



## UNIC PROGRAMME OF STUDY OF STUDY SPECIFICATION PRE MASTERS

<b>Awarding Institution</b>	The University of Northampton
<b>Teaching Institution</b>	The University of Northampton International College (UNIC)
<b>Programme of study FHEQ Level</b>	Pre Masters
<b>College: FHEQ Level/s</b>	Pre Masters
<b>University: FHEQ Level/s</b>	FHEQ Level 7
<b>Final Award</b>	FHEQ Level 7
<b>Title of Programme/Route/Pathway</b>	<p>Masters of Business Administration  Masters of Business Administration (pre-experience route)  MSc Accounting and Finance  MSc Corporate Governance and Leadership  MSc Logistics &amp; Supply Chain Management  MSc International Banking and Finance  MSc International Marketing Strategy  MSc Project Management  MSc Project Management with Work Placement  MA International Tourism Development  MA International Tourism Development (with placement)</p> <p>MA International Relations</p> <p>MSc Public Health  MA Special Educational Needs Inclusion  MA Special Educational Needs Inclusion (Autism)</p> <p>MSc Computing  MSc Computing (Computer Networks Engineering)  MSc Computing (Software Engineering)  MSc Leather Technology (Professional/Intensive)  MSc Engineering – <b>Suspended until Sep 2020</b>  MA International Hotel Management</p>

	<p>MSc International Special Events Management                      MSc Strategic Technology Management                      MSc Business Analytics                      MA Human Resources Management</p> <p>MSc International Business Management                      MSc Strength &amp; Conditioning                      MA Education                      MA Education (Leadership &amp; Management)</p> <p>MA/MSc Sport &amp; Exercise – 3 pathways – Subject to Validation                      Sport Science                      Sports Management                      Sport Media &amp; Digital Marketing</p> <p>MA Business Economics – subject to validation                      MA Political Economics – subject to validation                      MSc Financial &amp; Investment Analysis – subject to validation</p>
	<p>Distance Learning:                      MBA                      MSc International Marketing Strategy                      MSc IT Service Management                      MSc Management (International)                      MSc International Logistics                      MSc Accounting and Finance                      MSc Wastes Management                      MSc Environmental Management</p>
<b>Benchmarking Group</b>	-

<b>Programme of Study</b>	
<b>Title</b>	Pre Master
<b>FHEQ</b>	Pre Masters
<b>Credit Points</b>	80
<b>Duration of Study</b>	One (1) semester
<b>Weeks of Study</b>	Thirteen (13) weeks
<b>Mode of Study</b>	Full-time
<b>Mode of Delivery</b>	Face to Face

<b>Notional Hours</b>	800
<b>Contact Hours</b>	248
<i>Self-directed Study Hours</i>	552
<b>Delivery Model</b>	Standard Delivery Model (SDM)
<b>Language of Delivery</b>	
Delivery	English
Assessment	English
Council of Europe	Common language reference level B2 Independent User
ACL Accreditation	Interactive Learning Skills and Communication

### Rationale

The partnership between the College and The University of Northampton 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 postgraduate 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 degree 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. Facilitate effective and efficient, low risk public/private partnership in line with the University's strategic research mission.
8. Enhance the global reach of the University into previously untapped markets and market segments.
9. Add resource, human and financial, to the University's marketing process.
10. Facilitate access to a global recruitment process.
11. Assist in the diversification of the student body.

### Management

The Pre Master programme of study is delivered by UNIC on the Park campus of the University of Northampton.

This scenario seeks to provide the necessary resources to ensure that all students enrolled with UNIC are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience.

The programme of study operates under and according to the general compliance structures determined by the Academic Registry Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme of study must be submitted via the normal Navitas UK processes through the Academic Registry.

The general operational management of the programme of study lies with UNIC’s academic services which assumes overall responsibility for the administrative and implementation functions.

The UNIC Director of Academic and Student Services or nominee, is responsible for the day-to-day management of the programme of study inclusive of attendance monitoring.

UNIC provides additional tutorial support to any student who may require it, to the amount of two (2) extra contact hours per week per enrolled student.

