

International Foundation Year IFY Programme Specification

| PROGRAMME DETAILS | |
|--|--|
| Academic Year | 2021-22 |
| 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/FHEQ Levels 4 to 6) |
| Admissions | January 2022 with IELTS 4.5 or equivalent; January 2022 with IELTS 5.0 or equivalent; September 2022 with IELTS 4.5 or equivalent; September 2022 with IELTS 5.0 or equivalent. |
| 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 | December 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.

| REVIEW/MODIFICATION SCHEDULE | |
|------------------------------|--|
| Date | Review/Modification Activity Since Last Publication |
| September 21 | Initial publication for UoB International Foundation |
| December 21 | Initial publication for UBIC International Foundation (module codes to follow). Added programme regulations |

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.

PROGRAMME LEARNING OUTCOMES

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 International College 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 between IELTS 4.5 and 5.5 (or equivalent) in an English language test recognised by the University. Your overall competency score determines the modules you will study so that your English language skills can be brought up to the required level for University study.

Students with higher English competency, IELTS 5.5 or equivalent or higher may wish to consider an alternative programme such as the International Year Zero. Your local agent will be able to give you advice on which programme is best for you.

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 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 Programme Team once enrolled onto the IFY.

PROGRAMME STRUCTURE

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

The International Foundation Year is taught across three 10-week terms. All students on the IFY study a mix of core and subject specific modules. The former support the development of English

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language and academic study skills, while the latter are linked to the subject area of the students' intended degree programme.

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.

IFY (all pathways) with IELTS 5.0

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); or Law and Social Sciences (LSS). The context of each International Foundation variant is outlined as follows:

IFY in Science, Engineering and Health

| 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) Introduction to Science (10 credits) | Two 10-credit options from: Foundation Mathematics 2 Cell Biology Chemistry Mechanics and Materials Data Analysis and Statistics Foundation Sociology Foundation Psychology | One 20-credit option from: Undergraduate Progression Project Applied Life Sciences |

IFY in Computing and Creative Industries

| 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) Introduction to Computing and Creative Industries (10 credits) | Two 10-credit options from: Foundation Mathematics 2 Introduction to Computer Systems Introduction to Programming Digital Media and Software Data Analysis and Statistics Understanding Organisations | Undergraduate Progression Project (20 credits) |

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IFY in Business and Management

| 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) Introduction to Business Functions (10 credits) | Two 10-credit options from: Foundation Mathematics 2 International Relations and Global Issues Economics Digital Media and Software Data Analysis and Statistics Understanding Organisations | Undergraduate Progression Project (20 credits) |

IFY in Law and Social Sciences

| 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) Introduction to the Social Sciences (10 credits) | Two 10-credit options from: International Relations and Global Issues Foundation Psychology Foundation Sociology Data Analysis and Statistics Understanding Organisations | Undergraduate Progression Project (20 credits) |

Module Details

The University of Bradford and UBIC use the UK credit system for weighting classes as part of a programme. The structure of the International Foundation Year is based on students achieving 120 credits at RQF Level 3.

The standard credit rating per module during 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 final project/module has 20 credits for 200 hours of study.

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

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The modules taught as part of the IFY for IELTS 5.0 are as follows:

| RQF Level | Module Title | Credit Value | Study Period | Module Code |
|--|---|--------------|--------------|-------------|
| Core Modules for IELTS 5.0 routes | | | | |
| 3 | English for Academic Purposes | 10 | Term 1 | |
| 3 | Digital Literacy | 10 | Term 1 | |
| 3 | Foundation Mathematics | 10 | Term 1 | |
| 3 | Academic Literacy and Practice | 10 | Term 2 | |
| 3 | English for Specific Purposes | 10 | Term 2 | |
| 3 | Advanced Academic Study Skills | 10 | Term 3 | |
| 3 | Introduction to Research Methods | 10 | Term 3 | |
| Pathway Specialism Modules for IELTS 5.0 routes | | | | |
| 3 | Introduction to Science | 10 | Term 1 | |
| 3 | Introduction to Computing and Creative Industries | 10 | Term 1 | |
| 3 | Introduction to Business Functions | 10 | Term 1 | |
| 3 | Introduction to the Social Sciences | 10 | Term 1 | |
| 3 | Foundation Mathematics 2 | 10 | Term 2 | |
| 3 | Cell Biology | 10 | Term 2 | |
| 3 | Chemistry | 10 | Term 2 | |
| 3 | Mechanics and Materials | 10 | Term 2 | |
| 3 | Data Analysis and Statistics | 10 | Term 2 | |
| 3 | Foundation Sociology | 10 | Term 2 | |
| 3 | Foundation Psychology | 10 | Term 2 | |
| 3 | Computer Systems | 10 | Term 2 | |
| 3 | Digital Media and Software | 10 | Term 2 | |
| 3 | Introduction to Programming | 10 | Term 2 | |
| 3 | Understanding Organisations | 10 | Term 2 | |
| 3 | International Relations and Global Issues | 10 | Term 2 | |
| 3 | Fundamentals of Economics | 10 | Term 2 | |
| 3 | Applied Life Sciences | 20 | Term 3 | |
| 3 | Undergraduate Progression Project | 20 | Term 3 | |

Further detail about each module is included in the relevant module specification published online at: <https://www.brad.ac.uk/teaching-quality/modules/>

IFY (all pathways) for IELTS 4.5

Students entering the International Foundation Year with a lower English language level, equivalent to IELTS lower than 5.0, will study the same credit bearing modules and pathway specialism modules as above with an additional General English module that must be passed at the beginning of their programme.

