PROGRAMME SPECIFICATION

BUSINESS				FHEQ 4
First Year Degree in Business (Business Administration)				
Version	Current Version	1.16	June 2019	
	Prior Version/s	1.15	August 2018	

PATHWAY/s

Pathway Type	**Undergraduate**			
Pathway Areas	**Business**			
Pathways/s	BA (Honours) Business Administration	BA (Honours) Business Administration (With a Year's Study Abroad / Sandwich Placement)		
University SITS Code/s				
College MAZE Code/s	U6B2	U6B2		
Pathway Provision	College: FHEQ Level/s		4	
	University: FHEQ Level/s		5, and 6	
Awarding University	University of Hertfordshire			
Awards by Pathway	Degree awards			FHEQ Award Level
	BA (Hons) Business Administration			6
Subject Benchmark Statements	QAA: Accounting 1447 02/16; General Business and Management 1089 02/15; Economics 1270 07/15; MSOR 1030 05/15			
College Status	Associate College			
College Location	College Lane Campus, Hatfield (part of University estates provision)			
University Location	De Havilland Campus, Hatfield			
University Faculty	Business School			
University School/s	Business			
Rationale	The partnership between the College and University of Hertfordshire facilitates the acquisition of an undergraduate degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree courses. The pathway has therefore been developed to satisfy important pedagogical issues:			

1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment.
2. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purposes.
3. Facilitate access to a pathway leading to a University degree award.
4. Protect the entry tariff of the University to its degree courses and ensure that the University does not need to lower its entry tariff in order to increase its international student population.
5. Widen access and participation in higher education in line with the University's internationalisation agenda.
6. Commit to the provision of best practice customer service and student experience for international students and thus add value to the University's award winning student lifestyle.
7. Support the integrity of the University's QAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes.
8. Facilitate effective and efficient, low risk public/private partnership in line with the University's strategic research mission.
9. Enhance the global reach of the University into previously untapped markets and market segments.
10. Add resource, human and financial, to the University's marketing process.
11. Facilitate access to a global recruitment process.
12. Assist in the diversification of the student body.
13. Make available the benefits derived from access to Navitas' global reach and corporate

	marketing arm.
Educational Aims	The programme, First Year Degree in Business, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, and the nominated outcomes desired by the University of Hertfordshire Business School, to impart a high quality of education in the disciplines required. The educational aims of the programme are to: 1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the Business School at FHEQ Level 5 of the prescribed undergraduate degree schemes. 2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the business sector at both a national and international level. 3. Develop in students a fundamental knowledge and understanding that can demonstrate an understanding of the economic, political, legal and cultural factors in the global economy so as to support their transfer into FHEQ Level 5 of the prescribed degree schemes. 4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making. 5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale. 6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 40% in the ACL accredited/Navitas English module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent.

PROGRAMME

Title	First Year Degree in Business	
FHEQ	4	
Credit Points	120	
Duration of Study	Two (2) semesters	
Weeks of Study	Twenty Four (24) weeks	
Mode of Study	Full-time	
Mode of Delivery	Face to Face	
Notional Hours	1,200	
Contact Hours	336	
Self-directed Study Hours	864	
Delivery Model	Standard Delivery Model (SDM)	
Language of Delivery	Delivery	English
	Assessment	English
	Council of Europe	Common language reference level B2 Independent User
	ACL Accreditation	Interactive Learning Skills and Communication
Intended Learning Outcomes	Generic: All modules have a set of Generic Learning Outcomes (LOs) attached to them, see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time management, professional communication, technological and numerical understanding and competency. The Generic LOs for the programme are tabled below:	

Key knowledge will be demonstrated by:	Key skills will be demonstrated by the ability to:
Personal organisation and time management skills to achieve research goals and maintain solid performance levels.	Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.

Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study.	Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.	
Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures.	Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.	
Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study.	Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.	
Understanding of the rules applying to plagiarism and collusion.	Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts.	
Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence.	Meet and succeed in each of the varied assessments presented.	

Specific:

Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Guide (MG). Specific LOs for the majority of modules are blended from the relevant and current University Module Outlines at FHEQ Level 4 to ensure parity see Appendix 4 in this document.

