

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](mailto: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

<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>	Not Applicable
<b>Final Qualification</b>	Not Applicable
<b>All Final Award titles</b>	Not Applicable
<b>(Qualification and Subject)</b>	
<b>FHEQ level of award</b>	6

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### 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.

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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:**

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
<p>A1-Evaluate how policy impacts on relevant areas (education, business) in an informed and systematic way.</p> <p>A2-Analyse educational issues systematically.</p> <p>A3- The nature and complexities of organisations and the way in which they are managed;</p> <p>A4- The external environment in which organisations operate;</p> <p>A5- The research process and methods of acquiring, interpreting and analysing information;</p> <p>A6- How to communicate in English in academic and business contexts to a level equivalent to IELTS 6.5.</p>	<p>Acquisition of knowledge and understanding is through a combination of lectures, workshops, coursework and practical assignments at all levels of the programme.</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>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1- Utilise cognitive skills of critical thinking, analysis and synthesis</p> <p>B2- Conduct research into business and management issues</p>	<p>Intellectual skills are developed through methods and strategies outlined in section A, above.</p> <p>Problem solving skills are further developed through in-course</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.</p>

B3- Achieve effective problem-solving and decision-making using appropriate quantitative and qualitative techniques.	<p>exercises and studio / laboratory work where applicable.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>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>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1- Be an effective learner in terms of time, planning and behaviour, motivation, individual initiative and enterprise;</p> <p>C2- Be self-aware, open and sensitive to diversity in terms of people, cultures, business and management issues;</p> <p>C3- Develop interpersonal skills of effective listening, negotiating, persuasion, and presentation.</p>	<p>Practical skills are developed through students undertaking individual and group coursework.</p> <p>Throughout, the learner is expected to consolidate their development of practical computing skills by use of computers available in the learning resources centre.</p>	<p>Practical skills are assessed through group-work, individual project, essay and report assignments and through oral presentations.</p>
Transferable skills	Teaching and learning methods	Assessment strategy
<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 facts/themes and relevancy.</p> <p>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.</p>	<p>Transferable skills are developed through the programme by workshops, group-work and individual coursework.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through individual and group oral presentations to assess both preparation and delivery, and assessed written assignments.</p>

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|---|--|--|
| <p>D3- Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.</p> <p>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</p> <p>D5- Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider context.</p> |  |  |
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## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full time mode (1 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

**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](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)).

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](mailto:aqo@herts.ac.uk)



## Pre-Masters in Education

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

## 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.

### 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.

### 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.

### 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

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	

Title of Programme: HIC Pre-Masters TESOL

Articulating to MA Teaching English to Speakers of Other Languages  
(MA TESOL)

Programme Code: HICPMTESOL

For Collaborative: University Validation at Hertfordshire International College

# Programme Specification

This programme specification is relevant to students entering:  
01 May 2025

Associate Dean of School (Academic Quality Assurance):  
Tony Rosella

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 HIC Pre-Masters TESOL

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 Campus, Hertfordshire.
<b>Programme accredited by</b>	Not applicable.
<b>Final Qualification</b>	Not applicable.
<b>All Final Award titles</b>	Not applicable.
<b>(Qualification and Subject)</b>	
<b>FHEQ level of award</b>	6

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### A. Programme Rationale

The partnership between the College and 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 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 postgraduate 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.

The programme is delivered by sessional academics (tutors) – with appropriate qualifications, experience and abilities, as well as guest speakers from relevant industries as requested by the College. All lectures/classes and small group tutorials are held in the designated HIC/UH class rooms, seminar rooms, studios and dedicated IT laboratories; students are encouraged to use University of Hertfordshire's library and e-learning facilities for self-directed study.

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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:**

- Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into UH, School of Creative Arts, at FHEQ Level 7 of the prescribed postgraduate degree schemes.
- To endow each individual with an educational pathway that augments opportunities for professional employment and development in the creative arts and humanities sectors at both a national and international level.
- Develop in students a fundamental knowledge that can demonstrate an understanding of the skills and appropriate techniques in creative arts or humanities, so as to support their transfer into FHEQ Level 7 of the prescribed degree schemes.
- 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.
- 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.