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| Term 1 – Introductory Skills | Term 2 – Pathway Specialism | Term 3 – Degree Specialism |
|--|---|---|
| General English Skills (not accredited) | 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) | One 10-credit pathway module: Introduction to Science Introduction to Computing and Creative Industries Introduction to Business Functions Introduction to the Social Sciences And two 10-credit options from: IFY pathway Term 2 options | Introduction to Research Methods (10 credits) Undergraduate Progression Project (20 credits) |

The modules taught as part of the IFY for IELTS 4.5 are as follows:

Module Details

| RQF Level | Module Title | Credit Value | Study Period | Module Code |
|--|---|--------------|--------------|-------------|
| Core Modules for IELTS 4.5 routes | | | | |
| 3 | General English Skills | 0 | Term 1 | |
| 3 | Digital Literacy | 10 | Term 1 | |
| 3 | Foundation Mathematics | 10 | Term 1 | |
| 3 | Academic Literacy and Practice | 10 | Term 2 | |
| 3 | English for Academic Purposes | 10 | Term 2 | |
| 3 | Advanced Academic Study Skills | 10 | Term 3 | |
| 3 | English for Specific Purposes | 10 | Term 3 | |
| 3 | Introduction to Research Methods | 10 | Term 3 | |
| Pathway Specialism Modules for IELTS 4.5 routes | | | | |
| 3 | Introduction to Science | 10 | Term 2 | |
| 3 | Introduction to Computing and Creative Industries | 10 | Term 2 | |
| 3 | Introduction to Business Functions | 10 | Term 2 | |
| 3 | Introduction to the Social Sciences | 10 | Term 2 | |
| 3 | Foundation Mathematics 2 | 10 | Term 2 | |
| 3 | Cell Biology | 10 | Term 2 | |
| 3 | Chemistry | 10 | Term 2 | |
| 3 | Mechanics and Materials | 10 | Term 2 | |
| 3 | Data Analysis and Statistics | 10 | Term 2 | |
| 3 | Foundation Sociology | 10 | Term 2 | |
| 3 | Foundation Psychology | 10 | Term 2 | |
| 3 | Computer Systems | 10 | Term 2 | |
| 3 | Digital Media and Software | 10 | Term 2 | |
| 3 | Introduction to Programming | 10 | Term 2 | |
| 3 | Understanding Organisations | 10 | Term 2 | |
| 3 | International Relations and Global Issues | 10 | Term 2 | |
| 3 | Fundamentals of Economics | 10 | Term 2 | |
| 3 | Applied Life Sciences | 20 | Term 3 | |
| 3 | Undergraduate Progression Project | 20 | Term 3 | |

PROGRAMME STRUCTURE

Further detail about each module is included in the relevant module specification published online at: <https://www.brad.ac.uk/teaching-quality/modules/>

LEARNING, TEACHING AND ASSESSMENT STRATEGY

Teaching and Learning

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. The college is therefore teaching academic programmes 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 International College shares the University's 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 College programmes 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 at the International College, 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 College Manager in order to work with the University 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

LEARNING, TEACHING AND ASSESSMENT STRATEGY

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 College 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 registered students.

Link tutor(s), appointed by the University from schools and departments likely to receive IFY students, liaise with College staff to 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 College 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 College and University news and information and support students in their studies by reviewing their progress. Students elected from these groups form, with College 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 College 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

LEARNING, TEACHING AND ASSESSMENT STRATEGY

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

- To progress to the FHEQ Level 4 stage of certain International Incorporated Bachelor's Degree routes, students may need to achieve higher academic marks and/or complete additional progression activities during the IFY stage, such as interviews. Specific progression requirements are detailed on a student's offer letter and will be reiterated to students upon entry to the IFY.
- Students who pass a module at 40% but who need to achieve higher marks to meet the requirements for progression to their intended follow-on programme will be permitted to undertake supplementary assessment in those modules.
- Boards of Examiners will take into consideration uncapped supplementary assessment marks to make progression decisions.
- Module compensation, which is adjusting a marginal fail into a marginal pass for up to 20 credits, is not permitted.

EXTERNAL FRAMEWORKS

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

- Regulated Qualifications Framework (RQF) from Ofqual
- Framework of Higher Education Qualifications (FHEQ) from Quality Assurance Agency
- Common European Framework of Reference for Languages (CEFR) from Council of Europe