HUMANITIES University Foundation in Humanities			FHEQ 3

Version		Current Version	1.0	August 2021
		Prior Version/s		

PATHWAY/s

Pathway Type	**Undergraduate**			
Pathway Areas	**Humanities**			
Pathways/s	Humanities			
University SITS Code/s	-			
College MAZE Code/s	U1H2, U6HU			
Pathway Provision	College: FHEQ Level/s		3 and 4	
	University: FHEQ Level/s		5 and 6	
Awarding University	University of Hertfordshire			
Awards by Pathway	Degree awards			FHEQ Award Level
	BA (Hons) Politics and International Relations			6
	BA (Hons) English Language and Linguistics			6
	BA (Hons) English Language with English Language Teaching			6
Subject Benchmark Statements	QAA: Politics and International Relations (February 2015), QAA Communication, Media, Film and Cultural Studies (October 2016), SEEC Credit Level Descriptors for Further and Higher Education (2016)			
College Status	Associate College			
College Location	College Lane Campus, Hatfield			
University Location	De Havilland Campus, Hatfield			
University Faculty	School of Humanities			
University School/s	Humanities			
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, University Foundation in Humanities is offered for 2 Semesters, and has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, and the nominated outcomes desired by University of Hertfordshire, School of Humanities, to impart a high quality of education in the disciplines required. The educational aims of the programme are to: 1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the HIC First Year degrees in Humanities at FHEQ Level 4. 2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the business sector at both a national and international level. 3. Develop in students a fundamental knowledge and understanding that can demonstrate an understanding of the economic, political, legal and cultural factors in the global economy so as to support their transfer into the HIC First Year Degree in Humanities at FHEQ Level 4 and on successful completion therein to the University of Hertfordshire 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 60% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent.

PROGRAMME

Title	University Foundation in Humanities (2 Semesters)
FHEQ	3
Credit Points	120
Duration of Study	Two (2) semesters
Weeks of Study	Twenty Four (24) weeks
Mode of Study	Full-time
Mode of Delivery	Face to Face
Notional Hours	1,200
Contact Hours	336
Self-directed Study Hours	864
Delivery Model	Standard Delivery Model (SDM)
Language of Delivery	Delivery	English
	Assessment	English
	Council of Europe	Common language reference level B2 Independent User
	ACL Accreditation	Interactive Learning Skills and Communication

Intended Learning Outcomes	Generic: All modules have a set of Generic Learning Outcomes (LOs) attached to them, see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time management, professional communication, technological and numerical understanding and competency. The Generic LOs for the programme are tabled below:

Key knowledge will be demonstrated by:	Key skills will be demonstrated by the ability to:
Personal organisation and time management skills to achieve research goals and maintain solid performance levels.	Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.
Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study.	Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.
Understanding, knowledge and application of appropriate	Present clearly, coherently and logically in a variety of oral and

and effective methods of communication to meet formal assessment measures.	written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.
Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study.	Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.
Understanding of the rules applying to plagiarism and collusion.	Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts.
Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence.	Meet and succeed in each of the varied assessments presented.

Specific:

Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module 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	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.	Acquisition of Intended LOs via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing).	A.1 to A.13 – Knowledge and understanding are assessed through a combination of unseen in-class tests, practical assignments and projects, essy and report assignments, oral presentations and examinations. The assessment strategy will include both individual and group work.
2	Understand and describe concepts and principles relevant to mass communications	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.	
3	Recall and define globalisation in its component parts and describe its appearance within international economics and its impact on developing economics		
4	Recall and describe the nexus that exists between planning, finance and accounting, marketing, HRM, legal systems, quality, economics drivers within a business.	Ensuring all students acquire grounding in University of Hertfordshire and associated end-user IT platforms for academic study.	
5	Recall and define the basic concepts of microeconomics and macroeconomics.	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.	
6	Use the functions of Microsoft Word, Excel and PowerPoint to create documents, collate data and create presentations.		
7	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.	The Programme Specification, DMDs, Module Content Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met.	
8	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.	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 students options.		
	B	Intellectual Skills		
		Intellectual skills: able to	Teaching/learning methods and strategies	Assessment methods
	1	Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.	Acquisition of B.1 and B.2 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.

Ensuring all students 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.

Acquisition of B.2 to B.5 via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, 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. | B.1 to B.5 – Intellectual skills are assessed through group work, individual projects, essay and report assignments and through oral presentations. |
	2	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.		
	3	Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.		
	4	Ability to analyse data and various modes of information using appropriate techniques.		
	5	Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.		
	C	Practical Skills		
		Practical skills: able to:	Teaching/learning methods and strategies	Assessment methods
	1	Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.	Communication skills are central to all teaching, class/lab-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.

