

Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of award and field of study:	Certificate in Clinical Foundation Studies
Name of interim award(s):	Certificate in Clinical Foundation Studies
Duration of study / period of registration:	1 year
QMUL programme code / UCAS code(s):	UCFF-QMIHSE1
QAA Benchmark Group:	
FHEQ Level of Award :	Level 3
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	Institute of Dentistry

Schools / Institutes which will also be involved in teaching part of the programme:

School of Languages, Linguistics & Film

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

This is a programme outline for a one-year Certificate in Clinical Foundation Studies (CCFS) Programme that will be an alternative route of entry into the QMUL BDS/MBBS programmes designed for International students with a background of educational attainment to an assessed level equivalent of UK Secondary School Year 12.

The Programme consists of the following core modules:

MED3001	Mathematics I
MED3002	Introductory Chemistry
MED3003	Practical Skills for Professionals I
MED3004	Biology for Future Clinicians
MED3005	Physics and Integrated Science for Future Clinicians
MED3006	A Closer Look at Chemistry
MED3007	Practical Skills for Professionals II

An elective pre-sessional Foundation Sciences revision module is also available online to ensure that students entering from a diversity of educational backgrounds are fully equipped to engage with CCFS teaching and content.

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These Modules are designed to enable students to understand key basic biological, chemical and physical science concepts and principles that underpin clinical medical and dental practice whilst also providing the necessary mathematical framework required by these subjects as defined by current A-level specifications. The focus will be on Biology, Chemistry, Physics and Mathematics as relevant to the practising clinician. The modules will bring participants from Year 12 level in these subjects to a level suited to entry to the BDS or MBBS programmes. There will be an emphasis on the human and biomedical aspects of the sciences. The assessment will be designed and set with reference to the standards of the relevant GCSE A-A* (Physics) and A-level (Biology/Chemistry).

Practical skills for Professionals 1: This 15 credit module will introduce International students to the norms of written and spoken academic discourse appropriate to study at QMUL and for future professional training in the UK. The module is intended for students with an intermediate level of academic and linguistic competence in English (IELTS 6.5 or above overall and 6.0 in writing).

Practical skills for Professionals 2: This 15 credit module is designed to introduce International students to aspects of health care ethos and values, sociology and psychology as applied to clinical practice as well as key pathophysiology content. There will also be a taught component based upon the PBL format that will develop Clinical Aptitude using the domain areas of the UKCAT assessment.

Upon successful completion of the CCFS Programme at progression level and a satisfactory UCAT score, students will join Year 1 of the relevant 5-year undergraduate (A100 or A200) Programme.

Aims of the programme

The CCFS Programme aims to provide appropriate students with the grounding in scientific and human sciences subjects relevant to undergraduate studies in Dentistry and Medicine. International students assessed as having high ability at the end of the equivalent of UK Secondary School Year 12 UK will be prepared to succeed in the relevant undergraduate programme at the end of Year 13.

In addition, the programme will provide students with the knowledge, skills, behaviours and professional attributes to allow them to flourish on a QMUL Dental or Medical Undergraduate Programme.

What will you be expected to achieve?

To be awarded the Certificate in Clinical Foundation Studies and to progress, a student must:

1. Pass all the Modules;

and

2. Achieve a mark of 50% or higher in the following Modules:

MED3001	Mathematics I (15 credits)
MED3002	Introductory Chemistry (15 credits)
MED3004	Biology for Future Clinicians (30 credits)
MED3005	Physics and Integrated Science for Future Clinicians (15 credits)
MED3006	A Closer Look at Chemistry (15 credits)
MED3007	Practical Skills for Professionals II (15 credits)

and

3. Achieve a mark of 60% or higher in the module MED3003 Practical Skills for Professionals 1 (15 credits). The pass mark of 60% is equivalent to attaining IELTS score of 7.0 or above, to be eligible for progression to BDS/MB BS Year 1. Students are required to pass the module rather than simply obtain the IELTS score of 7.0.

and

4. Achieve a pass mark in UCAT moderated to a level appropriate to entry to the undergraduate programme.

Students will not be permitted to re-sit the CCFS Programme.