Intended:

Each programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:

A	Knowledge and Understanding		
	Knowledge and understanding of:	Teaching/learning methods and strategies:	Assessment
	A1 Analyse processes, procedures and practices of effective business management; **A2** Interpret business information and evaluate its potential to facilitate informed decision-making; **A3** Research the complexity of the local, national and international external environments in which organisations operate; **A4** Review ethical considerations in the management of business and organisations.	Acquisition of knowledge and understanding learning outcomes is achieved through a combination of lectures, group seminars, one-to-one tutorials, IT workshops and project work. Throughout, the students are encouraged to undertake independent reading to supplement and consolidate their learning, and broaden their individual knowledge and understanding of the subject.	Knowledge and understanding are assessed through a combination of examinations and assessed coursework in the form of essay assignments, project reports, portfolios and presentations.
B	Intellectual Skills		
	Intellectual skills – able to:	Teaching/learning methods and strategies	Assessment

			B1 Structure and communicate ideas and arguments effectively in writing; **B2** Research information and reference source materials consistently and accurately using the Harvard Referencing System; **B3** Solve business problems and make business decisions using appropriate information and techniques.	Cognitive/intellectual skills are developed throughout the taught curriculum, in lectures, in related directed learning, and practiced through in-class exercises (individual and small group tasks) set during seminars, tutorials and workshops. Students are taught research and study skills as part of their curriculum, enhancing their abilities as independent thinkers and equipping them for the higher level learning required as they progress.	Intellectual skills are assessed through examination and coursework. Assessment, which is both formative and summative, can take many forms, e.g. essay assignments, project reports, portfolios, presentations and IT-based activities.
	C	Practical Skills		
		Practical skills – able to:	Teaching/learning methods and strategies	Assessment
		C1 Apply a range of appropriate business techniques to analyse data to solve structured and unstructured business problems **C2** Conduct research into business and management issues through the creation, extraction and analysis of data from a range of sources **C3** Apply and utilise relevant IT tools in the analysis and communication of business information.	Practical skills are developed through the programme by the methods and strategies outlined in sections A and B above.	Practical skills are assessed through coursework assignments, case study reports, presentations and IT-based activities.
		Transferable Skills		
		Transferable skills – able to:	Teaching/learning methods and strategies	Assessment
		D1 Communicate effectively, both orally and in writing; **D2** Make effective use of IT tools for business **D3** Manage time and resources effectively; **D4** Work effectively within a team; **D5** Manipulate, sort and present data; **D6** Solve business problems and make business decisions effectively using appropriate quantitative and qualitative techniques **D7** Learn to study effectively in preparation for life-long learning **D8** Demonstrate the ability to use academic, enterprise	Transferable skills are developed through the programme. Skill D1 is developed through coursework, written reports, oral presentations and project reports. Skills D2, D5 and D6 are introduced through modules such as Methods and Systems for Business Decisions and further developed through project work and course assessments. Skill D3 is developed as workloads are managed and deadlines have to be met. Skill D4 is developed through tutorials and group-based coursework assessment. Skill D7 is developed and promoted throughout the programme. Throughout, the learner is	Transferable skills are assessed through the use of course work, oral presentations and examinations (Skills D1, D2, D3, D5.) Skill D4 is assessed by group based assessments. Skills D6 and D7 are assessed via course work and examinations. Skill D8 is assessed through practical course work and group based business simulations. Skill D9 is assessed through examination and in class tests

	and employability skills in both scholarly and work-based environments **D9** Operate in the dynamic global arena and appreciate contemporary and cross cultural difference	encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.	
Assessment Regulations	Summary: The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS9. Each module within the programme/stage of study has an associated Module Outline that may be broadened into a Definitive Module Document (DMD), either of which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject(s) under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events. Each module has an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed Module Guide (MG) or Introductory Module Guide (IMG) which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor(s), referencing (if applicable) and submission/completion requirements. Contained is also a detailed lecture-by-lecture schedule of subjects students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessments are designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme. In-course written, reading, listening and oral assessments are built into all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests. All written assessments must follow certain criteria in style and submission as noted in the relevant Module Guides and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency. Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rationale. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS9. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place. Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more abstract measure of

a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9.

