposes	10	Term 1 (and 2 for 4.5 variant)	IFY3001-A
3	Academic Literacy and Practice	10	Term 2	IFY3006-A
3	English for Specific Purposes	10	Term 2 (and 3 for 4.5 variant)	IFY3005-A
3	Advanced Academic Study Skills	10	Term 3	IFY3014-A
3	Introduction to Research Methods	10	Term 3	IFY3015-A
Pathway Modules				
3	Introduction to Science	10	Term 1 (and 2 for 4.5 variant)	IFY3004-A
3	Introduction to Computing and Creative Industries	10	Term 1 (and 2 for 4.5 variant)	IFY3018-A
3	Introduction to Business Functions	10	Term 1 (and 2 for 4.5 variant)	IFY3023-A
3	Introduction to the Social Sciences	10	Term 1 (and 2 for 4.5 variant)	IFY3026-A

3	Foundation Mathematics 2	10	Term 2	IFY3007-A
3	Cell Biology	10	Term 2	IFY3008-A
3	Chemistry	10	Term 2	IFY3009-A
3	Mechanics and Materials	10	Term 2	IFY3010-A
3	Data Analysis and Statistics	10	Term 2	IFY3011-A
3	Foundation Sociology	10	Term 2	IFY3013-A
3	Foundation Psychology	10	Term 2	IFY3012-A
3	Introduction to Computer Systems	10	Term 2	IFY3019-A
3	Digital Media and Software	10	Term 2	IFY3020-A
3	Introduction to Programming	10	Term 2	IFY3021-A
3	Understanding Organisations	10	Term 2	IFY3022-A
3	International Relations and Global Issues	10	Term 2	IFY3024-A
3	Economics	10	Term 2	IFY3025-A
3	Applied Life Sciences	20	Term 3	IFY3017-B
3	Undergraduate Progression Project	20	Term 3	IFY3016-B

Further detail about each module is included in the relevant module specification.

LEARNING, TEACHING AND ASSESSMENT STRATEGY

Teaching, Learning and the Student Experience

The International Foundation Year is taught full-time on campus and is delivered in three terms during a single academic year. If for whatever reason it is not possible to deliver teaching face-to-face as outlined, a contingency plan is in place to provide either on-line learning and teaching if the University is closed or blended learning if the University is taking students onto the campus with special regulations in place to safeguard the health and well-being of students and staff.

The initial cohort in each academic year commences its studies in September and its three terms of study run from September to December, January to March and April to June. A second cohort commences in January and its three terms run January to March, April to June and June to August. Teaching, therefore, runs throughout the calendar year with short breaks between terms to allow for internal assessment boards to meet at the end of each term and external assessment boards in March/April and August/September.

Students on the IFY are provided with a highly supportive and academically challenging environment in which to develop language and university study skills during a pre-university preparatory programme which also provides subject-specific modules related to the students' intended degree choices.

The University has a strong commitment to equality, diversity and inclusivity in its approach to teaching, learning, assessment and the student experience. The structure, content and delivery approach of the international foundation programme have been designed to support all students to succeed on their degree programmes. Wherever possible, teaching, learning and assessment on the IFY programme will be contextualized through discussion of diverse real-world global issues and will allow students to share and reflect upon their own interests, backgrounds and experiences. Students' progress on the programme will be closely monitored and comprehensive support for their studies will be available throughout their journey on the foundation year, during their transition onto their University programme and beyond.

During the application process, prospective students are encouraged to declare any conditions which might impact on their studies. This information provides the basis of a personalised plan to mitigate against perceived difficulties. The preparation of this plan may involve consultation with the University's relevant specialised services. Where a student's difficulties are only raised post-arrival, such consultation is initiated by the programme's Academic Lead in order to work with central University services in drawing up a suitable study plan.

The teaching approach recognises that the students will almost certainly have been used to a strongly didactic pedagogy in their own countries and that they will need to have an extended opportunity to experience a less formal approach, involving greater interactivity within classes and between students and teachers, more questioning of received opinion and a significant step towards establishing the students as autonomous learners.

