

Title of Programme: Pre-Masters in Business (One and Two Semester)

Programme Code: HIBTPM

For Collaborative: External Validation at Hertfordshire International College

# Programme Specification

This programme specification is relevant to students entering:  
26 September 2022

Associate Dean of School (Academic Quality Assurance):  
Veronica Earle

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

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**Summary of amendments to the programme:**

Section	Amendment

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification Pre-Masters in Business (HIC)

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	Hertfordshire International College
<b>University/partner campuses</b>	College Lane, Hatfield
<b>Programme accredited by</b>	Not applicable
<b>Final Qualification</b>	n/a
<b>All Final Award titles (Qualification and Subject)</b>	n/s
<b>FHEQ level of award</b>	6
<b>UCAS code(s)</b>	Not applicable
<b>Language of Delivery</b>	English

### A. Programme 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.

### B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

**Additionally this programme aims 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.

### C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p><b>A1</b> – Critically review theory and theoretical approaches to research</p> <p><b>A2</b> - The external environment in which organisations operate;</p> <p><b>A3</b> - The research process and methods of acquiring, interpreting and analysing information;</p> <p><b>A4</b> - How to communicate in English in academic and business contexts to a level equivalent to IELTS 6.5.</p> <p><b>A5</b> - Build contextual knowledge of managerial and operational aspects of business through analysing business information</p> <p><b>A6</b> - Demonstrate a systematic understanding of a wide range of contemporary research, practices, theoretical approaches, and debates at the forefront of a student's chosen pathway of study</p>	<p>Acquisition of knowledge and criteria A1- A6 is through a combination of lectures, tutorials, coursework and project work.</p> <p>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.</p> <p>Independent learning is supported by online learning and information services resources including guides to research materials produced specifically for each module.</p>	<p>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</p>

Intellectual skills	Teaching and learning methods	Assessment strategy
<p><b>B1</b> - Utilise cognitive skills of critical thinking, analysis and synthesis</p> <p><b>B2</b> - Conduct research into business and management issues</p> <p><b>B3</b> - Synthesise findings into appropriate forms in order to evaluate decision alternatives in a business context</p> <p><b>B4</b> - Evaluate the relevance and identify the meaning of available information</p>	<p>Intellectual skills B1-B4 specific to business and management are developed throughout the programme by the methods and strategies outlined in section A, above.</p> <p>Problem solving and decision-making skills are further developed through seminar activities and group work exercises.</p> <p>Cognitive skills are a feature of all modules at FHEQ level 6.</p>	<p>Intellectual skills are assessed via in-class tests, coursework and assessed project work.</p> <p>Analysis and problem solving are assessed through presentation and coursework.</p>
Practical skills	Teaching and learning methods	Assessment strategy
<p><b>C1</b> - Be an effective learner in terms of time, planning and behaviour, motivation, individual initiative and enterprise;</p> <p><b>C2</b> - Be self-aware, open and sensitive to diversity in terms of people, cultures, business and management issues;</p> <p><b>C3</b> - Develop interpersonal skills of effective listening, negotiating, persuasion, and presentation.</p> <p><b>C4</b> - Make effective use of communication and information technology</p>	<p>Practical skills are developed throughout the programme by the methods and strategies outlined in sections A and B, above.</p> <p>Skill C1 is encouraged throughout, and developed in coursework assignments, group and project work.</p> <p>Skill C2 is developed through group work and the use of case studies.</p> <p>Skill C3 is developed through tutorials and group based coursework assessment, and further developed through feedback on coursework reports, oral presentations and project reports.</p> <p>Skill C4 is developed through the IT facilities at HIC and the LRC.</p>	<p>Skill C1 is assessed by group-based coursework assessment.</p> <p>Skill C2 is assessed through group and project work.</p> <p>Skill C3 is assessed through coursework, oral presentations, project reports and examinations.</p>
Transferable skills	Teaching and learning methods	Assessment strategy
<p><b>D1</b> - Communicate effectively, both orally and in writing;</p> <p><b>D2</b> - Make effective use of relevant IT tools;</p> <p><b>D3</b> - Work effectively within a team;</p>	<p>Transferable skills are developed throughout the programme by the methods and strategies outlined in sections A, B and C, above.</p> <p>Skill D1 is developed through the same TL strategies as in section A as well as feedback on all coursework.</p>	<p>Skills D1 and D2 are assessed through all types of coursework.</p> <p>Skill D3 is assessed by group-based coursework assessment.</p> <p>Skill D4 is assessed via coursework and project work.</p> <p>Skill D5 is not directly assessed.</p>