Upon successful completion of CCFS Programme, students will be expected to progress to either the BDS or MBBS programme.

A student who does not meet the requirements for progression to the BDS/MBBS as relevant, but does meet the requirements for the award of Foundation Certificate (passing 105 credits out of 120, with an overall average of at least 50%) shall be conferred the award for which the requirements have been met, unless the student has been de-registered. Where a student has been de-registered, the nature of the de-registration shall be considered in deciding whether to recommend an exit award.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

A 1	Develop the appropriate knowledge, skills and understanding of the sciences that underpin dental and medical undergraduate studies at a level appropriate for entry to the BDS or MBBS programme.
A 2	Demonstrate an understanding of the theory and application of inorganic chemistry, molecular structures, thermodynamics and redox equilibria especially related to the biochemistry of human systems.
A 3	Demonstrate an understanding of the fundamentals of atomic chemistry, chemical nomenclatures, empirical formulae, and its application to biochemistry of human systems.
A 4	Demonstrate an understanding of physical theories of mechanics, electrical fields and light with reference to medical and dental applications.
A 5	Demonstrate an understanding of electromagnetic radiation and quantum mechanics as applied to human physiology and biochemistry.
A 6	Demonstrate mathematical competence in: mechanics – forces, energy, motion; statistics – probability, data handling, testing hypotheses, as relevant to medicine.
A 7	Development of key skills, particularly numeracy and statistics as applied to sciences and medicine.
A 8	Demonstrate a broad overview of the organisation and different professional roles and how they work together in the NHS for patient care.

A 9	Describe basic concepts in health psychology and sociology.
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Disciplinary Skills - able to:	
B 1	Communicate effectively orally and in writing in English and have acquired relevant computing skills.
B 2	Analyse, present and manipulate data.
B 3	Access and use a range of resources in both electronic and paper format.
B 4	Demonstrate an appreciation of the values and ethics of the health professions.
B 5	Demonstrate an appreciation of the roles of different health professionals in patient care.
B 6	Describe basic statistical concepts, analyse data and perform appropriate statistical tests applied to a health care context.
B 7	Demonstrate basic application of epidemiological data in a healthcare context.
B 8	Indicate development of independent working skills, team working and problem-solving skills.

Attributes:	
C 1	Show an appreciation of the value of interdisciplinary scholarship and can demonstrate an in-depth independent capacity to absorb and apply knowledge, develop ideas and solve problems.
C 2	Recognise the value of communication and demonstrate a capacity to learn from and influence the thinking of others through the exchange of ideas.
C 3	Be capable of the independent study and reflection necessary to develop their learning and continuously meet the challenge of pursuing excellence in their profession.
C 4	Demonstrate an appreciation of the role of the different health professionals in the care of patients and the interests and dignity of patients.
C 5	Demonstrate the ability to recognise the value of meaningful contribution to an interconnected global society and aspire to realise an individual's human rights with tolerance and respect for other cultures.

How will you learn?

The CCFS Programme has 1 elective module and 7 core modules.	
MED3000	Foundation Sciences (0 Credits, 6 week online revision module, not assessed)
MED3001	Mathematics I (15 credits)
MED3002	Introductory Chemistry (15 credits)
MED3005	Physics and Integrated Science for Future Clinicians (15 credits)
MED3006	A Closer Look at Chemistry (15 credits)
These consist of approximately 150 hours of study time (tutor contact time plus tutor directed and self-directed study).	
MED3004	Biology for Future Clinicians (30 credits)
This consists of approximately 300 hours of study each (tutor contact time plus tutor directed and self-directed study).	

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MED3003 Practical Skills for Professionals I (15 credits)

MED3007 Practical Skills for Professionals II (15 credits)

These consist of approximately 150 hours of study each (divided between classroom teaching, independent study).

There will be placements limited to the healthcare-based work experience that UK dental/medical school applicants are expected to complete as part of the admissions process.

Acquisition of knowledge and understanding and development of skills will be achieved through a range of teaching methods similar to those used to teach Sciences in UK School Year 13. In addition there will be exposure to teaching methodologies that participants will typically meet as undergraduates including lectures, tutorials, seminars, self-directed learning, observational work experience-based learning.