**Graduate Attributes**

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

## 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 Linguistics (September 2023) and Education Studies (October 2024) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024), 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 how to research, evaluate and employ information from a variety of sources.</p> <p>A2- 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.</p>	<p>Acquisition of knowledge and understanding is through a combination of small group lectures and critiques (listening, writing and reading); small group-based tutorial/coursework (oral, reading, listening and written presentation); workshops and individual coursework (oral, practical and written presentation).</p>	<p>Knowledge and understanding (A1-A6) are assessed through a combination of projects and summative coursework including written assignments, portfolios and in-course assessments, project reports, presentations and practicals.</p> <p>Feedback is given to all students on all work</p>

<p>A3- Develop critical capabilities through the selection, analysis and synthesis of diverse perspectives in a changing world.</p> <p>A4- Identify and explore materials, technologies and processes appropriate to learning, from a range of contexts.</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. In addition, learning outcomes, will be developed through group debates.</p> <p>Students are encouraged to interact with teaching staff and academic services to ensure that they understand assessment requirements and that their work is aligned with marking criteria.</p> <p>The Programme Specification, DMDs, Module Guide, reading lists, lecturers and notes and assessment regimes are available via the College e-learning portal for queries to be addressed.</p>	<p>produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically so within the Interactive Learning Skills and Communication for Postgraduate Study module.</p> <p>Additional interviews are made with the tutor and/or the College academic services to evaluate and discuss any emerging learning issues and therein candidates options.</p>
<b>Intellectual skills</b>	<b>Teaching and learning methods</b>	<b>Assessment strategy</b>
<p>B1- Demonstrate an understanding of subject-specific theories, concepts and principles found within the disciplines of language, linguistics and learning.</p> <p>B2- Apply a range of research and enquiry methods.</p> <p>B3- Use subject-specific language related to education, language, contextual and cultural practices.</p> <p>B4- Demonstrate ability to present ideas through to material outcomes at a competent level.</p>	<p>Intellectual skills are developed through a combination of lectures, seminars and tutorials.</p> <p>Additional support is provided in the form of guest presenters from professional practice and research active academics. One-to-one tutorials and peer review will be used to develop B1 to B4 in more depth.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills are assessed through a combination of projects and summative coursework including written assignments, portfolios and in-course assessments, project reports, presentations and practicals.</p> <p>Formative assessment is a feature of the programme and is deployed in the form of peer discussions, debates and the creation of a classroom environment which challenges conventional wisdom and encourages critical engagement.</p>
<b>Practical skills</b>	<b>Teaching and learning methods</b>	<b>Assessment strategy</b>
<p>C1- Present an appropriate range of solutions / outcomes in critical response to set briefs and/or negotiated projects.</p> <p>C2- Competently plan and execute oral and written works appropriate to the</p>	<p>Practical skills are developed through a variety of workshop activities</p> <p>Communication skills are central to all teaching, class / studio-based learning and self-directed study; these are tested out throughout all assessment</p>	<p>Practical skills are assessed through a combination of projects and summative coursework including written assignments, portfolios and in-course assessments, project reports, presentations and practicals.</p>

discipline and level under study.  C3- Initiate, develop and build a body of original work, which demonstrates initiative, personal ownership, autonomy and a critical awareness of current practice.	practices. Students are encouraged to explore and develop variety of communication skills, underpinned by the Interactive Learning Skills and Communication for Postgraduate Study module.	Formative assessment is a feature of the programme and is deployed in the form of peer discussions, debates and the creation of a classroom environment which challenges conventional wisdom and encourages critical engagement.
Transferable skills	Teaching and learning methods	Assessment strategy
D1-Work in flexible, creative and independent ways, with an awareness of relevant ethical and cultural considerations, self-direction and reflexivity.  D2- Collate, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, verbal and/or non-verbal communication, visual or other forms.  D3- Work both independently on self-directed projects, and productively as part of a group or team.  D4- Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach.	Embedded in all aspects of delivery and assessment structures is the need to disseminate information that is often presented in a variety of forms and modalities  Transferable skills are developed using a combination of delivery and assessment styles (oral and written, group and individual) to demonstrate competence in portfolio generation, presentation, reports and literature review (to enhance summarisation techniques and limit collusion and plagiarism).  Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.	Transferable skills (D1-D4) are assessed through a combination of projects and summative coursework including written assignments, portfolios and in-course assessments, project reports, presentations and practicals.  Formative assessment is a feature of the programme and is deployed in the form of peer discussions, debates and the creation of a classroom environment which challenges conventional wisdom and encourages critical engagement.

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

The programme is offered in full time mode over one semester.

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

### Professional and Statutory Regulatory Bodies

No accreditation.

