

International Foundation Year (IFY) Programme Specification

Table 1: Programme Details

Academic Year	2022-23
Awards at Regulated Qualifications Framework (RQF) Level:	
Interim Award	Foundation Certificate (RQF Level 3)
Target Award	Undergraduate degree of the University of Bradford (and any further interim awards thereof, at RQF Levels 4, 5 and/or 6)
Variants	Full-time, 3 terms for IELTS 4.5 proficiency equivalent Full-time, 3 terms for IELTS 5.0 proficiency equivalent
Admissions	September start January start
Degree Awarding Body	The University of Bradford
Faculty	University of Bradford International College
Delivery Organisation	Oxford International Education Group
External Frameworks/ Reference Points	Regulated Qualifications Framework (RQF) Framework of Higher Education Qualifications (FHEQ) Common European Framework of Reference for Languages (CEFR)
Date of Original Approval	March 21
Date of Publication	November 22

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.

Table 2: Minor Modification Schedule

Date	Review/Modification Activity Since Last Publication
September 2021	Initial publication for UoB IFY
December 2021	Initial publication for UBIC International Foundation (module codes to follow). Added programme regulations
October 2022	Annual changes confirmed for the 2022 academic year

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:

- A1. 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.
- A2. To develop in learners the intellectual, practical and linguistic skills and confidence necessary to demonstrate successful achievement of stated learning outcomes.
- A3. To create a learning experience within measured and validated outcomes that is of the quality to secure entry to undergraduate degree programmes.
- A4. To underpin academic work with the development of English language and university study skills which will not only sustain students through the International Foundation Year but also provide them with the tools for continuing success at undergraduate level and beyond.
- A5. To 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.
- A6. 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.

External Frameworks

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

- the UK Regulated Qualification Framework (RQF)
- the UK Framework for Higher Education Qualifications (FHEQ)
- the Common European Framework of Reference for Languages (CEFR).

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 & oral linguistic ability to study effectively at FHEQ Level 4.
7. Show ability with the 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 UBIC International Foundation Year is based on students achieving 120 credits at RQF Level 3. The standard credit rating per module in this preparatory phase is 10, signifying 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.

All students study a mix of core and subject-specific modules. The former support the development of English language and academic study skills, while the latter are linked to the subject area of the students' chosen degree programme with the content and learning outcomes determined by the skills and capabilities most required by students to succeed on their degree studies.

The IFY is available in four broad discipline areas:

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

Each of the four Foundation Year pathways 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.

Students study 40 credits within each 10-week term. The content of each IFY pathway is outlined in the following diagrams:

Table 3: International Foundation Year for Business and Management (BM)

BM IFY	Term 1 Introductory Skills	Term 2 Pathway Specialism	Term 3 Degree Specialism
Module 1	English for Academic Purposes (10 credits)	English for Specific Purposes (10 credits)	Advanced Academic Study Skills (10 credits)
Module 2	Digital Literacy (10 credits)	Academic Literacy and Practice (10 credits)	Introduction to Research Methods (10 credits)
Module 3	Foundation Mathematics (10 credits)	TERM TWO OPTION (10 credits)	Undergraduate Progression Project (20 Credits)
Module 4	Introduction to Business Functions (10 credits)	TERM TWO OPTION (10 credits)	/

BM students choose 2 Term 2 options from: Data Analysis and Statistics; Digital Media and Software; Economics; Foundation Mathematics 2; International Relations and Global Issues; Understanding Organisations.

Table 4: International Foundation Year for Computing and Creative Industries (CCI)

CCI IFY	Term 1 Introductory Skills	Term 2 Pathway Specialism	Term 3 Degree Specialism
Module 1	English for Academic Purposes (10 credits)	English for Specific Purposes (10 credits)	Advanced Academic Study Skills (10 credits)
Module 2	Digital Literacy (10 credits)	Academic Literacy and Practice (10 credits)	Introduction to Research Methods (10 credits)
Module 3	Foundation Mathematics (10 credits)	TERM TWO OPTION (10 credits)	Undergraduate Progression Project (20 Credits)
Module 4	Introduction to Computing and Creative Industries (10 credits)	TERM TWO OPTION (10 credits)	/

CCI students choose 2 Term 2 options from: Data Analysis and Statistics; Digital Media and Software; Foundation Mathematics 2; Introduction to Computer Systems; Introduction to Programming; Understanding Organisations.

Table 5: International Foundation Year for Law and Social Sciences (LSS)

LSS IFY	Term 1 Introductory Skills	Term 2 Pathway Specialism	Term 3 Degree Specialism
Module 1	English for Academic Purposes (10 credits)	English for Specific Purposes (10 credits)	Advanced Academic Study Skills (10 credits)
Module 2	Digital Literacy (10 credits)	Academic Literacy and Practice (10 credits)	Introduction to Research Methods (10 credits)
Module 3	Foundation Mathematics (10 credits)	TERM TWO OPTION (10 credits)	Undergraduate Progression Project (20 Credits)
Module 4	Introduction to the Social Sciences (10 credits)	TERM TWO OPTION (10 credits)	/

LSS students choose 2 Term 2 options from: Data Analysis and Statistics; Foundation Psychology; Foundation Sociology; International Relations and Global Issues; Understanding Organisations.