**D4** - Manipulate, sort and present data;

**D5** - Learn to learn effectively.

**D6** – Reflect on individual learning

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 and D6 is developed in specific tutorials and promoted throughout the programme.

Skill D6 is assessed throughout the programme and encouraged on the course

## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full time mode (1 year) over one or two semesters.

Entry is normally at level 6 with Bachelor's degree or other UH approved qualifications for Pre-Masters entry. Intake is normally Semester A (September), Semester B (January), Semester C (May).

Professional and Statutory Regulatory Bodies  
Not applicable

Work-Based Learning, including Sandwich Programmes  
Not applicable

Erasmus Exchange programme  
Not applicable

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

**Mode of study** Full Time

**Entry point** Semester A, Semester B or Semester C

**Level 6** (One-Semester)

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Academic Writing	6FBS1719	15	English	0	100	0	ABC
Economic Environment of Business	6FBS1721	15	English	0	100	0	ABC

Managing People	6FBS1720	15	English	0	100	0	ABC
Research Methods and Skills	6FBS1722	15	English	0	100	0	ABC
Business Strategy	6FBS1724	15	English	0	100	0	ABC

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum.

Progression to level 7 (Masters) requires a minimum of 75 credits.

**Mode of study** Full Time

**Entry point** Semester A, Semester B or Semester C

**Level 6** (Two-Semesters)

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>							
Managing People	6FBS1720	15	English	0	100	0	ABC
Economic Environment of Business	6FBS1721	15	English	0	100	0	ABC
Research Methods & Skills	6FBS1722	15	English	0	100	0	ABC
Business Strategy	6FBS1724	15	English	0	100	0	ABC
Marketing	6FBS1723	15	English	0	100	0	ABC
Service Operations Management	6FBS1725	15	English	0	100	0	ABC
Interactive Learning Skills and Communication with mini-dissertation	6FBS1726	15	English	0	100	0	ABC
Academic Writing	6FBS1719	15	English	0	100	0	ABC

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum.

Progression to level 7 (Masters) requires a minimum of 120 credits.

#### Award classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14, Section D.

#### Table 1b Final and interim awards available

The programme provides the following final and interim awards:

No final award, grade transcript issued by HIC on request

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## Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been approved by the University:

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### E. Management of Programme & Support for student learning.

#### Management

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. The general operational management of the programme lies with HIC's academic services which assumes overall responsibility for the administrative and implementation functions; whilst appraisal of delivery and programme content is advised by the HIC Manager of Academic Services 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 Collaborative Partnership Leader.

The programme is managed and administered through:

- A Senior Manager of Teaching and Learning to help students understand the course / programme structure
- Student Representatives on the College Learning and Teaching Board
- A designated Academic Services Coordinator / Academic and Student Services Officer

#### Support

At university level, students are supported by:

- Attractive modern study environments in two Learning Resource Centres, incorporating libraries and computer centres
- StudyNet, a versatile on-line inter-active intranet and learning environment
- Access to extensive digital and print collections of information resources
- Office of the Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Medical Centre
- Careers Enterprise and Employment Services
- The Students' Union

At HIC, students are supported by:

- An induction week at the beginning of each academic semester
- Module tutors to provide academic support
- A Senior Manager of Teaching and Learning / Manager of Student Services to provide pastoral support and confidential academic and welfare advice
- A Student Services Team that provides advice on issues such as finance, accommodation, well-being, welfare, international student support, etc.
- A Collaborative Partnership Leader (CPL) who is the link between the Business School and HIC and helps to ensure that students have a seamless transition to the Business School.
- Academic Services Officers to deal with day-to-day administration associated with the modules within the programme



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## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07 'Regulations and Advice for Students' Particular Attention - Index](#) provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

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## G. Entry requirements

The normal entry requirements for the programme are:

The Learning and Teaching Board of the College is identified as responsible for candidate selection to the HIC Pre-Masters in Business.