Students will be expected to use self-directed time to achieve the learning outcomes, for example, by preparing for scheduled teaching sessions, follow-up work, wider reading and revision.

Each student will be assigned a named academic mentor.

How will you be assessed?

Assessments will be:

MED3001 Mathematics 1

MED3002 Introductory Chemistry

MED3006 A Closer Look at Chemistry

1. End of Unit examinations
2. In Class Assessments

MED3004 Biology for Future Clinicians

1. Written Examination at the end of Semester 1
2. Written Examination at the end of Semester 2
3. Written Coursework

MED3005 Physics and Integrated Science for Future Clinicians

1. End of Unit examination
2. Written Coursework

MED3003 Practical Skills for Professionals 1

1. Portfolio 50%
2. Summative extended essay on independent project 2000 words 50%

Feedback methods - Individual appointments for formative coursework and examinations.

Whole group feedback and opportunity to make appointment to review summative coursework.

MED3007 Practical Skills for Professionals 2

1. Two projects 1500 words each.
2. Oral presentation
3. Completed reflective portfolio
4. End of year exam 40% (pathophysiology material)
5. Oral assessment & presentation (pathophysiology and health psychology material)

Feedback methods - Whole group feedback and opportunity for individualized feedback on assessments

Upon successful completion of the CCFS, students will join peers on the relevant undergraduate programme (BDS or MBBS).

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The CCFS Programme consists of 7 core modules.

MED3001 Mathematics 1 (15 credits)
 MED3002 Introductory Chemistry (15 credits)
 MED3006 A Closer Look at Chemistry (15 credits)
 MED3005 Physics for Future Clinicians (15 credits)
 MED3003 Practical Skills for Professionals 1 (15 credits)
 MED3007 Practical Skills for Professionals 2 (15 credits)

These consist of approximately 150 hours of study each (divided between classroom teaching/independent study).

MED3004 Biology for Future Clinicians 1 (30 credits)
 This consist of approximately 300 hours of study each (divided between lectures/tutorials and independent study), of which approximately 180 hours will be contact time.

The education quality and governance processes for the CCFS Programme will be the responsibility of the relevant Education Quality Enhancement Committee and will comply with the academic regulations of QMUL.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Mathematics 1	MED3001	15	3	Core	1	Semester 1
Introductory Chemistry	MED3002	15	3	Core	1	Semester 1
Practical Skills for Professionals 1	MED3003	15	3	Core	1	Semesters 1 & 2
Biology for Future Clinicians	MED3004	30	3	Core	1	Semesters 1 & 2
Physics and Integrated Science for Future Clinicians	MED3005	15	3	Core	1	Semester 2
A Closer Look at Chemistry	MED3006	15	3	Core	1	Semester 2
Practical Skills for Professionals 2	MED3007	15	3	Core	1	Semester 2

What are the entry requirements?

Direct Application to QMUL. Applicants must be at least 17 years of age on enrollment.

Admissions Process:

Admissions Document for International Certificate in Clinical Foundation studies

Process:

- Applicants will fill out an online direct application and will have been nominated to apply by their sponsor
- IELTS will be 6.5 overall on entry with 6.0 in writing. Where practical any applicant for the certificate programme who has a IELTS of 6.0 overall, or 5.5 in writing (even if the overall score is 6.5), may be admitted if they have completed a QMUL pre sessional English program in the summer immediately preceding the start of the course.
- Applicants will meet the minimum academic threshold set for their country of domicile and the minimum UCAT threshold as detailed below

For foundation year programmes the UCAT will either be within the 3rd decile on entry or a minimum of 2000. For those students who have not met the 3rd decile range on entry the UCAT will then need to be re-sat in the July of the foundation year and achieve at least the minimum UCAT score of appropriate for the year.