The various UNIC academic teaching staff as module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme of study content is advised by the UNIC Director of Academic Services or nominee in consultation with the Academic Registry Navitas UK, the Head of Quality, the Head of the articulating Schools and associated appropriate Programme of study Directors/Leaders and/or Link Tutor.

The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the UNIC Pre Master programme.

### Educational aims

The educational aims of the Pre Master is to:

1. Assist students in developing a critical awareness and familiarity with research methods.
2. Leverage the student’s desire to learn to build on existing knowledge and understandings in conjunction with the development of practical study skills and techniques.
3. Assist learners in a developing a range of critical and analytical skills for successful study at postgraduate level.
4. Guide students through activities and conceptual understandings that will facilitate the acquisition of skills required in the production of written and oral assignments at postgraduate level.
5. Enhance the student’s appreciation of the importance of developing competent intellectual and practical skills that build a set of transferable skills that will underpin their success in their postgraduate studies.
6. Prepare students for the rigours of independent, interactive postgraduate study through the provision of appropriate learning skills and techniques.
7. Ensure that students have attained the prescribed level of inter-disciplinary language competence.

### Learning Outcomes and teaching, learning and assessment strategies

A	Knowledge and Understanding		
	To obtain a knowledge and understanding:	Teaching/learning methods and strategies:	Assessment methods and strategies are tested via...
A1	Define and critically assess arguments and evidence from a range of academic sources	Acquisition of Intended LOs via a combination of small group lectures	A.1 to A.14 – a combination of summative (closed-book) examinations

A2	Recall and explain approaches to effective critical reading at postgraduate level	<p>(listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing).</p> <p>Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.</p> <p>Ensuring all students acquire grounding in The University of Northampton and associated end-user IT platforms for academic study.</p> <p>The opportunity to interface regularly with noted platforms in College, The University of Northampton library and independent environments to develop an understanding of the implications of the use of different e-learning for research.</p> <p>The Programme of study Specification, DMDs, Module Content Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met.</p> <p><i>Students are encouraged throughout the stage of study to undertake independent study both to support taught/learned and to broaden their individual knowledge and understanding of the subject.</i></p> <p><i>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 students options.</i></p>	<p>and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practical's.</p> <p>All students are required to maintain an 85% attendance record.</p>
A3	Select, synthesise and critically assess information from a variety of written sources to reach informed conclusions		
A4	Define the basis of knowledge and the problems of knowing		
A5	Describe key research concepts and critically compare various research methodologies		
A6	Demonstrate understanding of research methods and methodologies		
A7	Identify and explain ethical considerations and their application to and impact on research		
A8	Demonstrate the ability to undertake all the key activities involved when producing a written piece of work for submission at postgraduate level		
A9	Demonstrate the techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe Common European Framework.		
A10	Demonstrate knowledge and understanding of the theoretical context of the workplace		
A11	Demonstrate knowledge and understanding of interviewing techniques Demonstrate knowledge and understanding of effective working practices whether working independently or as part of a team		
A12	Plan, construct and deliver effective arguments.		
A13	Demonstrate a critical approach to knowledge acquisition commensurate with postgraduate level study.		
A14	Demonstrate ability to identify and critically review appropriate academic literature		
B	<b>Cognitive/Intellectual Skills</b>		
	To obtain intellectual/cognitive skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
B1	Evaluate capabilities when involved with research and writing	<p>Via topic specific small lab-based group lectures and the additional support and guidance provided via the provision of small peer-led tutorial group work in differing environments.</p> <p>Ensuring all students acquire grounding in The University of Northampton and associated end-user IT platforms for</p>	<p>B.1 to B.11 – a combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practical's.</p> <p>All students are required to maintain</p>
B2	Ability to apply academic theory to the working environment		
B3	Able to develop and critique career knowledge through planning, evaluation and review of the work placement.		
B4	Source, read, assimilate, evaluate, utilise and reference any literature relevant to the topic.		

