

Title of Programme: Pre-Masters in Creative Arts - HIC

Programme Code: HICPMCT

For Collaborative: External Validation at Hertfordshire International College

Programme Specification

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

Associate Dean of School (Education and Student Success):
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.

Summary of amendments to the programme:

Section	Amendment
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 Creative Arts - 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 Campus
Programme accredited by	Not applicable
Final Qualification	Not applicable
All Final Award titles	Not applicable
(Qualification and Subject)	
FHEQ level of award	6

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; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required.

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 sector 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 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.
- Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 50% in the ACL accredited module Interactive Learning Skills and Communication.

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 Art and Design (December 2019); Communication, Media, Film and Cultural Studies (December 2019), Dance, Drama and Performance (December 2019), History of Art, Architecture and Design (December 2019), Music (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- Demonstrate how to research, evaluate and employ information from a variety of sources.	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). 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.	Knowledge and understanding (A1-A8) are assessed through a combination of projects and summative coursework along with written assignments, portfolios and in- course assessments, exhibitions, project reports, presentations and practicals. Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically ILSC. 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.
A2- Critically evaluate the key elements of research paper structure (i.e., introduction, literature, review, methodology, methods, results, discussion, conclusion and references).		
A3- 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.	Additional support is provided through the provision of small peer- led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring by College academic management.	
A4- Identify and explore the materials, technologies and processes appropriate to specific areas of creative practice.	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.	
A5- Explain the critical, theoretical, contextual and practical issues that underpin and inform contemporary creative practice.	Ensuring all candidates acquire grounding in University of Hertfordshire and associated end- user IT platforms for academic study.	
A6- Demonstrate the creative processes appropriate to specific areas of studio practice	The opportunity to interface regularly with noted platforms in College, University of Hertfordshire library and independent environments to develop an understanding of the implications of the use of different e- learning for research.	
A7- Further express the language and aspects of educational practice related to art, design, film, music and media studio practice.	The Programme Specification, DMDs, Module Guide, reading lists, lecturers and notes and assessment regimes are	
A8- Employ the study skills necessary for contemporary creative art practice at Master's degree level in a Western education environment, including the use of appropriate technologies.		

	<p>available via the College e-learning portal for queries to be met.</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>	
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1- Demonstrate an understanding of the subject-specific theories, concepts and principles found within the disciplines of creative arts.</p> <p>B2- Apply a range of research and enquiry methods relevant to the creative industries.</p> <p>B3- Use subject-specific language related to studio practice, critical, contextual and cultural concepts.</p> <p>B4- Generate, critically evaluate and apply a personal direction within creative practice and generate novel solution.</p> <p>B5- Demonstrate ability to present ideas through to material outcomes in chosen media 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 B.3 –B.5 in more depth.</p> <p>Ensuring all candidates acquire grounding in the University of Hertfordshire and associated end- user IT platforms for academic study.</p> <p>The opportunity to interface regularly with noted platforms in College, University library and independent environments to develop an understanding of the implications of the use of different e-learning for research.</p> <p>Additional support is provided through the provision of small peer- led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills (B1-B5) are assessed through are assessed a combination of projects and summative coursework along with written assignments, portfolios and in-course assessments, exhibitions, project reports, presentations and practicals.</p> <p>Formative assessment is a constant 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>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1- Present an appropriate range of</p>	<p>Communication skills are central to all teaching, class/studio-</p>	<p>Integrated themes used</p>

