University of Hertfordshire UH   Hertfordshire International College

PROGRAMME SPECIFICATION

Pre-Masters in Creative Arts	**FHEQ 6**

Version	Current Version	1.17	January 2020
	Prior Version/s	1.16	March 2018
		1.15	October 2016
		1.14	August 2014

PATHWAY/s

Pathway Type	Postgraduate			
Pathway Areas	**Creative Arts**			
Pathways/s	Creative Arts	-	-	-
University Quercus Code/s	Refer to Quercus	-	-	-
College MAZE Code/s	U6C2	U6C3	-	-
Pathway Provision	College: FHEQ Level/s	6		
	University: FHEQ Level/s	7		
Awarding University	University of Hertfordshire			
Awards by Pathway	Degree awards		FHEQ Award Level	
	MA Animation		7	
	MA Concept Art		7	
	MA Creative Music Production		7	
	MA Digital Media Arts		7	
	MA Film Production		7	
	MA Fine Art		7	
	MA Games Art and Design		7	
	MA Graphic Design and Branding		7	
	MA Illustration		7	
	MA Interior Architecture and Design		7	
	MSc Audio Engineering		7	
	MSc Music and Sound for Film and Games		7	
Subject Benchmark Statements	QAA: Art and Design, 2017; Communication, Media, Film and Cultural Studies, 2016; Dance, Drama and Performance, 2015; History of Art, Architecture and Design, 2017; Music, 2016.			
College Status	Associate College			
College Location	College Lane Campus			
University Location	College Lane Campus			
University School/s	School of Creative Arts			
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, Pre-Masters in Creative Arts, 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, School of Creative Arts, 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 UH, School of Creative Arts, 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 creative arts 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 in creative arts 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.
	6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 50% in the ACL accredited module Interactive Learning Skills and Communication.

PROGRAMME

Title	Pre-Masters in Creative Arts
FHEQ	6
Credit Points	Entry Point 1= 180 Entry Point 2= 120
Duration of Study	Entry Point 1= Three (3) semesters Entry Point 2= Two (2) semesters
Weeks of Study	Entry Point 1= 36 weeks Entry Point 2= 24 weeks
Mode of Study	Full-time
Mode of Delivery	Face to Face
Notional Hours	Entry Point 1= 1800 Entry Point 2= 1200
Contact Hours	Entry Point 1= 544 Entry Point 2= 360
Directed Study Hours	N/A

Self-directed Study Hours	Entry Point 1= 1256 Entry Point 2= 840	
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 Content Guide (MG).

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:	Teaching/learning methods and strategies:	Assessment methods
1	Demonstrate how to research, evaluate and employ information from a variety of sources	Acquisition of Intended LOs via a combination of small group lectures and critiques (listening, writing and reading); small group-based tutorial/coursework (oral, reading, listening and written presentation); workshops and individual coursework (oral, practical and written presentation). In addition, learning outcomes, will be developed through group debates.

Additional support is provided through the provision of small peer-led tutorial group work and of | A.1 to A.8 – a combination of projects and summative coursework along with written assignments, portfolios and in-course assessments, exhibitions, project reports, presentations and practicals. |
| 2 | Critically evaluate the key elements of research paper structure (i.e., introduction, literature review, methodology, methods, results, discussion, conclusion and references) | | |
| 3 | Apply techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe. | | |

	4	Identify and explore the materials, technologies and processes appropriate to specific areas of creative practice.	individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring by College academic management.
	5	Explain the critical, theoretical, contextual and practical issues that underpin and inform contemporary creative practice	
	6	Demonstrate the creative processes appropriate to specific areas of studio practice	Students are encouraged to interact with teaching staff and academic services to ensure that they understand assessment requirements and that their work is aligned with marking criteria.
	7	Further express the language and aspects of educational practice related to art and design, film, music and media studio practice.	
	8	Employ the study skills necessary for contemporary creative art practice at Master's degree level in a Western education environment, including the use of appropriate technologies.	Ensuring all candidates acquire grounding in University of Hertfordshire and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, University of Hertfordshire library and independent environments to develop an understanding of the implications of the use of different e-learning for research. The Programme Specification, DMDs, Module Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met. *Students are encouraged throughout the stage of study to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.* *Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically ILSC. Additional interviews are made with the tutor and/or the College academic services to evaluate and discuss any emerging learning issues and therein candidates options.*
B		Intellectual Skills	
		Intellectual skills: able to	Teaching/learning methods and strategies	Assessment methods