B5	Plan and execute in a competent manner, oral and written works appropriate to the discipline and level being studied	academic study.  The opportunity to interface regularly with noted platforms in College, The University of Northampton library and independent environments to develop an understanding of the implications of the use of different e-learning for research.  Acquisition of B.2 to B.5 via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing).  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.	an 85% attendance record.
B6	Collect, record, collate and analyse data using established techniques where applicable, on an individual and in a group scenario.		
B7	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.		
B8	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.		
B9	Demonstrate personal performance and professional development through the production of a reflective portfolio.		
B10	Communicate effectively in oral and written forms in a clear, concise and accurate manner		
B11	Ability to produce a Curriculum Vitae and job application package		
C	<b>Practical Skills</b>		
	To obtain practical skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
C1	Employ key communication skills appropriate to postgraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.	Communication skills are central to all teaching, class/lab-based learning and self-directed study; these are tested out throughout all assessment practices. Students are encouraged to explore and develop variety of communication skills, under pinned by the ILSC module.	Integrated themes used across the continuous assessment framework for the programme of study to test robust capability skills in a number of environments.
C2	Employ analytical skills and methodologies for postgraduate study.		A combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practical's.
C3	Ability to begin to engage critically with regard to the underlying challenges postgraduate study.	Application of the central economic, business management and business themes throughout all core modules of the programme of study via examples and topics for assessment regimes.	Integrated themes used across the continuous assessment framework for the programme of study to test robust capability skills in a number of environments.
D	<b>Transferable Skills</b>		
	To obtain transferable skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
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.	Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities. Using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme of study to demonstrate competence in presentation, reports, long and short essays (to enhance summarisation techniques and limit collusion and plagiarism), timed-assignments (indicating knowledge,	A combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports, portfolios and presentations. Indicating an 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
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.	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; leave effective voice-mail messages; write persuasive E-mails, memos letters; and write factual essays and reports in plain English. These skills are reflective of in-context reading, writing, oral and speaking skills and enhanced language acquisition.	effective organisation, self-reliance and time-management skills.
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	Develop a very good conceptual understanding and evaluation of the main aspects of research, critical thinking at postgraduate level		

### Key skills strategy

#### Generic:

All modules have a set of Generic Learning Outcomes (LOs) attached to them, see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency.

The Generic LOs for the programme of study are tabled below:

Key knowledge will be demonstrated by:	Key skills will be demonstrated by the ability to:
Personal organisation and time-management skills to achieve research goals and maintain solid performance levels.	Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.
Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study.	Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.
Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures.	Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.
Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study.	Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.
Understanding of the rules applying to plagiarism and collusion.	Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts.
Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence.	Meet and succeed in each of the varied assessments presented.

Programme of Study Structure						
Pre Master Programme of study						
Core Modules			Credit Points	Pass Mark %	Exam %	Coursework %
Contact Hrs/Week	College Module Code	Module Name				
5	PMILSC	Interactive Learning Skills and Communication 5	20	65	40	60
5	PM1000	Critical and Creative Thinking	20	50	70	30
5	PM1001	Applied Concepts	20	50	-	100
5	PM1002	Research Methods	20	50	-	100
<b>Postgraduate Stage 1</b>			<b>80 credit points</b>			

Pre Master Programme of study – specific to students on MA Social Work						
Core Modules			Credit Points	Pass Mark %	Exam %	Coursework %
Contact Hrs/Week	College Module Code	Module Name				
5	PMILSC	Interactive Learning Skills and Communication 5	20	65	40	60
5	PM1000	Critical and Creative Thinking	20	50	70	30
5	PM1001	Applied Concepts	20	50	-	100
5	PM1002	Research Methods	20	50	-	100
2	SCE103	Preparing for a Career in Health Care	-	TBC	100	
<b>Postgraduate Stage 1</b>			<b>80 credit points</b>			

### Admissions Policy and criteria

Summary: Third Class Degree. CEFR B2.

Refer to UNIC International Admission Criteria for Country equivalents.

