University of Hertfordshire UH

Hertfordshire Business School

Title of Programme: Initial Year in Business

Programme Code: HICIYBS

For Collaborative: External Validation at Hertfordshire International College

Programme Specification

This programme specification is relevant to students entering:
 23 September 2024

Deputy Associate Dean of School (Academic Quality Assurance):
 Michaela Cottee

Signature

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

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Summary of amendments to the programme:

Section	Amendment
Programme-specific assessment regulations	Added HIC progression routes for successful completion of HIC programme to HIC Level 4 programmes.

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification Initial Year for Extended Degree in Business Pathways - HIC

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

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	Hertfordshire International College
University/partner campuses	College Lane, Hatfield
Programme accredited by	N/A
Final Qualification	N/A
All Final Award titles (Qualification and Subject)	N/A
FHEQ level of award	0

A. Programme 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. Widen access and participation in higher education in line with the University's internationalisation agenda.
5. 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.
6. 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.
7. Assist in the diversification of the student body.

B. Educational Aims of the Programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

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

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Additionally this programme aims to:

1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into UH, Hertfordshire Business School, at NQF Level 4 of the prescribed undergraduate degree schemes.
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 that can demonstrate an understanding of the skills and appropriate techniques in business so as to support their transfer into NQF Level 4 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, and therein a minimum 6.0 IELTS equivalent.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for for General Business and Management (November 2019) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
A1 - 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. **A2** - Understand and describe concepts and principles relevant to mass communications **A3** - Recall and define globalisation in its component parts and describe its appearance within international economics and its impact on developing economics.	Acquisition of knowledge and understanding is through a combination of lectures, workshops, coursework and practical assignments at all levels of the programme. Throughout, the learner is encouraged 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.	Knowledge and understanding are assessed through a combination of unseen in-class tests, practical assignments and projects, essay and report assignments, oral presentations and examinations. The assessment strategy will include both individual and group work.

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A4 - Recall and describe the nexus that exists between planning, finance and accounting, marketing, HRM, legal systems, quality, economics drivers within a business.

A5 - Recall and define the basic concepts of microeconomics and macroeconomics.

A6 - Use the functions of Microsoft Word, Excel and PowerPoint to create documents, collate data and create presentations.

A7 – Recall and describe accounting definitions, calculations and costings

A8 – 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.

Intellectual skills	Teaching and learning methods	Assessment strategy
B1 - Make full use of library and College/University e-learning search (catalogue and bibliographic) resources. **B2** - Apply basic research techniques to sourcing and selecting appropriate academic data and literature. **B3** - Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication. **B4** - Ability to analyse data and various modes of information using appropriate techniques. **B5** - Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of	Cognitive/intellectual skills are developed throughout the taught curriculum, in lectures, in related directed learning, and practiced through in-class exercises (individual and small group tasks) set during seminars, tutorials and workshops. Students are taught research and study skills as part of their curriculum, enhancing their abilities as independent thinkers and equipping them for the higher level learning required as they progress. Throughout, the learner is encouraged to develop intellectual skills further by independent study	Intellectual skills are assessed through group work, individual projects, essay and report assignments and through oral presentations.

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information and academic opinion.

Practical skills	Teaching and learning methods	Assessment strategy
C1 - Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information. **C2** - Employ analytical skills and methodologies as a basis to further study. **C3** - Ability to begin to engage critically with regard to the subject area.	Practical skills are developed through students undertaking individual and group coursework. Throughout, the learner is expected to consolidate their development of practical computing skills by use of computers available in the learning resources centre.	Practical skills are assessed through group-work, individual project, essay and report assignments and through oral presentations.
Transferable skills	**Teaching and learning methods**	**Assessment strategy**
D1 - 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. **D2** - 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. **D3** - Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion. **D4** - Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take	Transferable skills are developed through the programme by workshops, group-work and individual coursework. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan. This encourages them to take responsibility for continuing to develop their own knowledge and skills.	Transferable skills are assessed through individual and group oral presentations to assess both preparation and delivery, and assessed written assignments.

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cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.

D5 - Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider context.

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

The programme is offered in full time mode.

Entry is normally at Level 0 for EU and international students who hold the equivalent of a High School certificate. Intake is normally in Semester A (September), Semester B (January) or Semester C (May).