		Intellectual skills: able to	Teaching/learning methods and strategies	Assessment methods
	1	Demonstrate an understanding of the subject-specific theories, concepts and principles found within the disciplines of creative arts.	Achievement of Intended LOs via a combination of lectures, seminars and tutorials. Additional support is provided in the form of guest presenters from professional practice and research active academics. One-to-one tutorials and peer review will be used to develop B.3 –B.5 in more depth. Ensuring all candidates acquire grounding in the University of Hertfordshire and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, University library and independent environments to develop an	B.1 to B.5 - via a combination of projects and summative coursework along with written assignments, portfolios and in-course assessments, exhibitions, project reports, presentations and practicals. Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates and the creation of a classroom environment which challenges conventional wisdom and encourages critical engagement.
	2	Apply a range of research and enquiry methods relevant to the creative industries		
	3	Use subject-specific language related to studio practice, critical, contextual and cultural concepts		
	4	Generate, critically evaluate and apply a personal direction within creative practice and generate novel solutions.		
	5	Demonstrate ability to present ideas through to material outcomes in chosen media at a competent level.		

understanding of the implications of the use of different e-learning for research.

Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.

C	Practical Skills		
	Practical skills: able to	Teaching/learning methods and strategies	Assessment methods
1	Present an appropriate range of solutions/outcomes to creative problems in critical response to set briefs and/or negotiated projects.	Communication skills are central to all teaching, class/studio-based learning and self-directed study; these are tested out throughout all assessment practices. Students are encouraged to explore and develop variety of communication skills, under pinned by the ILSC module.	Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments.
2	Competently plan and execute oral and written works appropriate to the discipline and level under study.		C.1 to C.4 – via a combination of projects and summative coursework along with written assignments, portfolios and in-course assessments, exhibitions, project reports, presentations and practicals.
3	Employ an appropriate range of specialist media and processes while observing good working practices.	Practical skills are gained through a variety of workshop activities.	
4	Initiate, develop and build a body of original creative work, which demonstrates initiative, personal ownership, autonomy and a critical awareness of current practice	Achievement of Intended LOs via a combination of lectures, seminars and tutorials. Peer review sessions will support the development and assessment of research protocols. Additional sessions are provided in the form of guest presenters from professional practice, research active academics and library staff, together with monitoring/appraisal by HIC academic management team. Practical sessions will build confidence in the use of HIC and University IT platforms to develop an understanding of the implications and possibilities of different computer and IT systems for research.	Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates and the creation of a classroom environment which challenges conventional wisdom and encourages critical engagement.
D	Transferable Skills		
	Transferable skills: able to	Teaching/learning methods and strategies	Assessment methods
1	Select, read, digest, summarise and synthesise information in an appropriate manner to identify and determine key facts/themes, relevancy and assessment of problems and identification and implementation of solutions.	Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities. Using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme to demonstrate competence in portfolio generation, presentation, reports, literature review (to enhance summarisation techniques and limit collusion and plagiarism), timed-assignments (indicating knowledge, organisation, time management and clear communication ability), of the following: design a persuasive message from the audience's	D.1 to D.4 – via a combination of projects and summative coursework along with written assignments, portfolios and in-course assessments, exhibitions, project reports, presentations and practicals.
2	Use and communicate ideas, concepts and conclusions using appropriate language (visual/auditory) and language style.		In particular D.3 is tested in the research proposal and literature review and D.4 in the literature review. The ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (oral/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills.
3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion. Thus acquiring the skills to explore further study or training.		
4	Embed the importance of self-study and reliance. This involves		Formative assessment is a constant

		cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.	perspective; demonstrate effective presentation delivery skills in a variety of situations and formats; leave effective voice-mail messages; write persuasive E-mails, memos letters; and write factual essays and reports in plain English. These skills are reflective of in-context reading, writing, oral and speaking skills and enhanced language acquisition.	feature of the programme and is deployed in the form of peer discussions, debates and is situated within a classroom environment which challenges conventional wisdom and encourages critical engagement.
	5	Ability to arrange and communicate decisively, both orally and in writing using qualitative and quantitative information.		

| 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.

Most modules have an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed 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 practical, 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 Content 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 and practical 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 and practical 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.

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. All students must achieve a grade D* 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, 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 and 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 task / question, that is not just a part or parts of it. A response that is not specifically tailored to the needs of the task / question will not be accepted.
Structure – the student has identified the main issues of the task / 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 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 task / 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 task / 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 | See CPR QS9 – Summary: 10% sample of all assessment components by a subject specialist. External Examiner where necessary. |
| Progression Criteria | Summary: Entrants are required to pass all semester one and two modules; the overall minimum pass mark is 50% averaged across all assessment- Except for ILS005 which requires a pass mark of 65%; see |

	CPR QS9.
Failure to Progress	Summary: a student may not fail a module on more than two (2) occasions, 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	Definitive Module Documents (DMDs) as follows: DMD ILS005; DMD PMAE; DMD CAP100; DMD CAP101; DMD CAP102; DMD CAP103; DMD CAP104; DMD PG1000.
	Module Guides (MGs) as follows: MG ILS005; MG PMAE; MG CAP100; MG CAP101; MG CAP102; MG CAP103; MG CAP104; MG PG1000
	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 and small group tutorials are held in the designated HIC/UH class rooms, seminar rooms, studios 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; University Studynet; Moodle; Library
Library	College Lane
Programme Framework	Entry Point 1 – 3 semesters

University Extended Pre-Masters in Creative Arts

Core Modules

Contact Hrs/Week	College Module Code	Module Name	Credit Points	Pass Mark %	Exam %	Coursework %
Semester 0						
8	CAP100	Practical Study Skills for Art, Design, Film, Media and Music	30	50	-	100
4	CAP104	Introduction to Media Technology	15	50	-	100
4	PMAE	Pre-Masters Academic English	15	50	-	100
Semester 1						
8	CAP101	Specialist Projects 1	30	50	-	100
4	PG1000	Research Methods	15	50	-	100
4	ILS005	Interactive Learning Skills & Communications for Postgraduate Study	15	65	-	100
Semester 2						
12	CAP102	Specialist Projects 2	45	50	-	100
4	CAP103	Discourse and Critique	15	50	-	100
3 Semester Extended Pre-Masters: Creative Arts			**180 credit points**			

Entry Point 2 – 2 semesters

University Pre-Masters in Creative Arts

Core Modules						
Contact Hrs/Week	College Module Code	Module Name	Credit Points	Pass Mark %	Exam %	Coursework %
Semester 1						
8	CAP101	Specialist Projects 1	30	50	-	100
4	PG1000	Research Methods	15	50	-	100
4	ILS005	Interactive Learning Skills & Communications for Postgraduate Study	15	65	-	100
Semester 2						
12	CAP102	Specialist Projects 2	45	50	-	100
4	CAP103	Discourse and Critique	15	50	-	100
2 Semester Pre-Masters: Creative Arts			**120 credit points**			

Management	The University Pre-Masters in Creative Arts 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 assumes 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 Academic Services or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of the School of Creative Arts 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 University Pre-Masters in Creative Arts.
Monitoring and Review	Formal review of the University Pre-Masters in Creative Arts programme, takes place as an annual review in March/April between HIC, the Quality and Standards Office Navitas UK and representation from the University of Hertfordshire School of Creative Arts. Strategic, logistical and operational issues are developed within the remit of the Academic and Operations Advisory Committee (AOAC) held on a trimester basis and chaired by 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	Standard and approved requirements for academic international benchmark qualifications, see CPR 3. English language entry is at CEFR level B2 in line with UKBA requirements for FHEQ 6.

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	College DMDs.

Appendix 1

Development of Programme Learning Outcomes (LOs) 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.

	Module Title	Module Code	Knowledge & Understanding								Intellectual Skills								Practical Skills								Transferable Skills							
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
Level 6	Practical Study Skills for Art, Design, Film, Media and Music	CAP100				×	×	×	×	×	×	×	×	×	×				×	×	×	×					×	×	×	×	×			
	Introduction to Media Technology	CAP104				×		×		×	×		×	×	×				×	×	×	×					×	×	×	×	×			
	PM Academic English	PMAE			×					×									×								×	×	×	×	×			
	Research Methods	PG1000	×	×						×		×							×								×	×	×	×	×			
	Interactive Learning Skills and Communication	ILSC005	×	×	×					×		×							×								×	×	×	×	×			
	PM Specialist Projects 1	CAP101				×	×	×	×	×	×	×	×	×	×				×	×	×	×					×	×	×	×	×			
	Discourse and Critique	CAP103			×					×	×	×	×						×								×	×	×	×	×			
	Specialist Projects 2	CAP102				×	×	×	×	×	×	×	×	×	×				×	×	×	×					×	×	×		×			

Knowledge and Understanding

A.1	Demonstrate how to research, evaluate and employ information from a variety of sources
A.2	Critically evaluate the key elements of research paper structure (i.e., introduction, literature review, methodology, methods, results, discussion, conclusion and references)
A.3	Apply techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe.
A.4	Identify and explore the materials, technologies and processes appropriate to specific areas of creative practice.
A.5	Explain the critical, theoretical, contextual and practical issues that underpin and inform contemporary creative practice
A.6	Demonstrate the creative processes appropriate to specific areas of studio practice
A.7	Further express the language and aspects of educational practice related to art and design, film, music and media studio practice.
A.8	Employ the study skills necessary for contemporary creative art practice at Master's degree level in a Western education environment, including the use of appropriate technologies.

Intellectual Skills

B.1	Demonstrate an understanding of the subject-specific theories, concepts and principles found within the disciplines of creative arts.
B.2	Apply a range of research and enquiry methods relevant to the creative industries
B.3	Use subject-specific language related to studio practice, critical, contextual and cultural concepts
B.4	Generate, critically evaluate and apply a personal direction within creative practice and generate novel solutions.
B.5	Demonstrate ability to present ideas through to material outcomes in chosen media at a competent level.

Practical skills

C.1	Present an appropriate range of solutions/outcomes to creative problems in critical response to set briefs and/or negotiated projects.
C.2	Competently plan and execute oral and written works appropriate to the discipline and level under study.
C.3	Employ an appropriate range of specialist media and processes while observing good working practices.
C.4	Initiate, develop and build a body of original creative work, which demonstrates initiative, personal ownership, autonomy and a critical awareness of current practice

Transferable skills

D.1	Select, read, digest, summarise and synthesise information in an appropriate manner to identify and determine key facts/themes, relevancy and assessment of problems and identification and implementation of solutions.
D.2	Use and communicate ideas, concepts and conclusions using appropriate language (visual/auditory) and language style.
D.3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion. Thus acquiring the skills to explore further study or training.
D.4	Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.
D.5	Ability to arrange and communicate decisively, both orally and in writing using qualitative and quantitative information.

Appendix 2

Teaching Rotations:

Semester 0 – Pre-Masters in Creative Arts (Entry Points 1)

Week	CAP104 Introduction to Media Technology		PMAE Pre-Masters Academic English		CAP100 Practical Study Skills for Art, Design, Film, Media and Music		Contact hours/week	Self-directed study hours/week
	Contact hours	Self-dir study	Contact hours	Self-dir study	Contact hours	Self-dir Study		
1	4	8.5	4	9	8	17	16	34.5
2	4	8.5	4	9	8	17	16	34.5
3	4	8.5	4	9	8	17	16	34.5
4	4	8.5	4	9	8	17	16	34.5
5	4	8.5	4	9	8	17	16	34.5
6	4	8.5	4	9	8	17	16	34.5
7	4	8.5	4	9	8	17	16	34.5
8	4	8.5	4	9	8	17	16	34.5
9	4	8.5	4	9	8	17	16	34.5
10	4	8.5	4	9	8	17	16	34.5
11	4	8.5		10	8	17	12	35.5
12	4	8.5		10	8	17	12	35.5
Total hours / module	48	102	40	110	96	204	184	416
Notional hours / module	150		150		300		600	
Credit Points	15		15		30		60	

Semester 1 –Pre-Masters in Creative Arts (Entry Points 1 & 2)

Week	ILS005 Interactive Learning Skills and Communications		PG1000 Research Methods		CAP101 Specialist Projects 1		Contact hours/week	Self-directed study hours/week
	Contact hours	Self-dir study	Contact hours	Self-dir study	Contact hours	Self-dir Study		
1	4	9	4	9	8	17	16	35
2	4	9	4	9	8	17	16	35
3	4	9	4	9	8	17	16	35
4	4	9	4	9	8	17	16	35
5	4	9	4	9	8	17	16	35
6	4	9	4	9	8	17	16	35
7	4	9	4	9	8	17	16	35
8	4	9	4	9	8	17	16	35
9	4	9	4	9	8	17	16	35
10	4	9	4	9	8	17	16	35
11		10		10	8	17	8	37
12		10		10	8	17	8	37
Total hours / module	40	110	40	110	96	204	176	424
Notional hours / module	150		150		300		600	
Credit Points	15		15		30		60	

Semester 2 –Pre-Masters in Creative Arts (Entry Point 1 & 2)

Week	CAP103 Discourse and Critique		CAP102 Specialist Projects 2			Contact hours/week	Self-directed study hours/week
	Contact hours	Self-dir study	Contact hours	Self-dir Study			
1	4	9	12	25.5		16	34.5
2	4	9	12	25.5		16	34.5
3	4	9	12	25.5		16	34.5
4	4	9	12	25.5		16	34.5
5	4	9	12	25.5		16	34.5
6	4	9	12	25.5		16	34.5
7	4	9	12	25.5		16	34.5
8	4	9	12	25.5		16	34.5
9	4	9	12	25.5		16	34.5
10	4	9	12	25.5		16	34.5
11		10	12	25.5		12	35.5
12		10	12	25.5		12	35.5
Total hours / module	40	110	144	306		184	416
Notional hours / module	150		450			600	
Credit Points	15		45			60	

Appendix 3: College DMDs provided separately