**Please note for Social Work Pathways**

ILSC module grade of 80% and above

Value based recruitment selection process which is made up of an interview process

DBS and Occupational Health Screening

### Assessment Regulations

#### Progression Criteria

PMILSC - Pass at Grade B/65% [Navitas UK standard CEFR B2 benchmarked]

PM1000 - Pass at Grade C-/50%

PM1001 - Pass at Grade C-/50%

PM1002 - Pass at Grade C-/50%

Successfully passing a Value Based Interview at the University of Northampton – Social Work students only

#### Failure to Progress

See CPR QS9 Assessment Regulations – summary: where a student fails a module assessment, they have the opportunity to re-sit that assessment; if the

student fails the re-sit assessment then they are deemed to have failed the module; on failure of the module a student may re-take the entire module, at full cost; failure of a student to meet the Progression Criteria on the re-take of a module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail.

## Summary

The programme of study is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS9.

Each module within the programme/stage of study has an associated Module Outline that may be broadened into a Definitive Module Document (DMD) either of which will be provided to students at the beginning of their studies.

These documents offer generic information on the Aims and Specific LOs of the subject/s under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events.

Each module has an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed Module Content Guide (MG) which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and submission/completion requirements. Contained is also a detailed lecture-by-lecture schedule of subjects students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme.

In-course written, reading, listening and oral assessment is built in to all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.

All written assessments must follow certain criteria in style and submission as noted in the relevant Module Content Guides and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency.

Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rationale. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS9. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place.

Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more Abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching

standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated in the relevant DMDs cannot be referred.

Only in extenuating circumstances, sickness, and personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9.

Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any give module:

Coursework	Examination
100%	0%
80%	20%
70%	30%
60%	40%
50%	50%
40%	60%
30%	70%
20%	80%
0%	100%

Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve a grade C\* in the Interactive Learning Skills and Communication (see DMD ILS001). The assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

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.

Demonstration of achievement:

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

Categories of performance and grading levels:

A and A\*(High Distinction) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.

B and B\* (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the student's application and result can be commended.

C and C\*(Credit) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the student is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks without plagiarism or collusion. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.

D (Pass) – Evidence of basic competence to meet requirements of the assessment task and event without plagiarism or collusion. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.

E (Near Pass) – Evidence of some engagement with the subject matter however has omissions or evidence of mis-

understanding or application. There is limited to no engagement with references and structure is dis-organised and lacking coherence.

F (Fail) – The student’s application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.

Generic marking criteria:

Response – the response must address all parts of the question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted.

Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data.

Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or

Mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion.

Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style.

Illegible material will not be given due credit, specified as a percentage of the marking criteria.

Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer.

Sources – the student should provide accurate referencing; it is essential that a student does not plagiarise from any source, see CPR QS9.

**Support for Learning**

<b>Associated Documentation</b>	Definitive Module Documents (DMDs) as follows: DMD/PMILSC; DMD/PM1000; DMD/PM1001; DMD/PM1002
	Module Content Guides (MGs)
	Associated teaching aids for a module as required
	Associated Student Handbook
	College Policies and Regulations (CPRs)
<b>Human Resource</b>	Sessional academics (tutors) – with appropriate qualifications, experience and abilities. Guest speakers – relevant industries as requested by the College.
<b>Built Environment</b>	All lectures/classes/labs and small group tutorials are held in the designated UNIC class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use the University of Northampton University’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>E-learning</b>	College Portal; University NILE;
<b>Library</b>	University Library

**Evaluation and quality enhancement**

<b>Moderation</b>	See CPR QS9 Assessment Regulations – summary: moderation is normally applied to each main assessment point of a module; the main assessment of a module is that with the highest weighting; moderation is inclusive of the instruments of assessment and scripts; scripts are moderated from a 30% sample and includes those with the
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	highest, lowest and borderline percentiles; moderation is undertaken by a University of Northampton subject specialist via the Link Tutor, with the exception of ILSC which is subject to moderation by a subject specialist from Navitas UK.
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**Summary**

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The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the UNIC Pre Master.