Interviews :

- These will be held following verification of the academic results in the country of domicile and the conferment of sponsorship. The sponsorship ranking process is independent of QMUL.
- Applicants will be invited to attend a 20-30 minute interview with the same format as the QMUL London programme where there will be a structured assessment of the candidate alongside the personal statement and the school reference.
- Interviews will either be in London, within the country of domicile or by teleconference.
- Both interviewers will give a blind score on the basis of this a decision will be made whether to offer the candidate a place. If any changes are made to the London program with regards to the interview scoring these will be mirrored.
- All applicants will need to meet the same standard of Disclosure and Bar checks together with Occupational Health clearance prior to progression on to A100/A200.

Progression from the clinical foundation program will then be dependent on:

- Equivalent IELTS 7.0 achieved by a score of 60% or more in the Practical skills 1 for professionals module run by SLLF within QMUL
- Academic achievement on the course
- An appropriate UCAT score for the year

Suitable candidates who do not achieve any of the above may be offered the opportunity of studying for a non-medical or dental degree within QMUL and the ability to re-apply to Medicine or Dentistry at the beginning of the 3rd year of the degree using the standard application process and having sat the UCAT test

Appendix 1 Qualifications for Entry to Certificate in Clinical Foundation Studies.

Academic requirements

International

For countries where a Year 12 standard is reached at the end of the senior school which currently does not allow direct entry to University . Minimum entrance requirements

Indicative guide

Arab States:

Bahrain, Jordan, Qatar, Saudi Arabia, Syria

Tawjahiya with overall average minimum of 85%

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Student Voice Committee [SVC] provides a formal means of communication and discussion between Schools/Institutes and their students. The committee consists of student representatives from each year the undergraduate BDS and MBBS programmes, together with appropriate representation from staff from within the school. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. The SVC Committee meet regularly throughout the year - students on the CCFS Programme will have representation on the SVC.

The relevant Education Committee advises the Dean for Education on all matters relating to the delivery of the BDS and MBBS programmes, including monitoring the application of relevant QMUL policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. The CCFS Management Group will have representation on this committee.

Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

There will be an Annual Programme Review of the CCFS Programme which includes a continuous process of reflection and action planning, owned by those responsible for programme delivery throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through module evaluations and information from the SVCs.

What academic support is available?

Under 18's admitted to the Certificate in Clinical Foundation Studies programme will receive student support equivalent to that available to all other students within SMD and QMUL plus additional support due to their age group. SMD have discussed support provision offered on similar programmes in QMUL in order to develop an appropriate support system for their under 18 year old students.

Students will have access to the Dean for Students office, accommodation office, advice and counseling, occupational health, student finance and the dyslexia and disability departments.

Each student will be assigned an Academic Year Tutor (AYT) who will have direct responsibility for remediation support for students identified as at risk of under-performing. The AYT's will be overseen by a Head of Student Progression. In addition each student will have a Mentor for pastoral support. The Mentors will be under the auspices of The Student Office and the Student Support Office. Students will also receive support from the Head of Year (Clinical Foundation Studies).

The following QMUL policies for under 18's will be adhered to

- Safeguarding Policy
- Under 18's admission policy
- Accommodation policy for under 18's

Parents or guardians of any student under the age of 18 studying at QMUL retain the usual rights, responsibilities and authority that they have in relation to their child. We will therefore require them to sign and return the QMUL Under 18 Consent Form before their child can enrol. When a student reaches the age of 18, s/he assumes full legal responsibility and the conditions associated with the Under 18 Consent Form no longer apply. In cases where the parents or guardians of the student live outside the UK, they must also include on the Under 18 Consent Form the name and contact details of a nominated guardian who lives in the UK and who can act on their behalf if required. We strongly recommend that the nominated guardian should be somebody who lives in or near London. This is a private arrangement between the student's parent(s) or guardian(s) and the nominated guardian. QMUL is not able to assist in finding a suitable nominated guardian, but a list of accredited agencies can be obtained from The Association of Educational Guardians for International Students (AEGIS) (www.aegisuk.net).

How inclusive is the programme for all students, including those with disabilities?