Formal assessment modalities (coursework and examination, respectively), combine to produce the weightings applied to any given module. Successful completion of a module is based on attaining the required overall pass grade prescribed. The assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9.

Demonstration of achievement:
Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum, see Progression Criteria, below.

Categories of performance and grading levels:
A and A*(High Distinction) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.

B and B* (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the student's application and result can be commended.

C (Credit) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the student is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks without plagiarism or collusion. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.

D (Pass) – Evidence of basic competence to meet requirements of the assessment task and event without plagiarism or collusion. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.

F (Fail) – The student's application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.

Generic marking criteria:
Response – the response must address all parts of the question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted.

Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data.

Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion.

Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style.

Illegible material will not be given due credit, specified as a percentage of the marking criteria.

Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer.

Sources – the student should provide accurate referencing; it is essential that a student does not

	plagiarise from any source, see CPR QS9.
Moderation	Summary: 10% sample of all assessment components by a subject specialist. External Examiner where necessary.
Progression Criteria	Summary: minimum pass mark of 40% achieved for all modules.
Failure to Progress	Summary: a student may not fail a module on more than two (2) occasion, failure of the module once requires that a student re-take the entire module at full cost; failure of a student to complete a module on the re-take of that module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail.
Associated Documentation	All University prescribed modules form the basis of the curriculum; see Appendix 3 for the conversion of nomenclature – for the purpose of clarity, the University modules will be referred to under College module coding guidelines. See Appendix 4, for University Module Outlines.
	Definitive Module Documents (DMDs) as follows: DMD/ILSBUS; DMD/BUS200; DMD/BUS205; DMD/BUS206; DMD/BUS208; DMD/BUS209; DMD/BUS210; DMD/BUS218
	Module Guides (MGs) or Introductory Module Guides (IMGs) as follows: MG [Pending]
	Associated teaching aids for a module as required
	Associated Student Handbook
	College Policies and Regulations (CPRs)
Human Resource	Sessional academics (tutors) – with appropriate qualifications, experience and abilities. Guest speakers – relevant industries as requested by the College.
Built Environment	All lectures/classes/labs and small group tutorials are held in the designated HIC class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use University of Hertfordshire's library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required.
E-learning	College Portal; College Moodle; Library; UH StudyNet
Library	College Lane Campus

Programme Framework

First Year Degree in Business

Core Modules

Contact hrs/week	College Module Code	Module Name	Credit Points	Pass Mark %	Exam %	Coursework %
Semester 1						
4	ILSBUS	ILSC for the Business Professional	15	40	40	60
4	BUS208	Economics 1	15	40	60	40
4	BUS206	Accounting & Finance 1	15	40	60	40
4	BUS210	Marketing	15	40	50	50
Semester 2						
4	BUS200	The Business Professional	15	40	-	100
4	BUS205	Quantitative Methods	15	40	60	40
4	BUS209	Global Perspectives	15	40	60	40
4	BUS218	Human Resource Management	15	40	60	40
Undergraduate Stage 2 : Business			**120 credit points**			

Management	The First Year Degree in Business programme is delivered by HIC on the College Lane Campus of University of Hertfordshire. This scenario seeks to provide the necessary resources to ensure that all students enrolled with HIC are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience. The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office. The general operational management of the programme lies with HIC's academic services which assume overall responsibility for the administrative and implementation functions. The HIC Manager of Academic Services or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring. HIC provides additional tutorial support to any student who may require it, to the amount of two (2) extra contact hours per week per enrolled student. The various sessional academic module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the HIC Manager of Learning and Teaching or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of the Business School and associated appropriate Programme Directors/Leaders and/or Link Tutor. The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the HIC First Year Degree in Business.
Monitoring and Review	Formal review of the First Year Degree in Business programme, takes place as an annual review in March/April between HIC, the Quality and Standards Office Navitas UK and representation from the