The University of Northampton International College has several methods of monitoring and enhancing academic quality and standards, these include:

- External Moderation
- Module Panels
- Progression Boards
- Annual Monitoring
- Periodic Review – in line with The University of Northampton
- Student Module Evaluation

Monitoring and Review

Formal review of the Pre Master programme, takes place as an annual review in March/April between UNIC, the Quality and Standards Office Navitas UK and representation from The University of Northampton participating Schools. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by The University of Northampton. Progression is determined via the UNIC Progression Board. For a details of this review and quality management of this and all UNIC programmes, see, CPR QS9 Assessment Regulations.

Informal Review takes place on a regular basis via interface between students, academic services and the teaching staff using both student surveys (inclusive of i-graduate) and teaching observation and data reports.

<b>Date of approval or revision</b>	
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<b>Appendices</b>	
<b>Appendix 1</b>	Programme of study Learning Outcomes (LOs) in the Constituent Modules:
<b>Appendix 2</b>	Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme.
<b>Appendix 3</b>	DMDs

**Appendix 1** Programme of study Learning Outcomes (LOs) in the Constituent Modules:

**Development of Programme of study Learning Outcomes (LOs) in the Constituent Modules:**

The tables below map where the intended LOs of the programme of study are assessed in the core/constituent modules. It provides an aid to (i) academic staff in understanding how individual modules contribute to the programme of study 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 of study progresses. **Key:** LOs which are assessed as part of a given module ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

		Intended LOs													
		Knowledge and Understanding													
Module Code	Core Modules	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	A.12	A.13	A.14
PMILSC	Interactive Learning Skills and Communication 5								✓	✓✓	✓✓	✓✓			
PM1000	Critical and Creative Thinking	✓✓	✓✓	✓✓				✓	✓	✓			✓✓	✓✓	✓
PM1001	Applied Concepts				✓✓	✓✓			✓	✓		✓✓	✓	✓	✓✓
PM1002	Research Methods						✓✓		✓	✓				✓	✓
SCE103	Preparing for a Career in Health Care (Social Work Students only)										✓✓				

**Knowledge and understanding:**

A.1	Define and critically assess arguments and evidence from a range of academic sources
A.2	Recall and explain approaches to effective critical reading at postgraduate level
A.3	Select, synthesise and critically assess information from a variety of written sources to reach informed conclusions
A.4	Define the basis of knowledge and the problems of knowing
A.5	Describe key research concepts and critically compare various research methodologies
A.6	Demonstrate understanding of research methods and methodologies
A.7	Identify and explain ethical considerations and their application to and impact on research
A.8	Demonstrate the ability to undertake all the key activities involved when producing a written piece of work for submission at postgraduate level
A.9	Demonstrate the techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe Common European Framework.
A.10	Demonstrate knowledge and understanding of the theoretical context of the workplace
A.11	Demonstrate knowledge and understanding of interviewing techniques Demonstrate knowledge and understanding of effective working practices whether working independently or as part of a team
A.12	Plan, construct and deliver effective arguments.
A.13	Demonstrate a critical approach to knowledge acquisition commensurate with postgraduate level study.
A.14	Demonstrate ability to identify and critically review appropriate academic literature

(FHEQ 3)		Intended Los										
		Intellectual Skills										
Module Code	Core Modules	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11
PMILSC	Interactive Learning Skills and Communication 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PM1000	Critical and Creative Thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PM1001	Applied Concepts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PM1002	Research Methods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SCE103	Preparing for a Career in Health Care (Social Work students only)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Intellectual skills:

B.1	Evaluate capabilities when involved with research and writing
B.2	Ability to apply academic theory to the working environment
B.3	Able to develop and critique career knowledge through planning, evaluation and review of the work placement.
B.4	Source, read, assimilate, evaluate, utilise and reference any literature relevant to the topic.
B.5	Plan and execute in a competent manner, oral and written works appropriate to the discipline and level being studied
B.6	Collect, record, collate and analyse data using established techniques where applicable, on an individual and in a group scenario.
B.7	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.
B.8	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.
B.9	Demonstrate personal performance and professional development through the production of a reflective portfolio.
B.10	Communicate effectively in oral and written forms in a clear, concise and accurate manner
B.11	Ability to produce a Curriculum Vitae and job application package