Table 6: International Foundation Year for Science, Engineering and Health (SEH)

SEH IFY	Term 1 Introductory Skills	Term 2 Pathway Specialism	Term 3 Degree Specialism
Module 1	English for Academic Purposes (10 credits)	English for Specific Purposes (10 credits)	Advanced Academic Study Skills (10 credits)
Module 2	Digital Literacy (10 credits)	Academic Literacy and Practice (10 credits)	Introduction to Research Methods (10 credits)
Module 3	Foundation Mathematics (10 credits)	TERM TWO OPTION (10 credits)	TERM THREE OPTION (20 credits)
Module 4	Introduction to Science (10 credits)	TERM TWO OPTION (10 credits)	/

SEH students choose 2 Term 2 options from: Cell Biology; Chemistry; Data Analysis and Statistics; Foundation Mathematics 2; Foundation Psychology; Foundation Sociology; Mechanics and Materials. **Then choose 1 Term 3 option from:** Applied Life Sciences; Undergraduate Progression Project.

Students entering any 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 is adjusted to study 50 credits in each of Term 2 and Term 3 as follows:

Table 7: International Foundation Year for IELTS between 4.5 and 5.0

IFY with General English	Term 1 Introductory Skills	Term 2 Pathway Specialism	Term 3 Degree Specialism
Module 1	General English Skills (0 credits)	English for Academic Purposes (10 credits)	English for Specific Purposes (10 credits)
Module 2	Digital Literacy (10 credits)	Academic Literacy and Practice (10 credits)	Advanced Academic Study Skills (10 credits)
Module 3	Foundation Mathematics (10 credits)	INTRODUCTION TO PATHWAY (10 credits)	Introduction to Research Methods (10 credits)
Module 4	/	TERM TWO OPTIONS (10+10 credits)	TERM THREE OPTION (20 credits)

Curriculum Details

The modules taught as part of the International Foundation Year are listed in the following tables. All modules listed are offered at RQF Level 3, which is the level below FHEQ Level 4. Further detail about each module is included in the relevant module specification published online at: <https://www.bradford.ac.uk/teaching-quality/modules/>

Table 8: International Foundation Year Core Modules Catalogue

Study Period	Title	Credits	Code
Core Modules			
Term 1	Digital Literacy	10	BIC3002-A
Term 1 ⁱ	English for Academic Purposes	10	BIC3001-A
Term 2 ⁱⁱ	English for Academic Purposes	10	BIC3001-A
Term 1	Foundation Mathematics	10	BIC3003-A
Term 1 ⁱⁱ	General English Skills	0	BIC3027-Z
Term 2	Academic Literacy and Practice	10	BIC3006-A
Term 2 ⁱ	English for Specific Purposes	10	BIC3005-A
Term 3 ⁱⁱ	English for Specific Purposes	10	BIC3005-A
Term 3	Advanced Academic Study Skills	10	BIC3014-A
Term 3	Introduction to Research Methods	10	BIC3015-A

i: For IELTS 5.0 or greater only

ii: For IELTS less than 5.0 only

Table 9: International Foundation Year Pathway Option Modules Catalogue

Study Period	Title	Credits	Code
Pathway Option Modules			
Term 1 ⁱⁱⁱ	Introduction to Business Functions	10	BIC3023-A
Term 2 ^{iv}	Introduction to Business Functions	10	BIC3023-A
Term 1 ⁱⁱⁱ	Introduction to Computing and Creative Industries	10	BIC3018-A
Term 2 ^{iv}	Introduction to Computing and Creative Industries	10	BIC3018-A
Term 1 ⁱⁱⁱ	Introduction to Science	10	BIC3004-A
Term 2 ^{iv}	Introduction to Science	10	BIC3004-A
Term 1 ⁱⁱⁱ	Introduction to the Social Sciences	10	BIC3026-A
Term 2 ^{iv}	Introduction to the Social Sciences	10	BIC3026-A
Term 2	Cell Biology	10	BIC3008-A
Term 2	Chemistry	10	BIC3009-A
Term 2	Data Analysis and Statistics	10	BIC3011-A
Term 2	Digital Media and Software	10	BIC3020-A
Term 2	Economics	10	BIC3025-A
Term 2	Foundation Mathematics 2	10	BIC3007-A
Term 2	Foundation Psychology	10	BIC3013-A
Term 2	Foundation Sociology	10	BIC3012-A
Term 2	International Relations and Global Issues	10	BIC3024-A
Term 2	Introduction to Computer Systems	10	BIC3019-A
Term 2	Introduction to Programming	10	BIC3021-A
Term 2	Mechanics and Materials	10	BIC3010-A
Term 2	Understanding Organisations	10	BIC3022-A
Term 3	Applied Life Sciences	20	BIC3017-B
Term 3	Undergraduate Progression Project	20	BIC3016-B

iii: For IELTS 5.0 or greater only

iv: For IELTS less than 5.0 only

Please note: The curriculum may change, subject to the University of Bradford International College's programme approval, monitoring and review processes.

At the end of Term 3, students who have passed at least 120 credits and achieved the award learning outcomes will be eligible to exit with the award of Foundation Certificate under University of Bradford regulations. For the International College regulations that govern degree stage progression, see the **Assessment Regulations** section.

Teaching and Learning Methods

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.

Student Experience

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 Strategy

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.

Assessment Regulations

This programme operates under the University of Bradford International College Assessment Regulations. These broadly align with the standard University Undergraduate Academic Regulations which are available at: <https://www.bradford.ac.uk/regulations/>

The following exceptions apply for progression from the International Foundation Year:

- Module compensation, which is adjusting a marginal fail into a marginal pass for up to 20 credits, is not permitted.
 - Referral, which is trailing any credits into the subsequent stage of a student's University studies, is not permitted.
 - To progress to Stage 1 of certain degree routes, students may need to achieve higher academic marks and/or complete additional progression activities (interviews etc.). Such progression 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 requirements for progression to their proposed follow-on programme, will be permitted to undertake supplementary assessment in those modules.
 - Boards of Examiners and Faculties will take into consideration uncapped supplementary assessment marks to make progression decisions from the IFY.
-