The Institute of Dentistry will provide the following:

The learning outcomes are aligned with the GDC Safe Practitioner Framework and can be accessed via the module handbooks on QMPlus. Teaching will be delivered through a blended, integrated, spiral approach that includes lectures, small group sessions, laboratory demonstrations and practice, clinical teaching, and flipped learning. In line with the QMUL 2030 Strategy, this will include a blended combination of interactive in-person teaching, online resources and enhanced use of immersive technology. The curriculum has an emphasis on cultural competency and is patient centred.

Lectures will be available for review through QMPlus, Microsoft Teams, Q-Review, or other future platforms that best support diverse learning styles. The reading list is available on Talis Aspire and is linked to the relevant QMPlus page.

Student Support

The Student Support Office (SSO) offers confidential, independent, and non-judgmental advice on personal, academic, and financial matters, including university procedures and student funding. The SSO is committed to ensuring students receive the support they need to succeed.

Disability and Dyslexia Service (DDS)

Queen Mary's Disability and Dyslexia Service (DDS) supports all students with disabilities, learning difficulties, or mental health conditions whether full-time, part-time, undergraduate, postgraduate, UK, or international students across all campuses. The DDS provides guidance and assistance in the following areas:

- Assessment for specific learning difficulties (e.g., dyslexia)
- Applying for Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Organizing special examination arrangements
- Access to loaned equipment (e.g., digital recorders)
- Specialist one-to-one study skills tuition
- Providing course materials in alternative formats
- Educational support workers (e.g., note-takers, readers)
- Specialist mentoring for students with mental health issues or Autism Spectrum Disorders

Support for Specific Learning Disabilities:

- Regular one-to-one study skills sessions with a dyslexia specialist
- Lecture notes provided in advance through QMPlus or email
- Q-Review lecture access, or permission to record non-Q-Review sessions (e.g., Clinical Skills Laboratory sessions on Phantom Heads/the use of Haptics)
- Specialist software with text-to-speech functionality to aid concentration and reduce fatigue

Support for Physical Disabilities:

- Speech recognition software for dictation
- Accessible lab and clinic environments, including ground-floor clinics, lifts to higher floors, and ramps

Inclusive Education

We are committed to providing all students with equal access to learning opportunities. Inclusivity ensures that all students are valued and supported, regardless of their background or circumstances, in line with the QMUL 2030 Strategy, which emphasizes "progressive, inclusive" teaching and curriculum design centred on the student experience. The 2025 curriculum has been co-created with recent graduates and existing students.

To achieve these goals, inclusive pedagogical practices recognize the importance of diverse knowledge, identities, and ways of learning. This approach shifts the focus from student deficits to individual abilities and needs, ensuring that institutional practices do not alienate certain groups of students.

By fostering a curriculum that treats students as partners in knowledge construction, inclusive pedagogy embraces differences

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and carefully considers the impact of teaching initiatives on each learner.

Programme-specific rules and facts

With respect to the CCFS Programme, students will be expected to achieve:

(a) an overall score of 50% in all of the following modules:

SEF 001 Mathematics 1 (15 credits)

SEF 003 Introductory Chemistry (15 Credits)

SEF 004 A Closer Look at Chemistry (15 credits)

CFS 001 Biology for Future Clinicians (30 credits)

CFS 002 Physics and Integrated Science for Future Clinicians (15 credits)

CFS 004 Practical Skills for Professionals 2 (15 credits) module

(b) An overall score of 60% for Performance in the CFS 003 Practical Skills for Professionals 1 (15 credits)

The progression mark of 60% is equivalent to IELTS core of 7.0.

Students are required to pass the module rather than simply take and obtain an IELTS score of 7.0 independently of the School.

Students will retake UCAT during the CCFS and will be expected to demonstrate a level appropriate to entry to the relevant undergraduate programme.

The education quality and governance processes for the CCFS Programme will be the responsibility of the relevant Education Quality Enhancement Committee and will comply with the academic regulations of QMUL.

Links with employers, placement opportunities and transferable skills

Programme Specification Approval

Person completing Programme Specification:

Mrs Lorraine Low, Quality & Assessments Officer

Person responsible for management of programme:

Prof Simon Rawlinson

Date Programme Specification produced / amended by School / Institute Education Committee:

11 Oct 2024

Date Programme Specification approved by Taught Programmes Board: