

PROGRAMME SPECIFICATION

School of Education  
Two Semester Foundation in Education

FHEQ 0

Version	Current Version	1.1	January 2020
	Prior Version/s		

PATHWAY/S

<b>Pathway Type</b>	<b>Foundation</b>		
<b>Pathway Areas</b>	<b>Education</b>		
Pathways/s	Education	-	-
Pathway Provision	College: FHEQ Level/s	0, Integrated 4	
	University: FHEQ Level/s	5,6	
Awarding University	University of Hertfordshire		
Awards by Pathway Education	Degree awards	FHEQ Award Level	
	BA (Hons) Early Childhood Education	6	
	BA (Hons) Education	6	
Subject Benchmark Statements	QAA: Education Studies 1087 02/15		
College Status	Associate College		
College Location	College Lane Campus, Hatfield		
University Location	De Havilland Campus, Hatfield		
University Faculty	School of Education		
University School/s	Education		
Rationale	<p>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.</p> <p>The University Foundation in Education pathway has therefore been developed to ensure that international students have a dedicated period of time to adjust to and acquire the skills to prepare for further studies within a UK learning environment. This pathway aims to facilitate access to an undergraduate Education degree programme for international students who want to further develop understanding of a wide range of educational contexts and perspectives.</p> <p>This pathway enables students to prepare for the University of Hertfordshire's BA (Hons) Education or BA (Hons) Early Childhood Education programmes by providing them with a range of inter-disciplinary modules designed to develop the necessary skills and values that will support them in their studies at the University of Hertfordshire. The programme does not facilitate progression onto the University's programme that leads to Qualified Teacher Status</p>		
Educational Aims	<p>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:</p> <ol style="list-style-type: none"> <li>1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into UH, School of Education, at FHEQ Level 4 of the prescribed undergraduate degree schemes.</li> <li>2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the education sector at both a national and international level.</li> <li>3. 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.</li> <li>4. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 50% in the ACL accredited/Navitas English module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent.</li> </ol>		

PROGRAMME			
Title	Foundation in Education		
FHEQ	0		
Credit Points	Two (2) Semesters: 120		
Duration of Study	Two (2) Semesters		
Weeks of Study	Twenty Four (24) weeks		
Mode of Study	Full-time		
Mode of Delivery	Face to Face		
Notional Hours	1200		
Contact Hours	320		
Directed Study Hours	-		
Self-directed Study Hours	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	<p><b>Generic:</b> 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:</p>		
	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 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.
	<p><b>Specific:</b> 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 to ensure parity, see Appendix 3 in this document.</p>		
	<p><b>Intended:</b> 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:</p>		
A	Knowledge and Understanding		
	To obtain a knowledge and understanding:	Teaching/learning methods and strategies:	Assessment methods and strategies are tested via...
	1	Demonstrate knowledge of current educational issues and surrounding policy considerations.	Acquisition of knowledge and understanding is through a combination of small group lectures, class and workshop instruction, small
2	Understand the role and		

		importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area.	group-based tutorial coursework (verbal and written presentation) and individual coursework (verbal and written presentation) and summative examination. Additional support is provided through formative assessment and the provision of small peer-led tutorial group work; HIC module-specific subject specialists; guest speakers (Education specific); monitoring and appraisal by HIC academic management as well as NVT UK management.	coursework along with written assignments and in-course assessments, computer-based coursework, project reports, portfolios and presentations.
	3	Understand basic Information Technology and computing software and their application.		All candidates are expected to maintain an 85% attendance record.
	4	Recall and define what a business is and its internal and external operating processes, inclusive of planning and strategy, growth, marketing, products/services, finance and accounting systems, information systems, and the management and development of human resource within organisations.	Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.	
	5	Understand basic mathematics and science and the relationship between these disciplines.	Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules. Additional interviews are made with the sessional academic and/or the College Director/Principal (or nominee) to evaluate and discuss any emerging learning issues and therein candidates options.	
	6	The 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.		
	7	The purpose and processes of basic recording of data in order to carry out performance monitoring within the context of Education and adherence to regulatory standards.		
	8	Purpose and process of different means and methods of communication and application of these methods in current contexts.		
	B	<b>Cognitive/Intellectual Skills</b>		
		To obtain intellectual/cognitive skills with the ability to:	Teaching/learning methods and strategies	
	1	Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.	Intellectual skills are developed through B1 and B2 via topic specific small lab-based group lectures and the additional support and guidance provided via the provision of small peer-led tutorial group work in differing environments.	Intellectual skills are assessed through B1 to B5 – a combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals.
	2	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.		
	3	Integrate verbal, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.	Ensuring all students acquire grounding in the University of Hertfordshire and associated end-user IT platforms for academic study.	
	4	Ability to analyse data and various modes of information using appropriate techniques.	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.	
	5	Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.	Acquisition of B2 to B5 via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (verbal, reading, listening and written presentation); and individual coursework (verbal, and written presentation) and summative examination (reading and writing).  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.  Throughout, the learner is encouraged to develop intellectual skills further by independent study	
	<b>C</b>	<b>Practical Skills</b>	
		To obtain practical skills with the ability to:	Teaching/learning methods and strategies  Assessment methods and strategies via...
	1	Employ key communication skills appropriate to undergraduate study, inclusive of written, verbal, reading, numerical, graphical and diagrammatic manipulation and presentation of information.	Practical skills are assessed through integrated themes used across the continuous assessment framework for the programme to test robust coping skills in a number of environments.  A combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals.
	2	Employ analytical skills and methodologies as a basis to further study.	
	3	Ability to begin to engage critically with academic content.	
	<b>D</b>	<b>Transferable Skills</b>	
		To obtain transferable skills with the ability to:	Teaching/learning methods and strategies  Assessment methods and strategies via...
	1	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.	Transferable skills are assessed through a combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports, portfolios and presentations. Indicating an 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 (verbal/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills.
	2	Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.	
	3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion	
	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.	
	5	Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider context.	
Assessment Regulations	<p><b>Summary:</b> The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College.</p> <p>Each module within the programme/stage of study has an associated Module Outline that may be</p>		

