| | |
|---|---|
| **Pathway Type** | **Pre-master's in Business** |
| **Pathway Areas** | Business |
| **Pathways/s** | Business One Semester  & Two Semester |
| **Course Code/s** | PGMA; PGME |
| **Pathway Provision** | College: NQF Level/s: 6 |
| **Title** | Pre-Masters in Business and Business Management |
| **NQF (FHEQ)** | Level 6 |
| **Credit Points** | One (1) Semester =80<br>Two (2) Semester =120 |
| **Duration of Study** | One (1) Semester<br>Two (2) semesters |
| **Weeks of Study** | One (1) Semester =Thirteen (13) weeks<br>Two (2) Semester -Twenty-Six (26) weeks |
| **Mode of Study** | Full-time |
| **Mode of Delivery** | Blended |
| **Notional Hours** | One (1) Semester =800<br>Two (2 ) Semester = 1,200 |
| **Contact Hours** | One (1) Semester = 208<br>Two (2) Semester = 338 |
| **Self-directed Study Hours** | One (1) Semester = 592<br>Two (2 ) Semester =862 |
| **Delivery Model** | Standard Delivery Module (SDM) |
| **Teaching Institution** | Birmingham City University International College |
| **Awarding Institution** | Birmingham City University |
| **Faculty/School** | Business School (BLSS) |
| **Teaching Location (Campus)** | City Centre Campus |
| **1-semester intakes** | September, January and May |
| **2-semester intakes** | September, January and May |
| **Subject Benchmarks Statements** | • **QAA Quality Codes** - https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements<br>• https://www.qaa.ac.uk/docs/qaa/sbs/sbs-business-and-management-23.pdf?sfvrsn=8370a881_10 |

**Articulation Programmes**

| Awards by Pathway | Degree awards | FHEQ Award Level |
|---|---|---|
| *Accountancy & Business* | MSc Accounting and Finance | 7 |
| | International MBA | 7 |
| | MSc Management and Finance | 7 |
| *Management* | MSc Management and Entrepreneurship | 7 |
| | MSc Management and International Business | 7 |
| | MSc Management and Marketing | 7 |
| | **MSc Logistics and Supply Chain Management** | 7 |

**EDUCATIONAL AIMS**

The Pre-Master's Programme is designed to prepare international students for postgraduate study and aims to enhance their academic, research and language skills.

The aims of this programme include:

1. Bridge the gap between students' previous study and postgraduate study by enhancing critical thinking and analytical skills
2. Equip students with the requisite skills to undertake postgraduate research work especially on referencing skills and independent learning
3. Improve students' language proficiency and confidence to participate in various academic endeavours
4. Empower problem solving, teambuilding and leadership skills to prepare students for future careers
5. Enhance digital literacy
6. Familiarise and support students to be resilient and adapt to the community

**PROGRAMME LEARNING OUTCOMES**

All modules have a set of Generic Learning Outcomes (LOs) attached to them; see relevant Module Guides. These provide a basic set of core 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.

There are three categories of programme learning outcomes (PLOs):

Upon successful completion of the programme, students will be able to:

*A: Knowledge and Understanding*

A1. Demonstrate in depth understanding of key concepts in business, management, marketing and finance

A2. Assess the ethical, leal and sustainability issues and their impact on business decisions

A3. Understand the rigours of academic research, types and ethical considerations

*B: Cognitive and Intellectual Skills*

B1. Evaluate different business and organisational models in a global context

B2. Apply appropriate research methods to academic tasks

B3. Critically evaluate and interpret data to solve a given problem

B4. Synthesise information from various sources to present a well-reasoned argument

**C: Transferable Skills**

C1. Be able to effectively communicate own ideas to different audiences through written reports and presentations

C2. Collaboratively work in a professional academic environment in a way that demonstrates leadership, and interpersonal skills

C3. Work independently to manage workload, learning and time management to meet deadlines

C4. Ability to use a range of media to produce academic outputs and effectively engage in the academic community.

**Learning, Teaching and Assessment Strategy**

The programme is designed to equip students with knowledge, skills and competences required to succeed at postgraduate study. The College will deliver the programme through interactive and in student centred environment using a blended approach.  The blended approach will use a combination of traditional classroom and virtual sessions as well as online materials on the VLE. The student-centred approach will encourage independent learning, active engagement with digital tools and platforms thereby allowing students the flexibility that supports individual pace. Various teaching methods such as lectures, seminars, tutorials and workshops will be used to deliver the content. The lecture sessions will introduce key concepts in the programme and seminar sessions will allow for further exploration and application of knowledge. Students will also enjoy one-one support sessions especially with their research projects; experiential learning will include field trips and guest lectures.

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.

**Assessment Principles**

- Constructive alignment with learning outcomes and teaching activities
- Assessment methods and criteria are clearly published and assessable
- Reliable and consistent
- Fair and inclusive
- Fit for purpose and timely
- Feeback is purpose driven and supports learning
- Transparent, efficient and manageable
- Assessment literacy encouraging academic integrity
- Marking and moderation process are consistently applied
- Efficiency of assessment boards
- Systemic enhancement through feedback from stakeholders

Programme assessment strategy is designed to check for learning, facilitate reflections and assess the achievement of the learning outcomes. The College adopts a wide variety of assessment methods that aligns with the knowledge and skills that students on the programme are expected to acquire. The assessment strategy employs formative and summative assessment methods. Formative assessments will involve quizzes, discussion forums, reflective journals peer and tutor feedback. This is aimed at supporting students and help the tutors to identify the learning needs in a teaching group. Summative assessments evaluate the achievement of the programme outcomes and adopts a range of assessment types such as written reports, presentations, projects, examinations, group projects and research tasks.

The strategy also involves clear guidance on assessment methods and processes through a deliberate promotion of assessment literacy. Assessment regulations are accessible, and summative tasks are supported with clear information on the tasks and the criteria. Summative assessments are moderated internally and externally for quality assurance. A subject specialist within the College moderates a ten percent sample of

each assessment. Link tutors from Birmingham City University and appointed external examiners are invited to review these samples. All summative works follow the governance processes before final outcomes are published to the students

**Student Engagement strategy**

| Theme | Engagement strategy |
|---|---|
| Academic Engagement | Encourage peer learning, guest lectures and exposure to industry practice; tutorial support |
| Pastoral Support | Detailed orientation to event that will cover wellbeing and counselling support |
| Career and Employability | Insights on career paths, engagement with Graduate+ and encourage students to volunteer and promote student mentorship programme |
| Digital | Encourage entrepreneurial skills and innovation; use the VLE to share updates on events and facilitate community of practice |
| Smooth transition and social integration | Pair IFY students with current university students; promote involvement in university societies; encourage events that promote cultural diversity |
| Continuous Improvement | Incorporate student voice through regular feedback and active participation in governance processes. |

**Programme Structure**
**Stage(s) of Study**

| BCUIC Stage 1 Pre-Masters | → | BCU Stage 2 Masters Degree Year |
|---|---|---|

**Curriculum Structure**
**One Semester Rotation**

| 1 Semester -PMP | | |
|---|---|---|
| Semester 1 | Interactive Learning Skills and Communication for Postgraduate Study (20 Credits) | Research Methods (40 Credits) | Business and Economics (20 Credits) |

**TWO Semester Rotation**

| 2 Semester PMP | | |
|---|---|---|
| Semester 2 | ICT Skills for postgraduate Study (20 Credits) | Management (20 Credits) | Business and Economics (15 Credits) |
| Semester 1 | Interactive Learning Skills and Communication for Postgraduate Study (20 Credits) | Research Methods (40 Credits) | Critical Thinking for Postgraduate Study (20 Credits) |