Students will have come mainly from educational systems where English has not been the language of instruction and indeed has been studied as one subject among many. The IFY provides formal instruction in English language and study skills covering around 50% of the students' contact hours across their programme. In these modules, students will be supported to actively engage in the development of good academic practice and an understanding of academic integrity and conventions within their intended field of study. This focus on establishing good academic practice and acclimating to the UK and its higher education system is reinforced as a specified and assessed element within all the IFY modules.

Students' confidence is boosted through working in discrete and small (maximum of 18, all international, students) teaching groups, by the promotion of student participation in a supportive and encouraging environment, by devoting time in formal classes to reinforcement of material studied and skills developed and through frequent and detailed feedback on short-term formative assessments as well as the longer-term summative assessments and module examinations

Whenever possible teaching is conducted within the IFY's dedicated space, but specialist facilities of the University, science and computer labs and engineering workshops are used as required (and as available) for practical work. Teaching is delivered by qualified staff, on the basis of subject knowledge and expertise, but also with experience of and an interest in working with international students.

Cultural acclimation to the UK and its higher education system also involves the students not only studying UK society in their language and skills classes but in being encouraged to participate in the wider community of the University itself.

While confidence is boosted by working within the IFY, the students' social and cultural development is enhanced by participation from induction onwards in the full range of social, cultural, sporting, community and academic activities available through the University's on-campus facilities alongside other University of Bradford students.

Link tutor(s), appointed by the University from schools and departments likely to receive IFY students, will provide information and advice and introduce IFY students to the Schools' facilities, personnel and events. With progression levels in mind, the link tutor(s) support the efforts of the IFY teaching staff to ensure the students feel an affinity with the University of Bradford and so choose to progress onto the University's undergraduate programmes.

To further support transition, the standard approach of seminars, tutorials and practical sessions are supplemented by occasional lectures in the university style and context to familiarise IFY students with this form of delivery.

Pastoral groups are created to pass on University news and information and support students in their studies by reviewing their progress. Students elected from these groups form, with teaching/support staff, a Student-Staff Liaison Committee as a forum for discussion of issues of interest and within which to make suggestions or to raise matters of concern.

Assessment

IFY students are set a number of short-time assignments during each module. These are formative in intention and do not form part of the final module assessment. They are however used to provide detailed and helpful feedback to students. In this way they help them prepare more confidently for their summative assessments. The formative assessments are also used to inform the teaching staff acting as personal tutors of their tutees' current performance. They form the substance of regular one to one meetings between personal tutors and tutees at which strategies for consolidation or improvement can be drawn up, discussed and monitored. In cases of serious difficulty, the student can be referred to a senior manager through an 'at risk' process.

In terms of summative assessment a variety of modes are adopted to include coursework assignments, group and individual presentations, projects, laboratory and other reports, projects and interim (or phase) tests to replicate the wider university experience. Formal end of module examinations (closed or open book) feature, but as part, rather than the entirety of summative assessment.

The summative assessments coming at the end of each term provides students who fall below the pass mark to be given permission to undertake re-assessment at the end of the term rather than of the whole programme. Reassessment could be of an individual element of a module's summative assessments rather than the whole or a separate referral reassessment could be set, particularly where the original assessment would be hard or impossible to replicate, for example, in the case of a group presentation.

REGULATIONS

This programme conforms to the standard University Academic Regulations which are available at <https://www.bradford.ac.uk/regulations>, with the exception of the following:

- Module compensation is not permitted.
- To meet the admissions criteria of certain degree routes, students may need to achieve higher academic marks and/or complete additional progression activities (interviews etc.) during their IFY programme. Such requirements are detailed on a student's offer letter and will be reiterated to students upon entry to the IFY.
- Students who pass module(s) at 40%, but who need to achieve higher marks to meet the entry requirements for their proposed follow-on programme, will be permitted to undertake supplementary assessment in those modules.
- Faculties will take into consideration uncapped supplementary assessment marks when making admissions decisions from the IFY.

EXTERNAL FRAMEWORKS

This programme has been developed with due regard to the following external reference points:

- Framework of Higher Education Qualifications (FHEQ)
- Common European Framework of Reference for Languages (CEFR)

REVIEW/MODIFICATION SCHEDULE

Date	Review/Modification Activity Since Last Publication