The normal entry requirements for the programme are:

- Academic: Successful completion of a Bachelor's degree or other UH approved qualifications for Pre-Masters entry (see CPR QS3).
- English Language: IELTS score of 5.5 overall (minimum of 5.5 in each band) or equivalent.
- The decision on whether an applicant requires a one semester or two semester programme is based on the Admission Tutor's professional judgement.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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If you would like this information in an alternative format please contact:  
Karoline Giles, Head of College Services.

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)



## Pre-Masters in Business (HIC)

**Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules**

This map identifies where the programme learning outcomes are assessed in the 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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																				
		Knowledge & Understanding						Intellectual Skills				Practical Skills				Transferable Skills						
Module Title	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	
Level 0	Research Methods and Skills	6FBS1722	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Economic Environment of Business	6FBS1721	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	
	Business Strategy	6FBS1724	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x
	Managing People	6FBS1720	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	
	Marketing	6FBS1723	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x
	Service Operations Management	6FBS1725	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x
	Academic Writing	6FBS1719	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	
	Interactive Learning Skills & Communications	6FBS1726	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	

## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

- A1. Critically review theory and theoretical approaches to research
- A2. The external environment in which organisations operate;
- A3. The research process and methods of acquiring, interpreting and analysing information;
- A4. How to communicate in English in academic and business contexts to a level equivalent to IELTS 6.5
- A5. Build contextual knowledge of managerial and operational aspects of business through analysing business information
- A6. Demonstrate a systematic understanding of a wide range of contemporary research, practices, theoretical approaches, and debates at the forefront of a student's chosen pathway of study

### Intellectual Skills

- B1. Utilise cognitive skills of critical thinking, analysis and synthesis
- B2. Conduct research into business and management issues
- B3. Synthesise findings into appropriate forms in order to evaluate decision alternatives in a business context
- B4. Evaluate the relevance and identify the meaning of available information

### Practical Skills

- C1. Be an effective learner in terms of time, planning and behaviour, motivation, individual initiative and enterprise;
- C2. Be self aware, open and sensitive to diversity in terms of people, cultures, business and management issues
- C3. Develop interpersonal skills of effective listening, negotiating, persuasion, and presentation
- C4. Make effective use of communication and information technology

### Transferable Skills

- D1. Communicate effectively, both orally and in writing;
- D2. Make effective use of relevant IT tools;
- D3. Work effectively within a team;
- D4. Manipulate, sort and present data;
- D5. Learn to learn effectively.
- D6. Reflect on individual learning

## Section 2

### Programme management

**Relevant QAA subject benchmarking statements**

**Type of programme**

**Date of validation/last periodic review**

**Date of production/ last revision of PS**

**Relevant to level/cohort**

**Administrative School**

General Business and Management

Pre-Masters

April 17

May 2022

All students entering September 2022

Hertfordshire Business School

Table 3 Course structure

Course details					
Course code	Course description			JACS	
HIBTPMB	Pre-Masters in Business				
Course Instances					
Instances code	Intake	Stream	Instances Year	Location :	Mode of study
	A	Pre-Masters in Business (One-Semester)	1	Hatfield	Full-time
	B	Pre-Masters in Business (One-Semester)	1	Hatfield	Full-time
	C	Pre-Masters in Business (One-Semester)	1	Hatfield	Full-time
	A	Pre-Masters in Business (Two-Semester)	1	Hatfield	Full-time
	B	Pre-Masters in Business (Two-Semester)	1	Hatfield	Full-time
	C	Pre-Masters in Business (Two-Semester)	1	Hatfield	Full-time
	A				
	A		3		
	A		4		