<p>solutions/outcomes to creative problems in critical response to set briefs and/or negotiated projects.</p> <p>C2- Competently plan and execute oral and written works appropriate to the discipline and level under study.</p> <p>C3- Employ an appropriate range of specialist media and processes while observing good working practices.</p> <p>C4- Initiate, develop and build a body of original creative work, which demonstrates initiative, personal ownership, autonomy and a critical awareness of current practice</p>	<p>based learning and self-directed study; these are tested out throughout all assessment practices. Students are encouraged to explore and develop variety of communication skills, under pinned by the ILSC module.</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 practices. Students are encouraged to explore and develop variety of communication skills, under pinned by the ILSC module.</p>	<p>across the continuous assessment framework for the programme to test robust capability skills in a number of environments.</p> <p>Practical Skills (C1-C4) are assessed through a combination of projects and summative coursework along with written assignments, portfolios and in-course assessments, exhibitions, project reports, presentations and practicals.</p> <p>Formative assessment is a constant 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>
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1- Select, read, digest, summarise and synthesise information in an appropriate manner to identify and determine key facts/themes, relevancy and assessment of problems and identification and implementation of solutions.</p> <p>D2-Use and communicate ideas, concepts and conclusions using appropriate language (visual/auditory) and language style</p> <p>D3-Apply research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion. Thus, acquiring the skills to explore further study or training.</p>	<p>Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities.</p> <p>Transferable skills are developed through using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme to demonstrate competence in: portfolio generation, presentation, reports, literature review (to enhance summarisation techniques and limit collusion and plagiarism), timed- assignments (indicating knowledge, organisation, time management and clear communication ability), of the following: design a persuasive message from the audience's perspective; demonstrate effective presentation delivery skills in a variety of situations and formats; leave effective voice-mail messages; write persuasive E-mails, memos letters; and write</p>	<p>Transferable skills (D1-D4) are assessed through a combination of projects and summative coursework along with written assignments, portfolios and in-course assessments, exhibitions, project reports, presentations and practicals.</p> <p>In particular D3 is tested in the research proposal and literature review and D4 in the literature review. The ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (oral/written) and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills.</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>factual essays and reports in plain English. These skills are reflective of in-context reading, writing, oral and speaking skills and enhanced language acquisition.</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>Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates and is situated within a classroom environment which challenges conventional wisdom and encourages critical engagement.</p>
<p>D5-Ability to arrange and communicate decisively, both orally and in writing using qualitative and quantitative information.</p>		

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

The programme is offered in full time mode (1 year) over two or three 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) or Semester C (May).

Professional and Statutory Regulatory Bodies

No accreditation.

However:

- Students are required to attain 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.
- Graduates are required to have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 50% in the ACL accredited module Interactive Learning Skills and Communication.

Work-Based Learning, including Sandwich Programmes

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, Semester C

Level 6

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Practical Study Skills for Art, Design, Film, Media and Music (PM)	6FTC1242	30	English	0	100	0	A, C
Introduction to Media Technology (PM)	6FTC1243	15	English	0	100	0	A, C
PM Academic Writing	6FBS1719	15	English	0	100	0	A, C
Research Methods and Skills	6FBS1722	15	English	0	100	0	A, B
Interactive Learning Skills and Communication for Postgraduate Study	6FBS1726	15	English	0	100	0	A, B
Specialist Projects 1 (PM)	6FTC1244	30	English	0	100	0	A, B
Discourse and Critique (PM)	6FTC1246	15	English	0	100	0	B, C
Specialist Projects 2 (PM)	6FTC1245	45	English	0	100	0	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.

DELIVERY SCHEDULE - SEMESTER A ENTRY

2 Semesters:

Semester A	Semester B
Specialist Projects 1 (PM) 6FTC1244 30 credits	Specialist Projects 2 (PM) 6FTC1245 45 credits
Research Methods 6FBS1722 15 credits	Discourse and Critique (PM) 6FTC1246 15 credits
Interactive Learning Skills & Communication 6FBS1726 15 credits	

3 Semesters:

Semester A	Semester B	Semester C
Practical Study Skills (PM) 6FTC1242 30 credits	Specialist Projects 1 (PM) 6FTC1244 30 credits	Specialist Projects 2 (PM) 6FTC1245 45 credits
Introduction to Media Technology (PM) 6FTC1243 15 credits	Research Methods 6FBS1722 15 credits	Discourse and Critique (PM) 6FTC1246 15 credits

Pre-Masters Academic English 6FBS1719 15 Credits	Interactive Learning Skills & Communication 6FBS1726 15 credits	
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DELIVERY SCHEDULE - SEMESTER B ENTRY

2 Semesters:

Semester B	Semester C
Specialist Projects 1 (PM) 6FTC1244 30 credits	Specialist Projects 2 (PM) 6FTC1245 45 credits
Research Methods 6FBS1722 15 credits	Discourse and Critique (PM) 6FTC1246 15 credits
Interactive Learning Skills & Communication 6FBS1726 15 credits	

DELIVERY SCHEDULE - SEMESTER C ENTRY

3 Semesters

Semester C	Semester A	Semester B
Practical Study Skills (PM) 6FTC1242 30 credits	Specialist Projects 1 (PM) 6FTC1244 30 credits	Specialist Projects 2 (PM) 6FTC1245 45 credits
Introduction to Media Technology (PM) 6FTC1243 15 credits	Research Methods 6FBS1722 15 credits	Discourse and Critique (PM) 6FTC1246 15 credits
Pre-Masters Academic English 6FBS1719 15 Credits	Interactive Learning Skills & Communication 6FBS1726 15 credits	

Final and interim awards available
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 AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

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; see CPR QS9.
- Students can only be compensated in one of the following modules:
 - Specialist Projects 1 (6FTC1244)
 - Specialist Projects 2 (6FTC1246).
- Students can only be compensated in one of the following modules:
 - Research Methods and Skills (6FBS1722)
 - Discourse and Critique (6FTC1245).
- 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.

Further points of clarification and interpretation relevant to this specific programme are given below:

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 a University-wide policy for treatment of serious adverse circumstances and students receive details in the Student Handbook.

Other information relevant to the programme

Further points of clarification and interpretation relevant to this specific programme are given below:

- There is a formal articulation arrangement in place for this programme, such that students are given progression to the first year (Level 7) of an appropriate Postgraduate programme.

Progression Statement

Students who pass the Pre-Masters in Creative Arts, have a clear progression route into an appropriate Postgraduate programme within the School of Creative Arts, at Level 7 of the programme. In order to progress, students must achieve a minimum of 120 credits.

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 Level 7.
- c) Additional routes may be available to students at the time of Pre-Masters completion.

Awards included in the Articulation Agreement:

MA Animation
MA Concept Art
MA Creative Music Production
MA Digital Media Arts
MA Film Production
MA Games Art and Design
MA Graphic Design and Branding
MA Illustration
MA Interior Architecture and Design
MSc Music and Sound for Film and Games
MSc Audio Engineering

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 and 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.

Other information relevant to the programme

- **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.

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 Creative Arts - 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	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	
Level 6	Practical Study Skills for Art, Design, Film, Media and Music (PM) - HIC	6FTC1242				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	Introduction to Media Technology (PM) - HIC	6FTC1243				X		X		X	X		X	X	X	X	X	X	X	X	X	X	X		
	PM Academic English	6FBS1719			X					X							X			X	X	X	X	X	
	Research Methods	6FBS1722	X	X						X		X					X			X	X	X	X	X	
	Interactive Learning Skills and Communication	6FBS1726	X	X	X							X					X			X	X	X	X	X	
	PM Specialist Projects 1 (PM)	6FTC1244				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	PM Discourse and Critique (PM)	6FTC1246			X				X		X	X	X				X			X	X	X	X	X	
PM Specialist Projects 2 (PM)	6FTC1245				X	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. Demonstrate how to research, evaluate and employ information from a variety of sources.
- A2. Critically evaluate the key elements of research paper structure (i.e. introduction, literature review, methodology methods, results, discussion, conclusion and references).
- A3. 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.
- A4. Identify and explore the materials, technologies and processes appropriate to specific areas of creative practice.
- A5. Explain the critical, theoretical, contextual and practical issues that underpin and inform contemporary practice.
- A6. Demonstrate the creative processes appropriate to specific areas of studio practice.
- A7. Further express the language and aspects of educational practice related to art, design, film, music and media studio practice.
- A8. Employ the study skills necessary for contemporary art practice at Master's degree level in a Western education environment, including the use of appropriate technologies.

Practical Skills

- C1. Present an appropriate range of solutions/outcomes to creative problems 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. Employ an appropriate range of specialist media and processes while observing good working practices,
- C4. Initiate, develop and build a body of original creative work, which demonstrates initiative, personal ownership, autonomy and a critical awareness of current practice.

Intellectual Skills

- B1. Demonstrate an understanding of the subject-specific theories, concepts and principles found within the disciplines of creative arts.
- B2. Apply a range of research and enquiry methods relevant to the creative industries.
- B3. Use subject-specific language related to studio practice, critical, contextual and cultural concepts.
- B4. Generate, critically evaluate and apply a personal direction within creative practice and generate novel solutions.
- B5. Demonstrate ability to generate ideas through to material outcomes in chosen media at a competent level.

Transferable Skills

- D1. Select, read, digest, summarise and synthesise information in an appropriate manner to identify and determine key facts/themes, relevancy and assessment of problems and identification and implementation of solutions.
- D2. Use and communicate ideas, concepts and conclusions using appropriate language (visual/auditory) and language style.
- D3. Apply research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion. Thus, acquiring the skills to explore further study or training.
- 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. Ability to arrange and communicate decisively, both orally and in writing using qualitative and quantitative information.

Section 2

Programme management

Relevant QAA subject benchmarking statements	Art and Design (December 2019) Communication, Media, Film and Cultural Studies (December 2019) Dance, Drama and Performance (December 2019) History of Art, Architecture and Design (December 2019) Music (December, 2019).
Type of programme	Pre-Masters
Date of validation/last periodic review	November 23
Date of production/ last revision of PS	April 2025
Relevant to level/cohort	Level 6 entering September 2025
Administrative School	School of Creative Arts
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
Pre-Masters Creative Arts	HICPMCT	100232	UCAS Code(s)/N/A