	Business School. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by the appropriate Deputy Vice Chancellor, University of Hertfordshire. Progression is determined via the HIC Board of Examiners. For details of this review and quality management of this and all HIC programmes, see, CPR QS9. Informal Review takes place on a regular basis via interface between students, academic services and the teaching staff using both student surveys (inclusive of i-graduate) and teaching observation and module surveys.
Entry Requirements	One or more GCE A Levels with a minimum of 48 UCAS points (new UCAS points system 2016 onwards); or international equivalent (see CPR QS3). Language ability to the level of CEFR B2 is required, e.g. IELTS 5.5 (with no less than 5.5 in each band).
Appendix 1	Intended Learning Outcomes in the constituent modules – table inserted indicating direct mapping of LOs per module.
Appendix 2	Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme.
Appendix 3	Module conversion codes and descriptors and module mapping by pathway.
Appendix 4	University Module Outlines for cross-check and parity.
Appendix 5	College DMDs.

Appendix 1

Development of Programme Learning Outcomes in the Compulsory Constituent Modules

This map identifies where the programme learning outcomes are assessed in the compulsory constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

	MODULE TITLE	CODE	Knowledge and Understanding					Intellectual Skills				Practical Skills				Transferable Skills								
			A1	A2	A3	A4		B1	B2	B3		C1	C2	C3		D1	D2	D3	D4	D5	D6	D7	D8	D9
Level 4	Accounting & Finance 1	BUS206	✓	✓		✓		✓	✓	✓		✓	✓	✓		✓	✓	✓			✓	✓	✓	
	Human Resource Management	BUS218	✓			✓		✓	✓	✓				✓		✓		✓	✓				✓		✓
	Global Perspectives	BUS209		✓	✓	✓		✓	✓	✓				✓		✓		✓	✓	✓		✓		✓
	Economics 1	BUS208		✓	✓			✓	✓	✓		✓	✓	✓		✓		✓					✓	✓	
	Quantitative Methods	BUS205		✓						✓		✓	✓	✓		✓	✓	✓		✓	✓			
	Marketing	BUS210	✓	✓	✓	✓		✓	✓	✓				✓		✓		✓				✓		
	Interactive Learning Skills for Business	ILSBUS						✓	✓				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
	The Business Professional	BUS200	✓			✓		✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	

Key: Learning Outcome, which is assessed as part of the module ✓

Key to Programme Learning Outcomes

Knowledge and Understanding of:

A1. Analyse processes, procedures and practices of effective business management;

A2. Interpret business information and evaluate its potential to facilitate informed decision-making;

A3. Research the complexity of the local, national and international external environments in which organisations operate;

A4. Review ethical considerations in the management of business and

Practical Skills – able to:

C1. Apply a range of appropriate business techniques to analyse data to solve structured and unstructured business problems

C2. Conduct research into business and management issues through the creation, extraction and analysis of data from a range of sources

C3. Apply and utilise relevant IT tools in the analysis and communication of business information

Intellectual Skills – able to:

B1. Structure and communicate ideas and arguments effectively in writing

B2. Research information and reference source materials consistently and

B3. Solve business problems and make business decisions using appropriate information and techniques

Transferable Skills – able to:

D1.Communicate effectively, both orally and in writing

D2 Make effective use of IT tools for business

D3. Manage time and resources effectively

D4. Work effectively within a team

D5. Manipulate, sort and present data

D6. Solve business problems and make business decisions effectively using appropriate quantitative and qualitative techniques

D7. Learn to study effectively in preparation for life-long learning

D8. Demonstrate the ability to use academic, enterprise and employability skills in both scholarly and work-based environments

Appendix 2

Teaching Rotations:

