University of Hertfordshire UH

Hertfordshire Law School

Title of Programme: Pre-Masters in Education (HIC)
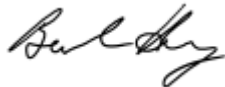
Programme Code: HICPMED

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

Programme Specification Pre-Masters in Education (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	Not Applicable
Final Qualification	Not Applicable
All Final Award titles (Qualification and Subject)	Not Applicable
FHEQ level of award	6

A. Programme Rationale

The existing partnership between the College and the University of Hertfordshire facilitates the acquisition of a postgraduate 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 **Pre-Masters in Education pathway** has therefore been developed to ensure that international students have a dedicated period of time, in a safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment. This pathway aims to facilitate access to a Masters 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 MA Education programme 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. Alongside the inter-disciplinary modules covering Academic English and Business fundamentals students will also study on two Education specific modules ('Education and Society' and 'Approaches to Learning') to further aid their development.

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:

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 Schools of Law and Education at FHEQ Level 7 of the prescribed postgraduate degree schemes.
2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the commercial sector at both a national and international level.
3. 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.

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
A1-Evaluate how policy impacts on relevant areas (education, business) in an informed and systematic way. A2-Analyse educational issues systematically. A3- The nature and complexities of organisations and the way in which they are managed; A4- The external environment in which organisations operate; A5- The research process and methods of acquiring, interpreting and analysing information; A6- How to communicate in English in academic and business contexts to a level equivalent to IELTS 6.5.	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 coursework assignments and exams. Coursework may include time-constrained assessments, in class tests, presentations (individual and group), group work, case studies and written reports or essays. Assessment, which is both formative and summative, individual and group based spans many forms, e.g. essay assignments, project reports, portfolios, exhibitions and presentations.
Intellectual skills	**Teaching and learning methods**	**Assessment strategy**
B1- Utilise cognitive skills of critical thinking, analysis and synthesis B2- Conduct research into business and management issues	Intellectual skills are developed through methods and strategies outlined in section A, above. Problem solving skills are further developed through in-course	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.

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B3- Achieve effective problem-solving and decision-making using appropriate quantitative and qualitative techniques.	exercises and studio / laboratory work where applicable. Throughout, the learner is encouraged to develop intellectual skills further by independent study.	These are clearly identified within the appropriate DMDs. 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.
Practical skills	**Teaching and learning methods**	**Assessment strategy**
C1- Be an effective learner in terms of time, planning and behaviour, motivation, individual initiative and enterprise; C2- Be self-aware, open and sensitive to diversity in terms of people, cultures, business and management issues; C3- Develop interpersonal skills of effective listening, negotiating, persuasion, and presentation.	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.	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.	Transferable skills are assessed through individual and group oral presentations to assess both preparation and delivery, and assessed written assignments.

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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

The programme is offered in full time mode (I year) over one or two semesters.

Entry is normally at level 6 with Bachelor's degree or other UH approved qualifications for Pre-Masters entry. Intake is normally Semester A (September), Semester B (January), 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

Mode of study Full Time

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Entry point Semester A, Semester B or Semester C

Level 6 (One-Semester)

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Academic Writing	6FBS1719	15	English	0	100	0	A, B. C
Research Methods & Skills	6FBS1722	15	English	0	100	0	A, B. C
Interactive Learning Skills & Communication with Mini Dissertation	6FBS1726	15	English	0	100	0	A, B. C
Education in Society	6FHE1204	15	English	0	100	0	A, B. C
Approaches to Learning	6FHE1205	15	English	0	100	0	A, B. C

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum.

Progression to level 7 (Masters) requires a minimum of 75 credits.

Mode of study Full Time

Entry point Semester A, Semester B or Semester C

Level 6 (Two-Semesters)

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Academic Writing	6FBS1719	15	English	0	100	0	A, B. C
Research Methods & Skills	6FBS1722	15	English	0	100	0	A, B. C
Interactive Learning Skills & Communication with Mini Dissertation	6FBS1726	15	English	0	100	0	A, B. C
Business Strategy	6FBS1724	15	English	0	100	0	A, B. C
Managing People	6FBS1720	15	English	0	100	0	A, B. C
Service Operations Management	6FBS1725	15	English	0	100	0	A, B. C
Education in Society	6FHE1204	15	English	0	100	0	A, B. C
Approaches to Learning	6FHE1205	15	English	0	100	0	A, B. C

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum.

Progression to level 7 (Masters) 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:

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 UH Masters Level.

Awards included in the Articulation Agreement:

Pathways
MA Education
MA Early Childhood 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.

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 provided academic support

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- 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

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

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

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

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

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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	Knowledge & Understanding						Intellectual Skills			Practical Skills			Transferable Skills				
			A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5
Level 6	Academic Writing	6FBS1719		×			×		×	×	×	×	×	×	×	×	×	×	×
	Research Methods & Skills	6FBS1722		×			×	×	×	×	×	×	×	×	×	×	×	×	×
	Interactive Learning Skills & Communication with Mini Dissertation	6FBS1726		×			×	×	×	×	×	×	×	×	×	×	×	×	×
	Business Strategy	6FBS1724	×		×	×			×	×	×	×	×	×	×	×	×	×	×
	Managing People	6FBS1720	×		×	×			×	×	×	×	×	×	×	×	×	×	×
	Service Operations Management	6FBS1725	×		×	×			×	×	×	×	×	×	×	×	×	×	×
	Education in Society	6FHE1204	×	×	×	×			×	×	×	×	×	×	×	×	×	×	×
	Approaches to Learning	6FHE1205	×	×	×	×			×	×	×	×	×	×	×	×	×	×	×

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KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. Evaluate how policy impacts on relevant areas (education, business) in an informed and

A2. Analyse educational issues systematically.

A3. The nature and complexities of organisations and the way in which they are managed;

A4. The external environment in which organisations operate;

A5. The research process and methods of acquiring, interpreting and analysing information;

A6. How to communicate in English in academic and business contexts to a level equivalent to IELTS 6.5.

Practical Skills

C1. Be an effective learner in terms of time, planning and behaviour, motivation, individual initiative and enterprise;

C2. Be self-aware, open and sensitive to diversity in terms of people, cultures, business and management issues;

C3. Develop interpersonal skills of effective listening, negotiating, persuasion, and presentation.

Intellectual Skills

B1. Utilise cognitive skills of critical thinking, analysis and synthesis

B2. Conduct research into business and management issues

B3. Achieve effective problem-solving and decision-making using appropriate quantitative and qualitative 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

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   Education Studies (November 2019)
Type of programme   Pre-Masters
Date of validation/last periodic review   October 19
Date of production/ last revision of PS   November 2023
Relevant to level/cohort   All students entering September 2024
Administrative School   Hertfordshire Law School
Language of Delivery   English

Table 3 Course structure

Course details		
Course code	Course description	JACS/ HECOS
HICPMED	Pre Masters Education	

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