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.

Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any given module:

Coursework	Examination
100%	0%
70%	30%
60%	40%
50%	50%
40%	60%
30%	70%
0%	100%

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

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

	<p><u>Demonstration of achievement:</u> 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.</p> <p><u>Categories of performance and grading levels:</u> 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.</p> <p><u>Generic marking criteria:</u> 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.</p>
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/ILS001; DMD/BUS107; DMD/SCI104;

	DMD/BUS112; DMD/SCI120; DMD/BUS106; DMD/MAC101; DMD/EDU101																																																																																																		
	Module Guides (MGs) or Module Introductory Documents as follows: DMD/ILS001; DMD/BUS107; DMD/SCI104; DMD/BUS112; DMD/SCI120; DMD/BUS106; DMD/MAC101; DMD/EDU101																																																																																																		
	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 LRC 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 Axis/Moodle Portal; University Studynet/Canvas; Library																																																																																																		
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<b>Programme Framework</b>	<p><b>Two (2) Semesters:-</b></p> <table border="1"> <thead> <tr> <th colspan="7">Foundation in Education</th> </tr> <tr> <th colspan="7">Core Modules</th> </tr> <tr> <th>Contact Hrs/Wk</th> <th>College Module Code</th> <th>Module Name</th> <th>Credit Points</th> <th>Pass Mark %</th> <th>Exam %</th> <th>Coursework %</th> </tr> </thead> <tbody> <tr> <td colspan="7"><b>Semester 1</b></td> </tr> <tr> <td>4</td> <td>ILS001</td> <td>Interactive Learning Skills and Communication</td> <td>15</td> <td>50</td> <td>30</td> <td>70</td> </tr> <tr> <td>4</td> <td>BUS107</td> <td>Principles of ICT</td> <td>15</td> <td>50</td> <td>80</td> <td>20</td> </tr> <tr> <td>4</td> <td>SCI104</td> <td>Mathematics 1</td> <td>15</td> <td>50</td> <td>100</td> <td>-</td> </tr> <tr> <td>4</td> <td>BUS112</td> <td>Globalisation</td> <td>15</td> <td>50</td> <td>50</td> <td>50</td> </tr> <tr> <td colspan="7"><b>Semester 2</b></td> </tr> <tr> <td>4</td> <td>SCI120</td> <td>Biology A</td> <td>15</td> <td>50</td> <td>50</td> <td>50</td> </tr> <tr> <td>4</td> <td>BUS106</td> <td>Business Studies</td> <td>15</td> <td>50</td> <td>60</td> <td>40</td> </tr> <tr> <td>4</td> <td>MAC101</td> <td>Introduction to Mass Communications</td> <td>15</td> <td>50</td> <td>-</td> <td>100</td> </tr> <tr> <td>4</td> <td>EDU101</td> <td>People &amp; Society</td> <td>15</td> <td>50</td> <td>-</td> <td>100</td> </tr> <tr> <td colspan="3"><b>Postgraduate Stage 1 : University Foundation in Education</b></td> <td colspan="4"><b>120 credit points</b></td> </tr> </tbody> </table>	Foundation in Education							Core Modules							Contact Hrs/Wk	College Module Code	Module Name	Credit Points	Pass Mark %	Exam %	Coursework %	<b>Semester 1</b>							4	ILS001	Interactive Learning Skills and Communication	15	50	30	70	4	BUS107	Principles of ICT	15	50	80	20	4	SCI104	Mathematics 1	15	50	100	-	4	BUS112	Globalisation	15	50	50	50	<b>Semester 2</b>							4	SCI120	Biology A	15	50	50	50	4	BUS106	Business Studies	15	50	60	40	4	MAC101	Introduction to Mass Communications	15	50	-	100	4	EDU101	People & Society	15	50	-	100	<b>Postgraduate Stage 1 : University Foundation in Education</b>			<b>120 credit points</b>			
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Management	<p>The Foundation in Education 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.</p> <p>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.</p> <p>The general operational management of the programme lies with HIC’s academic services which assume overall responsibility for the administrative and implementation functions.</p> <p>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.</p> <p>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 Head of Teaching &amp; Learning and the HIC College Director/Principal or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of the School of Education and associated appropriate Programme Directors/Leaders and/or Collaborative Partnership Leader.</p> <p>The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the HIC Foundation in Education.</p>																																																																																																		
Monitoring and Review	Formal review of the Foundation in Education programme takes place as an annual review in March/April between HIC, the Quality and Standards Office Navitas UK and representation from the School of Education. 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 Head of UK Partnerships 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	<p>The normal entry requirements for the programme are: 5 GCSEs grade D and above (pre-2017 system) or 5 GCSES at grade boundary 4 (new system), or international equivalent (see CPR QS3)</p> <p>Language ability to the level of CEFR B2 is required, e.g. IELTS 5.5 (with no less than 5.5 in each band).</p> <p>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).</p>
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 ✓✓.

FHEQ 0 HIC Core Modules		Intended LOs																				
Module Code	Module Title	Knowledge and Understanding								Intellectual Skills					Practical Skills			Transferable Skills				
		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
ILS001	Interactive Learning Skills and Communication	✓✓	✓✓	✓✓			✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
BUS107	Principles of ICT			✓✓						✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
SCI104	Mathematics 1					✓✓		✓✓		✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
BUS112	Globalisation				✓✓					✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
SCI120	Biology A					✓✓		✓✓		✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
BUS106	Business Studies				✓✓					✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
MAC101	Introduction to Mass Communications								✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
EDU101	People & Society	✓✓	✓✓				✓✓	✓✓		✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓

### Knowledge and Understanding

A.1	Demonstrate knowledge of current educational issues and surrounding policy considerations.
A.2	Understand the role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area.
A.3	Understand basic Information Technology and computing software and their application.
A.4	Recall and define what a business is and its internal and external operating processes, inclusive of planning and strategy, growth, marketing, products/services, finance and accounting systems, information systems, and the management and development of human resource within organisations.
A.5	Understand basic mathematics and science and the relationship between these disciplines.
A.6	The 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.7	The purpose and processes of basic recording of data in order to carry out performance monitoring within the context of Education and adherence to regulatory standards.
A.8	Purpose and process of different means and methods of communication and application of these methods in current contexts.

### Intellectual/Cognitive Skills

B.1	Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.
B.2	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.
B.3	Integrate verbal, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.
B.4	Ability to analyse data and various modes of information using appropriate techniques.
B.5	Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.

### Practical skills

C.1	Employ key communication skills appropriate to undergraduate study, inclusive of written, verbal, reading, numerical, graphical and diagrammatic manipulation and presentation of information
C.2	Employ analytical skills and methodologies as a basis to further study
C.3	Ability to begin to engage critically with academic content

### Transferable skills

D.1	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.
D.2	Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.
D.3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.
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	Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider context.

## Appendix 2

### Teaching Rotations:

### TWO SEMESTERS

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

Week	ILS001		BUS107		SCI104		BUS112		Contact hours/week	Self-directed study hours/week
	Interactive Learning Skills and Communication		Principles of ICT		Mathematics 1		Globalisation			
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study		
1	4	10	4	10	4	10	4	10	16	40
2	4	10	4	10	4	10	4	10	16	40
3	4	10	4	10	4	10	4	10	16	40
4	4	10	4	10	4	10	4	10	16	40
5	4	10	4	10	4	10	4	10	16	40
6	4	10	4	10	4	10	4	10	16	40
7	4	10	4	10	4	10	4	10	16	40
8	4	10	4	10	4	10	4	10	16	40
9	4	10	4	10	4	10	4	10	16	40
10	4	10	4	10	4	10	4	10	16	40
11		10		10		10		10		
12										
<b>Total hours / module</b>	40	110	40	110	40	110	40	110	160	440
<b>Notional hours / module</b>	150		150		150		150		600	
<b>Credit Points</b>	15		15		15		15		60	

**Semester 2 – DELIVERY IN JANUARY, MAY & SEPTEMBER**

Week	SCI120		BUS106		MAC101		EDU101		Contact hours/week	Self-directed study hours/week
	Biology A		Business Studies		Introduction to Mass Communications		People & Society			
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study		
1	4	10	4	10	4	10	4	10	16	40
2	4	10	4	10	4	10	4	10	16	40
3	4	10	4	10	4	10	4	10	16	40
4	4	10	4	10	4	10	4	10	16	40
5	4	10	4	10	4	10	4	10	16	40
6	4	10	4	10	4	10	4	10	16	40
7	4	10	4	10	4	10	4	10	16	40
8	4	10	4	10	4	10	4	10	16	40
9	4	10	4	10	4	10	4	10	16	40
10	4	10	4	10	4	10	4	10	16	40
11		10		10		10		10		
12										
<b>Total hours / module</b>	40	110	40	110	40	110	40	110	160	440
<b>Notional hours / module</b>	150		150		150		150		600	
<b>Credit Points</b>	15		15		15		15		60	