Professional and Statutory Regulatory Bodies
Not applicable.

Work-Based Learning, including Sandwich Programmes
Not applicable.

Student Exchange programme
Incoming Exchange
Not applicable.

Study Abroad
Not applicable.

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

Table 1a Outline Programme Structure
The programme is offered in full time mode.

Entry is normally at Level 0 for EU and international students who hold the equivalent of a High School certificate. Intake is normally in Semester A (September), Semester B (January) or Semester C (May).

Level 0 (One-Semester)

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters

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Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Interactive Learning Skills and Communication	0FBS0001	15	English	30	70	0	A,B,C
Principles of ICT	0FTC1029	15	English	60	40	0	A,B,C
Business Studies	0FBS0002	15	English	70	30	0	A,B,C
Introduction to Accounting	0FBS0003	15	English	60	40	0	A,B,C

Mode of study Full Time
Entry point Semester A, Semester B or Semester C

Level 0 (Two-Semesters)

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Interactive Learning Skills and Communication	0FBS0001	15	English	30	70	0	A, B, C
Principles of ICT	0FTC1029	15	English	60	40	0	A, B, C
Business Studies	0FBS0002	15	English	70	30	0	A, B, C
Introduction to Mass Communications	0FHE1020	15	English	0	100	0	A, B, C
Globalisation	0FBS0004	15	English	50	50	0	A, B, C
Introduction to Economics	0FBS0005	15	English	60	40	0	A, B, C
Introduction to Accounting	0FBS0003	15	English	60	40	0	A, B, C
Business Management	0FBS0006	15	English	60	40	0	A, B, C

Progression to level 4 requires a minimum of 30 credits in the one semester programme and 75 credits in the two semester programme.

Table 1b Final and interim awards available
The programme provides the following final and interim awards:
No final award, grade transcript issued by HIC on request

Programme-specific assessment regulations

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

Progression routes:
a) All progression routes outlined below are currently valid; however available progression will be updated on an annual basis in accordance with changes in UH provision.

b) Entry is to the level 4 programmes at Hertfordshire International College (HIC).

Awards included in the Articulation Agreement:

BA (Hons) Accounting
BA (Hons) Accounting and Finance
BA (Hons) Business and Accounting
BA (Hons) Business Administration
BSc (Hons) Business Economics
BA (Hons) Business and Finance
BSc (Hons) Economics

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BA (Hons) International Business
BA (Hons) Finance
BA (Hons) Business and Marketing
BA (Hons) Event Management
BA (Hons) International Tourism Management
BA (Hons) Event Management and Tourism

Further programme-specific regulations (requiring School-level approval) are given below:
HIC regulations

- Students 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 all available opportunities 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.
- Minimum pass mark of 50% achieved for all modules. Progression criteria are noted within table 1a.

For some of the modules listed above that include student presentations, video recordings of these presentations will be made for moderation purposes.

These recordings will be managed in accordance with Navitas' Data Protection & Privacy Policies.

We will share the videos with internal moderators at HIC and external moderators at the University of Hertfordshire securely and destroy these in accordance with our Records Management, Retention and Disposal Policy.

Should you have any questions around this process and privacy please contact privacy@navitas.com.

E. Management of Programme & Support for student learning.

<u>Management</u>
The programme is managed and administered through:
- A Head of Teaching and Learning to help students understand the course / programme structure
- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee
- Student Representatives on the College Learning and Teaching Board
- A designated Academic Services Coordinator / Academic and Student Services Officer
- Module Leaders
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

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

At HIC, students are supported by:
- An induction week at the beginning of each academic semester

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- Module tutors to provided academic support
- A Head of College Services and a Manager of Academic and Student Services to provide pastoral support and confidential academic and welfare advice
- A Student Services Team that provides advice on issues such as finance, accommodation, well-being, welfare, international student support, etc.
- Lunchtime Drop-in sessions for Mathematics, Accounting and Physics
- A Collaborative Partnership Leader (CPL) who is the link between the Business School and HIC and helps to ensure that students have a seamless transition to the Business School.
- College Services Officers to deal with day-to-day administration associated with the modules within the programme

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:
- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module:
- A Module Guide for each constituent module:

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

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

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/.

