

Title of Programme: Pre-Masters in Business (One and Two Semester)

Programme Code: HIBTPM

For Collaborative: External Validation at Hertfordshire International College

Programme Specification

This programme specification is relevant to students entering:
22 September 2025

Deputy Associate Dean of School (Academic Quality Assurance):
Veronica Earle

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.

Summary of amendments to the programme

Date	Section	Amendment
March 2025	Programme Specific Regulations	Clarified wording 'Further programme-specific regulations'.
March 2025	Management of Programme & Support for student learning	Amended correct job titles of available support.

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

Programme Specification Pre-Masters in Business (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	Not applicable
(Qualification and Subject)	
FHEQ level of award	Not applicable

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 pathway has therefore been developed to satisfy important pedagogical issues:

1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment.
2. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purposes.
3. Facilitate access to a pathway leading to a University degree award.
4. Protect the entry tariff of the University to its degree courses and ensure that the University does not need to lower its entry tariff in order to increase its international student population.
5. Widen access and participation in higher education in line with the University's internationalisation agenda.
6. Commit to the provision of best practice customer service and student experience for international students and thus add value to the University's award winning student lifestyle.
7. Support the integrity of the University's QAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes.
8. Facilitate effective and efficient, low risk public/private partnership in line with the University's strategic research mission.
9. Enhance the global reach of the University into previously untapped markets and market segments.
10. Add resource, human and financial, to the University's marketing process.
11. Facilitate access to a global recruitment process.
12. Assist in the diversification of the student body.

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 the Business School 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. Develop in students a fundamental knowledge that can demonstrate an understanding of the skills and appropriate techniques that can be applied to a variety of management problems, so as to support their transfer into FHEQ Level 7 of the prescribed degree schemes.
4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making.
5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale.

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 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 – Critically review theory and theoretical approaches to research A2 - The external environment in which organisations operate; A3 - The research process and methods of acquiring, interpreting and analysing information; A4 - How to communicate in English in academic and business contexts to a level equivalent to IELTS 6.5. A5 - Build contextual knowledge of managerial and operational aspects of business through analysing business information A6 - Demonstrate a systematic understanding of a wide range of contemporary research, practices, theoretical approaches, and debates at	Acquisition of knowledge and criteria A1- A6 is through a combination of lectures, tutorials, coursework and project work. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. Independent learning is supported by online learning and information services resources including guides to research materials produced specifically for each module.	Testing of the knowledge base is through a combination of online, in-class tests and assessed coursework. Formative assessment can take many forms, e.g. essay assignments, staged projects, case studies, reports, discussions and presentations

the forefront of a student's chosen pathway of study		
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 B3 - Synthesise findings into appropriate forms in order to evaluate decision alternatives in a business context B4 - Evaluate the relevance and identify the meaning of available information	Intellectual skills B1-B4 specific to business and management are developed throughout the programme by the methods and strategies outlined in section A, above. Problem solving and decision-making skills are further developed through seminar activities and group work exercises. Cognitive skills are a feature of all modules at FHEQ level 6.	Intellectual skills are assessed via in-class tests, coursework and assessed project work. Analysis and problem solving are assessed through presentation and coursework.
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. C4 - Make effective use of communication and information technology	Practical skills are developed throughout the programme by the methods and strategies outlined in sections A and B, above. Skill C1 is encouraged throughout, and developed in coursework assignments, group and project work. Skill C2 is developed through group work and the use of case studies. Skill C3 is developed through tutorials and group based coursework assessment, and further developed through feedback on coursework reports, oral presentations and project reports. Skill C4 is developed through the IT facilities at HIC and the LRC.	Skill C1 is assessed by group-based coursework assessment. Skill C2 is assessed through group and project work. Skill C3 is assessed through coursework, oral presentations, project reports and examinations.
Transferable skills	Teaching and learning methods	Assessment strategy
D1 - Communicate effectively, both orally and in writing; D2 - Make effective use of relevant IT tools; D3 - Work effectively within a team;	Transferable skills are developed throughout the programme by the methods and strategies outlined in sections A, B and C, above. Skill D1 is developed through the same TL strategies as in section A as well as feedback on all coursework.	Skills D1 and D2 are assessed through all types of coursework. Skill D3 is assessed by group-based coursework assessment. Skill D4 is assessed via coursework and project work.

D4 - Manipulate, sort and present data;	Skill D2 is applied through use of the web for researching materials, and is developed in preparing in-course assessments.	Skill D5 is not directly assessed. Skill D6 is assessed throughout the programme and encouraged on the course
D5 - Learn to learn effectively.	Skill D3 is developed through tutorials and group-based coursework assessment.	
D6 – Reflect on individual learning	Skill D4 is acquired through tutorials and coursework . Skill D5 and D6 is developed in specific tutorials and promoted throughout the programme.	

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 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)

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

Academic Writing	6FBS1719	15	English	0	100	0	ABC
Economic Environment of Business	6FBS1721	15	English	0	100	0	ABC
Managing People	6FBS1720	15	English	0	100	0	ABC
Research Methods and Skills	6FBS1722	15	English	0	100	0	ABC
Business Strategy	6FBS1724	15	English	0	100	0	ABC

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

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
Managing People	6FBS1720	15	English	0	100	0	ABC
Economic Environment of Business	6FBS1721	15	English	0	100	0	ABC
Research Methods & Skills	6FBS1722	15	English	0	100	0	ABC
Business Strategy	6FBS1724	15	English	0	100	0	ABC
Marketing	6FBS1723	15	English	0	100	0	ABC
Service Operations Management	6FBS1725	15	English	0	100	0	ABC
Interactive Learning Skills and Communication with mini-dissertation	6FBS1726	15	English	0	100	0	ABC
Academic Writing	6FBS1719	15	English	0	100	0	ABC

Progression to level 7 (Masters) requires a minimum of 120 credits (all modules).

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

No final award, grade transcript issued by HIC on request

Programme-specific assessment regulations

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

Progression routes:

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

b) Entry is to Masters Level at Hertfordshire Business School:

Awards included in the Articulation Agreement:

MA Human Resource Management
MSc International Business
MSc International Business with Extended Professional Practice
MSc International Tourism, Hospitality and Event Management
MSc International Tourism, Hospitality and Event Management with Extended Professional Practice

MSc Management
MSc Project Management
MSc Finance and Investment Banking
MSc Finance and Investment Banking with Extended Professional Practice
MBA Master of Business Administration

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

HIC regulations

- Students who fail a module have the option to complete a referral assessment. If the referral is not passed, students will be expected to re-enrol at full cost. Students who fail at reenrolment, will be offered a referral opportunity. If the student fails the re-enrolment referral, no further attempts will be available. The University will not be incumbent to progress students who fail.
- Minimum pass mark of 50% achieved for all modules. Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum

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 Director of Academic and Student Services and Head of College Services to help students understand the course / programme structure
- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee
- Student Representatives on the College Learning and Teaching Board
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

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 and Student Services Manager 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.
- Lunchtime Drop-in sessions for Mathematics, Accounting and Physics
- A Collaborative Partnership Leader (CPL) who is the link between the Business School and HIC and helps to ensure that students have a seamless transition to the Business School.
- to deal with day-to-day administration associated with the modules within the programme

F. Other sources of information

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

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

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

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

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

G. Entry requirements

The normal entry requirements for the programme are:

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

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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

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

Pre-Masters in Business (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					
	Module Title	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
Level 0	Research Methods and Skills	6FBS1722	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Economic Environment of Business	6FBS1721	x	x	x	x	x	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	x	x		x	x	x
	Managing People	6FBS1720	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x
	Marketing	6FBS1723	x	x	x	x	x	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	x	x		x	x	x
	Academic Writing	6FBS1719	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x
	Interactive Learning Skills & Communications	6FBS1726	x	x	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. Critically review theory and theoretical approaches to research
- A2. The external environment in which organisations operate;
- A3. The research process and methods of acquiring, interpreting and analysing information;
- A4. How to communicate in English in academic and business contexts to a level equivalent to IELTS 6.5
- A5. Build contextual knowledge of managerial and operational aspects of business through analysing business information
- A6. Demonstrate a systematic understanding of a wide range of contemporary research, practices, theoretical approaches, and debates at the forefront of a student's chosen pathway of study

Intellectual Skills

- B1. Utilise cognitive skills of critical thinking, analysis and synthesis
- B2. Conduct research into business and management issues
- B3. Synthesise findings into appropriate forms in order to evaluate decision alternatives in a business context
- B4. Evaluate the relevance and identify the meaning of available information

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
- C4. Make effective use of communication and information technology

Transferable Skills

- D1. Communicate effectively, both orally and in writing;
- D2. Make effective use of relevant IT tools;
- D3. Work effectively within a team;
- D4. Manipulate, sort and present data;
- D5. Learn to learn effectively.
- D6. Reflect on individual learning

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

General Business and Management

Pre-Masters

May 2022

March 2025

All students entering September 2025

Hertfordshire Business School

English

Table 4 Course structure

Course details					
Course code		Course description		JACS	
HICPMBS		Pre-Masters in Business			
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
PMBS2A1F	A	Pre-Masters in Business (One-Semester)	1	Hatfield	Full-time
PMBS2B1F-1	B	Pre-Masters in Business (One-Semester)	1	Hatfield	Full-time
PMBS2C1F-1	C	Pre-Masters in Business (One-Semester)	1	Hatfield	Full-time
PMBSA1F	A	Pre-Masters in Business (Two-Semester)	1	Hatfield	Full-time
PMBSB1F	B	Pre-Masters in Business (Two-Semester)	1	Hatfield	Full-time
PMBSC1F-1	C	Pre-Masters in Business (Two-Semester)	1	Hatfield	Full-time