(FHEQ 3)		Intended Los								
		Intellectual Skills								
Module Code	Core Modules	C.1	C.2	C.3		D.1	D.2	D.3	D.4	D.5
PMILSC	Interactive Learning Skills and Communication 5	✓	✓	✓		✓	✓	✓	✓	✓
PM1000	Critical and Creative Thinking	✓	✓	✓		✓	✓	✓	✓	✓
PM1001	Applied Concepts	✓	✓	✓		✓	✓	✓	✓	✓
PM1002	Research Methods	✓	✓	✓		✓	✓	✓	✓	✓
SCE103	Preparing for a Career in Health Care (Social Work students only)	✓	✓	✓		✓	✓	✓	✓	✓

**Practical skills:**

C.1	Employ key communication skills appropriate to postgraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.
C.2	Employ analytical skills and methodologies for postgraduate study.
C.3	Ability to begin to engage critically with regard to the underlying challenges postgraduate study.

**Transferable skills:**

D.1	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.
D.2	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.
D.3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.
D.4	Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognisance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.
D.5	Develop a very good conceptual understanding and evaluation of the main aspects of research, critical thinking at postgraduate level

**Appendix 3**  
**Teaching Rotations:**  
**Pre Masters**

Week	Total Hours									
	PMILSC		PM1000		PM1001		PM1002		Contact hours/week	Self-directed study hours/week
	Interactive Learning Skills and Coms 5		Critical and Creative Thinking		Applied Concepts		Research Methods			
Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study			
1	5	10	5	10	5	10	5	10	20	40
2	5	11	5	11	5	11	5	11	20	44
3	5	11	5	11	5	11	5	11	20	44
4	5	11	5	11	5	11	5	11	20	44
5	5	11	5	11	5	11	5	11	20	44
6	5	11	5	11	5	11	5	11	20	44
7	5	11	5	11	5	11	5	11	20	44
8	5	11	5	11	5	11	5	11	20	44
9	5	11	5	11	5	11	5	11	20	44
10	5	10	5	10	5	10	5	10	20	40
11	5	10	5	10	5	10	5	10	20	40
12	5	10	5	10	5	10	5	10	20	40
13	2	10	2	10	2	10	2	10	8	40
<b>Total hours / module</b>	62	138	62	138	62	138	62	138	248	552
<b>Notional hours / module</b>	200		200		200		200		800	
<b>Credit Points</b>	20		20		20		20		80	

**Appendix 3**  
**Teaching Rotations:**  
**Pre Masters – Social Work Students Only**

Week	Total Hours											Contact hours/week	Self-directed study hours/week
	PMILSC		PM1000		PM1001		SCE103		PM1002				
	Interactive Learning Skills and Coms 5		Critical and Creative Thinking		Applied Concepts		Preparing for a Career in Health Care		Research Methods				
Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study		
1	5	10	5	10	5	10	2	4	5	10	22	44	
2	5	11	5	11	5	11	2	4	5	11	22	48	
3	5	11	5	11	5	11	2	4	5	11	22	48	
4	5	11	5	11	5	11	2	4	5	11	22	48	
5	5	11	5	11	5	11	2	4	5	11	22	48	
6	5	11	5	11	5	11	2	4	5	11	22	48	
7	5	11	5	11	5	11	2	4	5	11	22	48	
8	5	11	5	11	5	11	2	4	5	11	22	48	
9	5	11	5	11	5	11	2	4	5	11	22	48	
10	5	10	5	10	5	10	2	4	5	10	22	44	
11	5	10	5	10	5	10	2	4	5	10	22	44	
12	5	10	5	10	5	10	2	4	5	10	22	44	
13	2	10	2	10	2	10	0		2	10	8	40	
<b>Total hours / module</b>	62	138	62	138	62	138	24	48	62	138	248	552	
<b>Notional hours / module</b>	200		200		200		72		200		800		
<b>Credit Points</b>	20		20		20		0		20		80		