### 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 – One Semester Programme**

**Mode of study** Full Time

**Entry point:** Semester B, Semester C.

**Level 6**

	Module Code	Credit Points	%Test	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>							
Module Title							
Research Methods and Skills	6FBS1722	15	0	0	100	0	B, C
Approaches to Learning	6FTC1205	15	0	0	100	0	B, C
Academic Writing	6FBS1719	15	0	0	100	0	B, C
Discourse and Critique	6FTC1246	15	0	0	100	0	B, C
Interactive Learning Skills and Communication for Postgraduate Study (ILSC)	6FBS1726	15	0	0	100	0	B, C

**Final and interim awards available**

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

There is a formal articulation arrangement in place for this programme. Successful students, upon completion of this Pre-Masters in Humanities are able to progress directly onto the first year (level 7) of one of the following Masters programme:

- MA Teaching English to Speakers of Other Languages (TESOL)

The one semester programme offers the following intake to progression timescales:

- Semester B Pre-Masters start, to enable students who successfully complete the programme to progress to UH Masters study in Semester A. OR
- Semester C Pre-Masters start, to enable students who successfully complete the programme to progress to UH Masters study in Semester A.

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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](#)).

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

- In accordance with the College Policies and Regulations (CPRs), informed by the Generic Assessment Regulations of Navitas UK, the pass mark for all HIC modules is 50%
- Students are required to pass all modules; the overall minimum pass mark is 50% averaged across all assessments.
- A student may not fail a module on more than two (2) occasions. For each enrolment on a module, the student may have a referral opportunity if eligible. Failure of a module, leading to re-enrolment, 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 on what additional support can be provided. The University will not be incumbent to progress students who fail to complete the modules required for progression onto University of Hertfordshire programmes.
- 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.
- The programme operates the University-wide policy for treatment of exceptional circumstances and students can find more details of this from [ask.herts.ac.uk](http://ask.herts.ac.uk) or their student handbook.
- **Copyright:** Students retain the Intellectual Property Rights, including copyright, in their films, images and other artefacts. Unless specifically notified by the student, the student grants the University the right to use any of their material for non-commercial academic use including the promotion of the Programme, School of Creative Arts and the University. The student may withdraw this consent at any time by contacting their programme leader or the School Admin Office.

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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 Creative Arts School and HIC and helps to ensure that students have a seamless transition to the Creative Arts 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;

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 <http://hic.herts.ac.uk> website 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).

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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)).

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](mailto:aqo@herts.ac.uk)

## Pre-Masters in Humanities - HIC - Articulating to MA Teaching English to Speakers of Other Languages

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					
		Module Title	Module Code	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
Level 6 (One Semester Programme)	Research Methods and Skills	6FBS1722	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Discourse and Critique	6FTC1246	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Academic Writing	6FBS1719	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Approaches to Learning	6FHE1205	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Interactive Learning Skills and Communication for Postgraduate Study (ILSC)	6FBS1726	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

- A1. Demonstrate how to research, evaluate and employ information from a variety of sources.
- A2. 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.
- A3. Develop critical capabilities through the selection, analysis and synthesis of diverse perspectives in a changing world.
- A4. Identify and explore materials, technologies and processes appropriate to learning, from a range of contexts.

### Intellectual Skills

- B1. Demonstrate an understanding of the subject-specific theories, concepts and principles found within the disciplines of language, linguistics and learning.
- B2. Apply a range of research and enquiry methods.
- B3. Use subject-specific language related to education, language, contextual and cultural practices.
- B4. Demonstrate ability to present ideas through to material outcomes at a competent level.

### Practical Skills

- C1. Present an appropriate range of solutions / outcomes in critical response to set briefs and/or negotiated projects.
- C2. Competently plan and execute oral and written works appropriate to the discipline and level under study.
- C3. Initiate, develop and build a body of original work, which demonstrates initiative, personal ownership, autonomy and a critical awareness of current practice.

### Transferable Skills

- D1. Work in flexible, creative and independent ways, with an awareness of relevant ethical and cultural considerations, self-direction and reflexivity.
- D2. Collate, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, verbal and/or non-verbal communication, visual or other forms.
- D3. Work both independently on self-directed projects, and productively as part of a group or team.
- D4. Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach.

### Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

	Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Level 6	Research Methods and Skills	6FBS1722				D	D	D
	Discourse and Critique	6FTC1246	D	D				D
	Academic Writing	6FBS1719			D			D
	Approaches to Learning	6FHE1205	D		D	D	D	D
	Interactive Learning Skills and Communication for Postgraduate Study (ILSC)	6FBS1726		D	D	D	D	D

## Section 2

### Programme management

**Relevant QAA subject benchmarking statements**  
**Type of programme**  
**Date of validation/last periodic review**  
**Date of production/ last revision of PS**  
**Relevant to level/cohort**  
**Administrative School**  
**Language of Delivery**

Linguistics (September 2023)  
Education Studies (October 2024)  
Pre-Masters  
March 25  
February 25  
Level 6 entering May 2025  
School of Creative Arts  
English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
HICPMTESOL	Pre-Masters TESOL (Articulating to MA TESOL)	101088	N/A