Throughout, the learner is expected to consolidate their development of practical computing skills by use of computers available in the learning resources centre. | Integrated themes used across the continuous assessment framework for the programme to test robust copability skills in a number of environments. |
| | 2 | Employ analytical skills and methodologies as a basis to further study. | | 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. |
| | 3 | Ability to begin to engage critically with regard to the underlying challenges facing economies, sectors and | Application of the central mass communications and business themes throughout all core modules of the programme via examples and topics | Integrated themes used across the continuous assessment framework for the programme to test robust copability skills in a number of |

	D	Transferable Skills		
		Transferable skills: able to	Teaching/learning methods and strategies	Assessment methods
	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.	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 presentation, reports, long and short essays (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 perspective; demonstrate effective presentation delivery skills in a variety of situations; 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.	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 (oral/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 commercial and economic context.		

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

Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more Abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9.

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

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

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

Categories of performance and grading levels:
A and A*(High Distinction) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.
B and B* (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the student's application and result can be commended.
C 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 question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted. Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data. Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion. Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style. Illegible material will not be given due credit, specified as a percentage of the marking criteria. Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer. Sources – the student should provide accurate referencing; it is essential that a student does not plagiarise from any source, see CPR QS9.
Moderation	See CPR QS9 – Summary: 30% sample for moderation of main assessment by a subject specialist
Progression Criteria	Summary: The two semester entrants are required to pass all semester one and two modules; the overall minimum pass mark is 50% averaged across all assessments; see CPR QS9.
Failure to Progress	Summary: a student may not fail a module on more than two (2) occasion, failure of the module once requires that a student re-take the entire module at full cost; failure of a student to complete a module on the re-take of that module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail.
Associated Documentation	Definitive Module Documents (DMDs) as follows: DMD/ILS001; DMD/BUS107; DMD/BUS106; DMD/MAC101; DMD/BUS112; DMD/FAE; EDU101; DMD/LAW103
	Module Guides (MGs) as follows: MG [Pending] or Introductory Module Document
	Associated teaching aids for a module as required
	Associated Student Handbook
	College Policies and Regulations (CPRs)
Human Resource	Sessional academics (tutors) – with appropriate qualifications, experience and abilities. Guest speakers – relevant industries as requested by the College.
Built Environment	All lectures/classes/labs and small group tutorials are held in the designated HIC class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use University of Hertfordshire 's library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required.
E-learning	College Portal; College Moodle; Library; UH StudyNet
Library	College Lane Campus
Programme Framework	

University Foundation in Humanities

Core Modules

Contact Hrs/Week	College Module Code	Module Name	Credit Points	Pass Mark %	Exam %	Coursework %
Semester 1						
4	ILS001	Interactive Learning Skills and Communication	15	50	30	70
4	BUS107	Principles of ICT	15	50	60	40
4	BUS106	Business Studies	15	50	60	40
4	MAC101	Introduction to Mass Communications	15	50	-	100
Semester 2						
4	BUS112	Globalisation	15	50	50	-
4	FAE	Academic Writing	15	50	-	100
4	EDU101	People and society	15	50	-	100
4	LAW103	Constitutional and Administrative Law	15	50	60	40
2 Semester Undergraduate Stage 2 : Progression either onto International Relations and Politics / English Language and Linguistics /English Language with English Language Teaching			**120 credit points**			

Management	The University Foundation in International Relations and Politics 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 Senior Manager of Teaching and Learning 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 Senior Manager of Teaching and Learning or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of the School of Humanities 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 Foundation in Mass Communication. |
| Monitoring and Review | Formal review of the University Foundation in Humanities 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 Humanities. 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 UKVI requirements for FHEQ6.
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	N/A
Appendix 4	N/A
Appendix 5	College DMDs.

