

Title of Programme: Initial Year for Extended Degree in Education Pathways – HIC

Programme Code: HICIYED

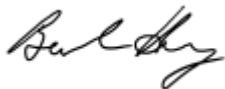
For Collaborative: External Validation at Hertfordshire International College

# Programme Specification

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

Associate Dean of School (Academic Quality Assurance):  
Barbara Henry

Signature



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

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**Summary of amendments to the programme:**

Section	Amendment

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

# Programme Specification Initial Year for Extended Degree in Education Pathways – HIC

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

## Section 1

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

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### 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 **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.

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

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### 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.

**Additionally this programme aims to:**

1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into UH, Schools of Law and Education, at FHEQ 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 education sector at both a national and international level.
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.
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.

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### 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 Education Studies (December 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
<p>A1-Demonstrate knowledge of current educational issues and surrounding policy considerations.</p> <p>A2- 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.</p> <p>A3-Understand basic Information Technology and computing software and their application.</p> <p>A4- 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</p>	<p>Acquisition of knowledge and understanding is through a combination of small group lectures, class and workshop instruction, small 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.</p> <p>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.</p>	<p>Knowledge and understanding are assessed through coursework assignments and exams.</p> <p>Coursework may include time-constrained assessments, in class tests, presentations (individual and group), group work, case studies and written reports or essays.</p> <p>Assessment, which is both formative and summative, individual and group based spans many forms, e.g. essay assignments, project reports, portfolios, exhibitions and presentations.</p>

<p>the management and development of human resource within organisations.</p> <p>A5-Understand basic mathematics and science and the relationship between these disciplines.</p> <p>A6- 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.</p> <p>A7- 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.</p> <p>A8-Purpose and process of different means and methods of communication and application of these methods in current contexts.</p>	<p>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.</p>	
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1- Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.</p> <p>B2- Apply basic research techniques to sourcing and selecting appropriate academic data and literature.</p> <p>B3- Integrate verbal, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.</p> <p>B4- Ability to analyse data and various modes of information using appropriate techniques.</p> <p>B5- Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets</p>	<p>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.</p> <p>Ensuring all students acquire grounding in the University of Hertfordshire and associated end-user IT platforms for academic study.</p> <p>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.</p>	<p>Intellectual skills are assessed through formative activities in tutorials, and summative coursework throughout. In-class tests and exams are also used to assess intellectual skills. These are clearly identified within the appropriate DMDs.</p> <p>Reports provide an opportunity to apply skills in secondary research, analysing data, synthesis of key theoretical literature, examinations of trade information etc. Exams test very specific areas of knowledge within the breadth of the curriculum, and require concentration on specific problems and issues.</p>

<p>of information and academic opinion.</p>	<p>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).</p> <p>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.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	
<p><b>Practical skills</b></p> <p>C1- Employ key communication skills appropriate to undergraduate study, inclusive of written, verbal, reading, numerical, graphical and diagrammatic manipulation and presentation of information.</p> <p>C2- Employ analytical skills and methodologies as a basis to further study.</p> <p>C3- Ability to begin to engage critically with academic content.</p>	<p><b>Teaching and learning methods</b></p> <p>Practical skills are developed through:- 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, underpinned by the ILSC module.</p>	<p><b>Assessment strategy</b></p> <p>Practical skills are assessed through group-work, individual project, essay and report assignments and through oral presentations.</p>
<p><b>Transferable skills</b></p> <p>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</p>	<p><b>Teaching and learning methods</b></p> <p>Transferable skills are developed through the programme by workshops, group-work and individual coursework.</p>	<p><b>Assessment strategy</b></p> <p>Transferable skills are assessed through individual and group oral presentations to assess both preparation and delivery, and assessed written assignments.</p>

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.

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**

### **DProgramme 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) and Semester B (January).

#### **Professional and Statutory Regulatory Bodies**

N/A

#### **Work-Based Learning, including Sandwich Programmes**

N/A

## Student Exchange programme

### Incoming Exchange

N/A

## Study Abroad

N/A

## Programme Structure

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

### Table 1a Outline Programme Structure

**Mode of study** Full Time

**Entry point** Semester A or Semester B

**Level 0**

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Interactive Learning Skills & Communication	0FBS0001	15	English	30	70	0	A, B, C
Principles of ICT	0FTC1029	15	English	60	40	0	A, B, C
Mathematics 1	0FHH0034	15	English	70	30	0	A, B
Globalisation	0FBS0004	15	English	50	50	0	A, B, C
Biology A	0FHH0083	15	English	60	40	0	B, C
Business Studies	0FBS0002	15	English	60	40	0	A, B, C
Introduction to Mass Communications	0FHE1020	15	English	0	100	0	A, B, C
People & Society	0FHE1047	15	English	0	100	0	B, C

Progression to level 4 requires a minimum of 120 credits.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

No final award, grade transcript issued by HIC on request.

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## Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS13](#) and [UPR AS14](#)).

### Progression routes:

- 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.
- Entry is to integrated Level 4 delivery.

### Awards included in the Articulation Agreement:

<b>Pathways</b>
BA (Hons) Early Childhood Education
BA (Hons) Education

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](mailto:privacy@navitas.com).

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

### Management

The programme is managed and administered through:

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

### Support

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



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## F. Other sources of information

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

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

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

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

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

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## G. Entry requirements

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

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

## Initial Year for Extended Degree in Education Pathways – HIC

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

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																																										
		Knowledge & Understanding								Intellectual Skills							Practical Skills							Transferable Skills																				
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5							C1	C2	C3										D1	D2	D3	D4	D5							
Module Title	Module Code																																											
Level 0	Interactive Learning Skills & Communication	0FBS0001	x	x	x			x	x	x	x	x	x	x	x							x	x	x																				
	Principles of ICT	0FTC1029			x						x	x	x	x	x								x	x	x																			
	Mathematics 1	0FHH0034					x		x		x	x	x	x	x								x	x	x																			
	Globalisation	0FBS0004				x					x	x	x	x	x								x	x	x																			
	Biology A	0FHH0083					x		x		x	x	x	x	x								x	x	x																			
	Business Studies	0FBS0002				x					x	x	x	x	x								x	x	x																			
	Introduction to Mass Communications	0FHE1020									x	x	x	x	x								x	x	x																			
	People & Society	0FHE1047	x	x					x	x		x	x	x	x	x								x	x	x																		

## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

- A1. Demonstrate knowledge of current educational issues and surrounding policy considerations.
- A2. 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.
- A3. Understand basic Information Technology and computing software and their application.
- A4. 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.
- A5. Understand basic mathematics and science and the relationship between these disciplines.
- A6. 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.
- A7. 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.
- A8. Purpose and process of different means and methods of communication and application of these methods in current contexts.

### Practical Skills

- C1. Employ key communication skills appropriate to undergraduate study, inclusive of written, verbal, reading, 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 academic content.

### **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 verbal, 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 information and academic opinion.

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

## Section 2

### Programme management

<b>Relevant QAA subject benchmarking statements</b>	Education Studies (December 2019)
<b>Type of programme</b>	Foundation
<b>Date of validation/last periodic review</b>	October 19
<b>Date of production/ last revision of PS</b>	November 2023
<b>Relevant to level/cohort</b>	All students entering September 2024
<b>Administrative School</b>	Hertfordshire Law School
<b>Language of Delivery</b>	English

**Table 3 Course structure**

Course details		
Course code	Course description	JACS/ HECOS
HICIYED	Initial Year for Extended Degree in Education Pathways – HIC	