G. Entry requirements

The normal entry requirements for the programme are:

For current entry tariff point requirements, please refer to the relevant page for the Course on the HIC website (http://hic.herts.ac.uk/) or on the online prospectus.

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).

If you would like this information in an alternative format please contact: AskHIC (ask@hic.herts.ac.uk).

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Initial Year for Extended Degree in Business Pathways
Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules
This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

	Module Title	Module Code	Programme Learning Outcomes (as identified in section 1 and the following page)																				
			Knowledge & Understanding								Intellectual Skills					Practical Skills			Transferable Skills				
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4	D5
Level 0	Interactive Learning Skills and Communication	0FBS0001			×					×	×		×		×	×			×	×	×	×	
	Principles of ICT	0FTC1029						×			×		×	×	×	×	×		×	×	×	×	
	Business Studies	0FBS0002	×			×					×	×	×	×	×	×	×	×	×	×	×	×	×
	Introduction to Mass Communications	0FHE1020		×							×	×	×	×	×	×	×		×	×	×	×	
	Globalisation	0FBS0004			×						×	×	×	×	×	×	×	×	×	×	×	×	×
	Introduction to Economics	0FBS0005			×		×				×	×	×	×	×	×	×	×	×	×	×	×	×
	Introduction to Accounting	0FBS0003							×		×	×	×	×	×	×	×	×	×	×	×	×	×
	Business Management	0FBS0006	×			×					×	×	×	×	×	×	×	×	×	×	×	×	×

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KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. 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.

A2. Understand and describe concepts and principles relevant to mass communications

A3. Recall and define globalisation in its component parts and describe its appearance within international economics and its impact on developing economics

A4. Recall and describe the nexus that exists between planning, finance and accounting, marketing, HRM, legal systems, quality, economics drivers within a business.

A5. Recall and define the basic concepts of microeconomics and macroeconomics.

A6.   Use the functions of Microsoft Word, Excel and PowerPoint to create documents, collate data and create presentations

A7. Recall and describe accounting definitions, calculations and costings

A8. 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

Practical Skills

C1.   Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.

C2.   Employ analytical skills and methodologies as a basis to further study.

C3.   Ability to begin to engage critically with regard to the subject area.

Intellectual Skills

B1.   Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.

B2. Apply basic research techniques to sourcing and selecting appropriate academic data and literature.

B3. Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.

B4. Ability to analyse data and various modes of information using appropriate techniques.

Transferable Skills

D1.   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.

D2.   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.

D3. Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.

D4.   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.

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B5. Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.

D5. Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider context.

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Section 2

Programme Management

Relevant QAA subject benchmarking statements   General Business and Management
Type of programme   Foundation
Date of validation/last periodic review   May 2022
Date of production/ last revision of PS   March 2024
Relevant to level/cohort   All students entering September 2024
Administrative School   Hertfordshire Business School
Language of Delivery   English

Table 4 Course structure

Course details		
Course code	Course description	JACS
HICIYBS	Initial Year for Extended Degree in Business Pathways - HIC	N000

Course Instances					
Instances code	Intake	Stream	Instances Year	Location :	Mode of study
HICIYBS1OCT1F	A	Initial Year for Extended Degree in Business Pathways - HIC	0	Hatfield	Full-time
HICIYBS1JAN1F	B	Initial Year for Extended Degree in Business Pathways - HIC	0	Hatfield	Full-time
HICIYBS1MAY1F-1	C	Initial Year for Extended Degree in Business Pathways - HIC	0	Hatfield	Full-time
HICIYBS1MAY1F-2	C	Initial Year for Extended Degree in Business Pathways - HIC	0	Hatfield	Full-time
HICIYBS2OCT1F	A	Initial Year for Extended Degree in Business Pathways - HIC	0	Hatfield	Full-time
HICIYBS2JAN1F-1	B	Initial Year for Extended Degree in Business Pathways - HIC	0	Hatfield	Full-time
HICIYBS2JAN1F-2	B	Initial Year for Extended Degree in Business Pathways - HIC	0	Hatfield	Full-time
HICIYBS2MAY1F-1	C	Initial Year for Extended Degree in Business Pathways - HIC	0	Hatfield	Full-time
HICIYBS2MAY1F-2	C	Initial Year for Extended Degree in Business Pathways - HIC	0	Hatfield	Full-time

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