Development of Programme Learning Outcomes (LOs) in the Constituent Modules:
The tables below map where the intended LOs of the programme are assessed in the core/constituent modules. It provides an aid to (i) academic staff in understanding how individual modules contribute to the programme aims, (ii) a checklist for quality control purposes, and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses. **Key:** LOs which are assessed as part of a given module ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

(FHEQ 3)		Intended LOs							
		Knowledge and Understanding							
HIC Core Modules	**Module Code**	**A.1**	**A.2**	**A.3**	**A.4**	**A.5**	**A.6**	**A.7**	**A.8**
Interactive Learning Skills and Communication 1	ILS001		✓✓				✓✓	✓✓	✓✓
Principles of Computing	BUS107						✓✓		
Business Studies	BUS106	✓✓			✓✓	✓✓			
Introduction to Mass Communications	MAC101		✓✓						
Globalisation	BUS112			✓✓					
Foundation in Academic Writing	FAE	✓✓	✓✓	✓✓	✓✓				
People and Society	EDU101					✓✓		✓✓	✓✓
Constitutional and Administrative Law	LAW102				✓✓	✓✓	✓✓		

Knowledge and understanding:

A.1	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.2	Understand and describe concepts and principles relevant to mass communications
A.3	Recall and define globalisation in its component parts and describe its appearance within international economics and its impact on developing economics
A.4	Recall and describe the nexus that exists between planning, finance and accounting, marketing, HRM, legal systems, quality, economics drivers within a business.
A.5	Demonstrate knowledge of current educational issues and surrounding policy considerations
A.6	Use the functions of Microsoft Word, Excel and PowerPoint to create documents, collate data and create presentations.
A.7	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.8	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.

(FHEQ 3)		Intended LOs												
		Intellectual Skills					Practical Skills			Transferable Skills				
HIC Core Modules	Module Code	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
Interactive Learning Skills and Communication 1	ILS001	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓	
Principles of Computing	BUS107	✓✓		✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓	
Business Studies	BUS106	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓	✓✓	
Introduction to Mass Communications	MAC101	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Globalisation	BUS112	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Foundation in Academic Writing	FAE	✓✓	✓✓				✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓
People and Society	EDU101	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Constitutional and Administrative Law	LAW102	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓

Intellectual 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 oral, 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, oral, reading, speaking, 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 regard to the underlying challenges facing economies, sectors and businesses.

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 cognisance 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 commercial and economic context.

Appendix 2

Teaching Rotations: University Foundation in Mass Communication

Semester 1 – all pathways

Week	Total Hours								Contact hours/week	Self-directed study hours/week
	ILS001		**BUS107**		**BUS106**		**MAC101**			
	Interactive Learning Skills and Communication		Principles of ICT		Business Studies		Introduction to Mass Communications			
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study		
1	4	10	4	10	4	10	4	10	16	40
2	4	10	4	10	4	10	4	10	16	40
3	4	10	4	10	4	10	4	10	16	40
4	4	10	4	10	4	10	4	10	16	40
5	4	10	4	10	4	10	4	10	16	40
6	4	10	4	10	4	10	4	10	16	40
7	4	10	4	10	4	10	4	10	16	40
8	4	10	4	10	4	10	4	10	16	40
9	4	10	4	10	4	10	4	10	16	40
10	4	9	4	9	4	9	4	9	16	36
11		9		9		9		9		36
12	2		2		2		2		8	
Total hours / module	42	108	42	108	42	108	42	108	168	432
Notional hours / module	150		150		150		150		600	
Credit Points	15		15		15		15		60	

Semester 2 – All Pathways

Week	Total Hours								Contact hours/week	Self-directed study hours/week
	BUS112		EDU101		FAE		LAW103			
	Globalisation		People and Society		Foundation in Academic English		Constitutional & Administrative Law			
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study		
1	4	10	4	10	4	10	4	10	16	40
2	4	10	4	10	4	10	4	10	16	40
3	4	10	4	10	4	10	4	10	16	40
4	4	10	4	10	4	10	4	10	16	40
5	4	10	4	10	4	10	4	10	16	40
6	4	10	4	10	4	10	4	10	16	40
7	4	10	4	10	4	10	4	10	16	40
8	4	10	4	10	4	10	4	10	16	40
9	4	10	4	10	4	10	4	10	16	40
10	4	9	4	9	4	9	4	9	16	36
11		9		9		9		9		36
12	2		2		2		2		8	
Total hours / module	42	108	42	108	42	108	42	108	168	432
Notional hours / module	150		150		150		150		600	
Credit Points	15		15		15		15		60	

Appendix 5

University Foundation in Mass Communication (FHEQ 3) modules supplied as individual DMDs:

Semester 1	
ILS001	Interactive Learning Skills and Communication
BUS107	Principles of ICT
BUS106	Business Studies
MAC101	Introduction to Mass Communication
Semester 2	
BUS112	Globalisation
EDU101	People and Society
FAE	Foundation in Academic English
LAW103	Constitutional & Administrative Law