Semester 1

Week	Total Hours								Contact hours/week	Self-directed study hours/week
	ILSBUS		**BUS208**		**BUS206**		**BUS210**			
	Interactive Learning Skills and Communication for the Business Professional		Economics 1		Accounting & Finance 1		Marketing			
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study		
1	4	10	4	10	4	10	4	10	16	40
2	4	10	4	10	4	10	4	10	16	40
3	4	10	4	10	4	10	4	10	16	40
4	4	10	4	10	4	10	4	10	16	40
5	4	10	4	10	4	10	4	10	16	40
6	4	10	4	10	4	10	4	10	16	40
7	4	10	4	10	4	10	4	10	16	40
8	4	10	4	10	4	10	4	10	16	40
9	4	10	4	10	4	10	4	10	16	40
10	4	9	4	9	4	9	4	9	16	36
11		9		9		9		9		36
12	2		2		2		2		8	
Total hours / module	42	108	42	108	42	108	42	108	168	432
Notional hours / module	**150**		**150**		**150**		**150**		**600**	
Credit Points	**15**		**15**		**15**		**15**		**60**	

Semester 2

Week	Total Hours										
	BUS200		**BUS205**		**BUS209**		**BUS218**			
	The Business Professional		Quantitative Methods		Global Perspectives		Human Resource Management			
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours/week	Self-directed study hours/week
1	4	10	4	10	4	10	4	10	16	40
2	4	10	4	10	4	10	4	10	16	40
3	4	10	4	10	4	10	4	10	16	40
4	4	10	4	10	4	10	4	10	16	40
5	4	10	4	10	4	10	4	10	16	40
6	4	10	4	10	4	10	4	10	16	40
7	4	10	4	10	4	10	4	10	16	40
8	4	10	4	10	4	10	4	10	16	40
9	4	10	4	10	4	10	4	10	16	40
10	4	9	4	9	4	9	4	9	16	36
11		9		9		9		9		36
12	2		2		2		2		8	
Total hours / module	42	108	42	108	42	108	42	108	168	432
Notional hours / module	150		150		150		150		600	
Credit Points	15		15		15		15		60	

Appendix 3

FHEQ Level 4 – Business – Module Conversion					
Core Modules			**%**	**%**	**%**
UH Module Code / Module Name	**College Module Code /Module Name**	**Credit Points**	**Pass mark**	**Examination**	**Coursework**
Blend of the following UH modules to ensure curriculum parity: *4BUS1061The Business Professional* *4BUS1045 Professional Development for Marketers* *4BUS1102 The Accounting Professional* *4BUS1021 Marketing Data Analysis* *4BUS1106 The Economics Professional*	**ILSBUS** Interactive Learning Skills and Communication for the Business Professional	15	40	40	60
Blend of the following UH modules to ensure curriculum parity: *4BUS1061The Business Professional* *4BUS1045 Professional Development for Marketers* *4BUS1102 The Accounting Professional* *4BUS1021 Marketing Data Analysis* *4BUS1106 The Economics Professional* *4BUS1013 Creativity, Technology and Innovation*	**BUS200** The Business Professional	15	40	-	100
4BUS1096 Accounting for Managers *4BUS1098 Accounting Principles* *4BUS1043 Accounting for Business*	**BUS206** Accounting and Finance 1	15	40	60	40
4BUS1037 Economics for Business *4BUS1109 Economics for Accountants* *4BUS1031 Introduction to Microeconomics* *4BUS1116 Economics for the Tourism & Event Industry*	**BUS208** Economics 1	15	40	60	40
4BUS1101 Analytical Techniques for Accountants *4BUS1069 Quantitative Methods for Business* *4BUS1107 Quantitative Techniques for Economics* *4BUS1021 Marketing Data Analysis* *4BUS1119 Data Analysis for Tourism & Event Management* *4BUS1019 Methods and Systems for Business Decisions*	**BUS205** Quantitative Methods	15	40	60	40
4BUS1010 Principles of Marketing *4BUS1082 Principles of Marketing* *4BUS1118 Principles of Tourism and Event Marketing*	**BUS210** Marketing	15	40	50	50
4BUS1060 Global Perspectives in Business *4BUS1108 Economy & Society*	**BUS209** Global Perspectives	15	40	60	40
4BUS1123 HRM Practice and Society *4BUS1120 Human Resource Management for the Tourism & Event Industry*	**BUS218** Human Resource Management	15	40	60	40
Stage 2/FHEQ4: Business Pathway		**120 Credit Points per pathway**			

Appendix 4

University of Hertfordshire Module Outlines for cross check and parity: