University of Hertfordshire UH | Hertfordshire International College

BUSINESS				FHEQ 6
Two Semester Pre-Masters in Business & Management				

Version	Current Version	1.15	June 2019	
	Prior Version/s	1.10	November 2016	

PATHWAY/s

Pathway Type	**Postgraduate**			
Pathway Areas	**Management**			
Pathways/s	Business, Marketing and Management	-	-	-
University SITS Code/s		-	-	-
College MAZE Code/s	PBM2	-	-	-
Pathway Provision	College: FHEQ Level/s	6		
	University: FHEQ Level/s	7		
Awarding University	University of Hertfordshire			
Awards by Pathway Business	Degree awards			FHEQ Award Level
	MA Human Resource Management			7
	MSc Accounting and Financial Management			7
	MSc International Business			7
	MSc International Tourism and Hospitality Management			7
	MSc Management			7
	MSc Marketing			7
	MSc Project Management			7
Subject Benchmark Statements	QAA: Business and Management 1089 02/15			
College Status	Associate College			
College Location	College Lane Campus, Hatfield			
University Location	De Havilland Campus, Hatfield			
University Faculty	Hertfordshire Business School			
University School/s	Business			
Rationale	The existing partnership between the College and the University of Hertfordshire facilitates the acquisition of a postgraduate 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 pre-masters 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, Pre-Masters 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 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 7 of the prescribed postgraduate degree schemes. 2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the commercial sector at both a national and international level. 3. Develop in students a fundamental knowledge that can demonstrate an understanding of the skills and appropriate techniques that can be applied to a variety of management problems, so as to support their transfer into FHEQ Level 7 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.

PROGRAMME

Title	Pre-Masters in Business & Management
FHEQ	6
Credit Points	120
Duration of Study	One (1) or Two (2) semesters
Weeks of Study	Twelve (12) or Twenty Four (24) weeks
Mode of Study	Full-time
Mode of Delivery	Face to Face
Notional Hours	750 or 1200
Contact Hours	200 or 320
Directed Study Hours	-
Self-directed Study Hours	550 or 880
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 for further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by English language support in all modules and a focus on Academic Writing, 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 demonstrated understanding of:	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	Present clearly, coherently and logically in a variety of oral and

	and effective methods of communication to meet formal assessment measures.	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 6 / 7 to ensure parity, see Appendix 3 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		
	To obtain a knowledge and understanding:	Teaching/learning methods and strategies:	Assessment methods and strategies are tested via...
1	The nature and complexities of organisations and the way in which they are managed;	Acquisition of A1-A4 is through a combination of lectures, tutorials, coursework and project work. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.	Testing of the knowledge base is through a combination of online, in-class tests and assessed coursework. Formative assessment can take many forms, e.g. essay assignments, staged projects, case studies, reports, discussions and presentations
2	The external environment in which organisations operate;		
3	The research process and methods of acquiring, interpreting and analysing information;		
4	How to communicate in English in academic and business contexts to a level equivalent to IELTS 6.5.		
B	Cognitive/Intellectual Skills		
	To obtain intellectual/cognitive skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
1	Utilise cognitive skills of critical thinking, analysis and synthesis	Intellectual skills B1-B3 specific to business and management are developed throughout the programme by the methods and strategies outlined in section A, above. Cognitive skills are a feature of all modules at FHEQ level 6.	Intellectual skills are assessed via in-class tests, coursework and assessed project work.
2	Conduct research into business and management issues		
3	Achieve effective problem-solving and decision-making using appropriate quantitative and qualitative techniques.		
C	Practical Skills		
	To obtain practical skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
1	Be an effective learner in terms of time, planning and behaviour, motivation, individual initiative and enterprise;	Practical skills are developed throughout the programme by the methods and strategies outlined in sections A and B, above. Skill C1 is encouraged throughout, and developed in coursework assignments, group and project work. Skill C2 is developed through group work and the use of case studies. Skill C3 is developed through tutorials and group based coursework assessment, and further developed through feedback on coursework reports, oral presentations and project reports.	Skill C1 is assessed by group- based coursework assessment. Skill C2 is assessed through group and project work. Skill C3 is assessed through coursework, oral presentations, project reports and examinations.
2	Be self-aware, open and sensitive to diversity in terms of people, cultures, business and management issues;		
3	Develop interpersonal skills of effective listening, negotiating, persuasion, and presentation.		
D	Transferable Skills		
	To obtain transferable skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
1	Communicate effectively, both orally and in writing;	Transferable skills are developed throughout the programme by the	Skills D1 and D2 are assessed through all types of coursework.

	2	Make effective use of relevant IT tools;	methods and strategies outlined in sections A, B and C, above.	Skill D3 is assessed by group-based coursework assessment.
	3	Work effectively within a team;		Skill D4 is assessed via coursework and project work.
	4	Manipulate, sort and present data;	Skill D1 is developed through the same TL strategies as in section A as well as feedback on all coursework.	Skill D5 is not directly assessed.
	5	Learn to learn effectively.	Skill D2 is applied through use of the web for researching materials, and is developed in preparing in-course assessments. Skill D3 is developed through tutorials and group-based coursework assessment. Skill D4 is acquired through tutorials and coursework. Skill D5 is developed in specific tutorials and promoted throughout the programme.	

Assessment Regulations	Summary: The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College. 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) 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 assessment is 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 assessment is 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 or Module Introductory Document 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. 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 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. 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. | Coursework	Examination
100%	0%
70%	30%
60%	40%
50%	50%	

Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any given module:	40%	60%
	30%	70%
	0%	100%

Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve a grade B* in the Interactive Learning Skills and Communication (see DMD ILS005). 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.

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.

| Moderation | Summary: 10% sample of all assessment components by a subject specialist. |
| | External Examiner where necessary. |

Progression Criteria	Summary: minimum pass mark of 50% achieved for all modules listed.
Failure to Progress	Summary: a student may not fail a module on more than two (2) occasions, failure of the module 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	With the exception of ILSC, 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.
	Definitive Module Documents (DMDs) as follows: DMD/PG1000; DMD/PG1001; DMD/PG1002; DMD/PG1003; DMD/PMAE; DMD/PG1006; DMD/PG1005; DMD/ILS005
	Module Guides (MGs) or Module Introductory Documents as follows: [modules in process for October]; MG/PG1000; MG/PG1001;MG/PG1002; MG/PG1003; MG/PMAE; MG/PG1006; MG/PG1005; MG/ILS005
	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/small group tutorials are held in the designated HIC class rooms, seminar rooms and dedicated IT laboratories, as well as in UH facilities booked by HIC; students are encouraged to use the University of Hertfordshire's LSC 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; University Moodle; Library
Library	LRC College Lane

Programme Framework

Pre-Masters in Business – 1 Semester

Core Modules

Contact Hrs/Wk	College Module Code	Module Name	Credit Points	Pass Mark %	Exam %	Coursework %
Semester 1						
4	PMAE	Academic Writing	15	50	-	100
4	PG1000	Research Methods & Skills	15	50	-	100
4	PG1001	Economic Environment of Business	15	50	-	100
4	PG1002	Business Strategy	15	50	-	100
4	PG1003	Managing People	15	50	-	100
Postgraduate Stage 1 : **University Pre-Masters in Business & Management**			**75 credit points**			

Pre-Masters in Business – 2 Semesters

Core Modules

Contact Hrs/Wk	College Module Code	Module Name	Credit Points	Pass Mark %	Exam %	Coursework %
Semester 1						
4	ILS005	Interactive Learning Skills and Communication with mini-dissertation	15	50	-	100
4	PMAE	Academic Writing	15	50	-	100
4	PG1001	Economic Environment of Business	15	50	-	100
4	PG1003	Managing People	15	50	-	100
Semester 2						
4	PG1000	Research Methods & Skills	15	50	-	100
4	PG1002	Business Strategy	15	50	-	100
4	PG1006	Marketing	15	50	-	100
4	PG1005	Service Operations Management	15	50	-	100
Postgraduate Stage 1 : **University Pre-Masters in Business & Management**			**120 credit points**			

Management	The Pre-Masters in Business & Management programme is delivered by HIC on the College Lane Campus of the 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 and the HIC College Director/Principal 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 Director of Academic & Student Services and the HIC College Director/Principal 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 Pre-Masters in Business & Management.
Monitoring and Review	Formal review of the Pre-Masters in Business & Management 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 and Operational Advisory Committee (AOAC) held on a trimester basis and chaired by the Key Account Manager at the University of Hertfordshire. Progression is determined via the HIC Board of Examiners.
	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 ARQUE.
Entry Requirements	Academic: Overseas HND or equivalent NARIC approved FHEQ Level 5 qualification
	English Language: CEFR level B2 - IELTS score of 5.5 overall (minimum of 5.5 in each band) or equivalent
	Other: Applicants should be 21 years and over by the date of progression onto Masters Degree (mature applicants only).
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	College DMDs.

Appendix 1

Development of Programme Learning Outcomes (LOs) in the Constituent Modules:
The tables below map where the intended LOs of the programme are assessed in the core/constituent modules. It provides an aid to (i) 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. **Key:** LOs which are assessed as part of a given module ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

FHEQ 6 HIC Core Modules		Intended LOs														
		Knowledge and Understanding				Intellectual Skills			Practical Skills			Transferable Skills				
Module Code	Module Title	A.1	A.2	A.3	A.4	B.1	B.2	B.3	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
PG1000	Research Methods and Skills	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
PG1001	Economic Environment of Business	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓
PG1002	Business Strategy	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓
PG1003	Managing People	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓
PG1006	Marketing	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓
PG1005	Service Operations Management	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓
PMAE	Academic Writing	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓
ILS005	Interactive Learning Skills & Communications	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓

Knowledge and Understanding

A.1	The nature and complexities of organisations and the way in which they are managed;
A.2	The external environment in which organisations operate;
A.3	The research process and methods of acquiring, interpreting and analysing information;
A.4	How to communicate in English in academic and business contexts to a level equivalent to IELTS 6.5.

Intellectual/Cognitive Skills

B.1	Utilise cognitive skills of critical thinking, analysis and synthesis
B.2	Conduct research into business and management issues
B.3	Achieve effective problem-solving and decision-making using appropriate quantitative and qualitative techniques.

Practical skills

C.1	Be an effective learner in terms of time, planning and behaviour, motivation, individual initiative and enterprise;
C.2	Be self aware, open and sensitive to diversity in terms of people, cultures, business and management issues;
C.3	Develop interpersonal skills of effective listening, negotiating, persuasion, and presentation.

Transferable skills

D.1	Communicate effectively, both orally and in writing;

D.2	Make effective use of relevant IT tools;
D.3	Work effectively within a team;
D.4	Manipulate, sort and present data;
D.5	Learn to learn effectively.

Appendix 2

Teaching Rotations:

One Semester - Semester 1 – DELIVERY IN JANUARY, MAY & SEPTEMBER

Week	Total Hours										Contact hours/ week	Self-directed study hours per week
	PMAE Academic Writing		PG1000 Research Methods & Skills		PG1001 Economic Environment of Business		PG1002 Business Strategy		PG1003 Managing People			
	Contact hours	Self-dir Study	Contact hours	Self-dir study	Contact hours	Self-dir Study	Contact hours	Self-dir study	Contact hours	Self-dir Study		
1	4	9	4	9	4	9	4	9	4	9	22	45
2	4	9	4	9	4	9	4	9	4	9	20	45
3	4	9	4	9	4	9	4	9	4	9	20	45
4	4	9	4	9	4	9	4	9	4	9	20	45
5	4	9	4	9	4	9	4	9	4	9	20	45
6	4	9	4	9	4	9	4	9	4	9	20	45
7	4	9	4	9	4	9	4	9	4	9	20	45
8	4	9	4	9	4	9	4	9	4	9	20	45
9	4	9	4	9	4	9	4	9	4	9	20	45
10	4	9	4	9	4	9	4	9	4	9	20	45
11		10		10		10		10		10		50
12 (Exam)		10		10		10		10		10		50
Total hours / module	40	110	40	110	40	110	40	110	40	110	200	550
Notional hours / module	150		150		150		150		150		750	
Credit Points	15		15		15		15		15		75	

Two Semester – Semester 1 – DELIVERY IN JANUARY, MAY & SEPTEMBER

Week	ILS005 Interactive Learning Skills & Communications		PG1001 Economic Environment of Business		PG1003 Managing People		PMAE Academic Writing		Contact hours/week	Self-directed study hours/week
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study		
1	4	9	4	9	4	9	4	9	16	36
2	4	9	4	9	4	9	4	9	16	36
3	4	9	4	9	4	9	4	9	16	36
4	4	9	4	9	4	9	4	9	16	36
5	4	9	4	9	4	9	4	9	16	36
6	4	9	4	9	4	9	4	9	16	36
7	4	9	4	9	4	9	4	9	16	36
8	4	9	4	9	4	9	4	9	16	36
9	4	9	4	9	4	9	4	9	16	36
10	4	9	4	9	4	9	4	9	16	36
11		10		10		10		10		40
12		10		10		10		10		40
Total hours / module	40	110	40	110	40	110	40	110	160	440
Notional hours / module	150		150		150		150		600	
Credit Points	15		15		15		15		60	

Teaching Rotations:

Semester 2 – DELIVERY IN MAY & SEPTEMBER

Week	PG1002 Business Strategy		PG1000 Research Methods & Skills		PG1006 Marketing		PG1005 Service Operations Management		Contact hours/week	Self-directed study hours/week
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study		
1	4	9	4	9	4	9	4	9	16	36
2	4	9	4	9	4	9	4	9	16	36
3	4	9	4	9	4	9	4	9	16	36
4	4	9	4	9	4	9	4	9	16	36
5	4	9	4	9	4	9	4	9	16	36
6	4	9	4	9	4	9	4	9	16	36
7	4	9	4	9	4	9	4	9	16	36
8	4	9	4	9	4	9	4	9	16	36
9	4	9	4	9	4	9	4	9	16	36
10	4	9	4	9	4	9	4	9	16	36
11		10		10		10		10		40
12		10		10		10		10		40
Total hours / module	40	110	40	110	40	110	40	110	160	440
Notional hours / module	150		150		150		150		600	
Credit Points	15		15		15		15		60	

Appendix 3

FHEQ Level 6 – Pre-Masters for Business – Module Conversion					
Core Modules		**Credit Points**	**% Pass mark**	**% Examination**	**% Coursework**
UH Module Code / Module Name	**College Module Code /Module Name**				
The following UH modules have been adapted to ensure curriculum parity: *6BUS1034 Introduction to Business Research Methods*	**PG1000** Research Methods and Skills	15	50	-	100
4BUS0186 Economic Environment of Business	**PG1001** Economic Environment of Business	15	50	-	100
6BUS1143 Business Strategy	**PG1002** Business Strategy	15	50	-	100
5BUS1037 Managing People	**PG1003** Managing People	15	50	-	100
6BUS1076 Marketing Communications	**PG1006** Marketing	15	50	-	100
6BUS1066 Services Operations Management	**PG1005** Service Operations Management	15	50	-	100
Not applicable	**PMAE** Academic Writing	15	50	-	100
Not applicable	**ILS005** Interactive Learning Skills & Communications for Postgraduate Study	15	65	-	100
Stage 1/FHEQ6: Pre-Master for Business Pathway		**120 Credit Points per pathway**			

Appendix 4

Business FHEQ 6 modules supplied as individual DMDs:

Semester 1	
PG1000	Research Methods & Skills
PG1001	Economic Environment of Business
PG1002	Business Strategy
PG1003	Managing People
PG1006	Marketing
PG1005	Service Operations Management
ILS005	Interactive Learning Skills & Communications for Postgraduate Study
PMAE	Academic Writing