**One Semester**

| Pre-Master's in Business | | | | | | |
|---|---|---|---|---|---|---|
| Core Modules | | | Credit Points | Pass Mark % | Exam % | Coursework % |
| Contact Hrs/Week | College Module Code | Module Name | | | | |
| Semester 1 | | | | | | |
| 4 | PG1000 | Interactive Learning Skills and Communication for PG Study | 20 | 60 | 30 | 70 |
| 8 | PG1001 | Research Methods for PG Study | 40 | 50 | - | 100 |
| 4 | PGB102 | Business and Economics | 20 | 50 | 100 | - |
| Pre-Masters Stage 1: Business | | | 80 Credit Points | | | |

**Two Semester Rotation**

| Contact Hrs/Week | College Module Code | Module Name | Credit Points | Pass Mark % | Exam % | Coursework % |
|---|---|---|---|---|---|---|
| **Pre-Master's in Business** | | | | | | |
| **Core Modules** | | | | | | |
| **Semester 1** | | | | | | |
| 4 | PG1000 | Interactive Learning Skills and Communication for PG Study | 20 | 60 | 30 | 70 |
| 4 | PG1001 | Research Methods for PG Study I | 40 | 50 | - | 100 |
| 4 | PG1002 | Critical Thinking for Postgraduate Study | 20 | 50 | 100 | - |
| **Semester 2** | | | | | | |
| 4 | PG1001 | Research Methods for PG Study II | - | 50 | - | 100 |
| 4 | PGB101 | Management | 20 | 50 | 60 | 40 |
| 4 | PGB102 | Business and Economics | 20 | 50 | - | 100 |
| **Undergraduate Stage 1: Business** | | | **120 Credit Points** | | | |

**Progression and Award Requirements**

Each module offered on the programme has a minimum overall pass mark. Please refer to Module Guide (MD). The College's Policy and Regulation (CPR9) explains all our assessment regulations for further details on the assessment regulations and failing to progress. - https://bcuic.bcu.ac.uk/about/policies/

**Final and intermediate awards**

Students that successfully complete the programme with the minimum 120 credits in a two semester will be eligible to progress to their chosen BCU degree programme as per offer letter and CAS and receive a transcript.

**Categories of Performance**

*A (High Distinction, 80 - 100%)* – 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 (Distinction, 70 - 79%)* – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively. 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 candidate's application and result can be commended.

*C (Merit, 60 - 69%)* – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the candidate is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.

*D (Pass, 50 - 59%)* – Evidence of basic competence to meet requirements of the assessment task and event. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.

*F (Fail 40- 49%)* – The candidate'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.

**Progression Criteria: minimum pass mark of 50% achieved for all modules listed.**
*NB: See individual Module Guides for details marks classification*

## Appendix 1. - Assessment Mapping

| Modules | Group/Individual Presentation | Individual Project/Reflective Journal | Essay/report | Exam | Course Work /Practical |
|---|---|---|---|---|---|
| Interactive Learning Skills and Communication for Postgraduate Study | | | 60% | 40% | |
| Research Methods for Postgraduate Study | | | | | 100% |
| Critical Thinking for Postgraduate Study | | | | | 100% |
| ICT Skills for Postgraduate Study | | | | | 100% |
| Management | 40% | | 60% | | |
| Business and Economics | | | 50% | | 50% |

# Appendix 2. Constructive Alignement

| Learning Outcomes | Teaching and Learning Methods | Assessment Methods and Strategies |
|---|---|---|
| A1. Demonstrate in depth understanding of key concepts in business, management, marketing and finance<br>A2. Assess the ethical, leal and sustainability issues and their impact on business decisions<br>A3. Understand the rigours of academic research, types and ethical considerations | Acquisition of Intended LOs 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).<br><br>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.<br><br>The opportunity to interface regularly with noted platforms in College, Birmingham City University library and independent environments to develop an understanding of the implications of the use of different e-learning for research.<br><br>Students are encouraged throughout the stage of study to undertake independent study both to supplement taught/learnt and to broaden their individual knowledge and understanding of the subject. | 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 and presentations<br><br>All students are required to maintain an 85% attendance record.<br><br>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. |