UNIVERSITY OF PLYMOUTH
International College

UNIVERSITY OF PLYMOUTH INTERNATIONAL COLLEGE

PROGRAMME SPECIFICATION

Postgraduate Pre Masters Pre Master Programme for Postgraduate Study	FHEQ 6

Version	Current Version	1.23	November 2023	
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		1.11	26 September 2011	

PATHWAY/s

Pathway Type	Postgraduate			
Pathway Areas	Business Management, Tourism, Mathematics, Logistics, Health and Publishing			
Pathways/s	**Business Management and Tourism**	**Mathematics**	**Publishing (1 semester)**	**Logistics**
University UnitE Code/s	4397, 4399, 4507, 5410, 5654. 5666,	5789	4461	5676, 7113, 7114, 7115
Pathways/s	**Education**	**Health**		
University UnitE Code/s	TBC	TBC		
NAVIGATE Code/s	PMP1	PMP2		
Pathway Provision	College: FHEQ Level/s	6		
	University: FHEQ Level/s	7		
Awarding University	Plymouth University			
Awards by Pathway	Degree awards			FHEQ Award Level
	MSc Business and Management			7
	MSc Tourism and Hospitality Management			7
	MA Publishing*			7
	MA Human Resource Management			7
	MSc Finance			7
	MSc Accounting and Finance			7
	MSc Operations and Supply Chain Management			7
	MSc International Business			7
	MSc Data Science and Business Analytics*			7
	MSc International Logistics and Supply Chain Management			7
	MSc International Procurement and Supply Chain Management			7
	MSc International Shipping			7
	MA Education			7
	MSc Psychology*			7
	MSc Offshore Renewable Energy Engineering			7
	MSc Mechanical Engineering Design*			7

	MSc Civil Engineering*	7
	MSc Coastal Engineering	7
	MSc Electrical and Electronic Engineering	7
	MSc Robotics	7
	MSc Autonomous Systems	7
	MSc Artificial Intelligence*	7
	*University Master September only	
	MSc Global Health (Awaiting Full Approval)	7
	MSc Healthcare Management, Leadership and Innovation (Awaiting Full Approval)	7
	MSc Healthcare Improvement and Patient Safety (Awaiting Full Approval)	7
	MClinEd Clinical Education (Awaiting Full Approval)	7
Subject Benchmark Statements	Business and Management QAA2471 11/19; Accounting QAA2470 4th Edition 11/2019; Economics QAA 5th Edition 08/03/2023; Events, Hospitality, Leisure Sport and Tourism QAA2472 11/2019; Computing QAA 5th Edition 30/30/2022; MSOR QAA 5th Edition 08/30/2023	
College Status	Associate College	
College Location	15 Portland Villas	
University Location	Drake Circus	
University Faculty	Faculty of Arts, Humanities and Business, Faculty of Science and Engineering	
University School/s	Plymouth Business School/Faculty of Art, Design and Architecture/School of Engineering, Computing and Mathematics	
Rationale	The partnership between the College and Plymouth University 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 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. Assist in the diversification of the student body.	
Educational Aims	The programme, Pre Master in Postgraduate Study has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see CPR QS4, and the nominated outcomes desired by Plymouth University, Plymouth Business School/Faculty of Arts to impart a high quality of education in the disciplines required. The educational aims of the programme are to: 1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into Plymouth Business School/Faculty of Arts, at FHEQ Level 7 of the prescribed postgraduate degree schemes. 2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the commercial sector at both a national and international level. 3. Develop in students a fundamental skills base and knowledge that can demonstrate an understanding of the skills and appropriate techniques that can be applied to a variety of business, management and cultural factors in the global economy, so as to support their transfer into FHEQ Level 7 of the prescribed degree schemes. 4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making. 5. Ensure that students have attained the prescribed level of inter-disciplinary language	

competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale.

6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 65% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.5 IELTS equivalent.

PROGRAMME

Title	Pre-Masters for Postgraduate Study
FHEQ	6
Credit Points	Entry Point 1 = 130 Entry Point 2 = 70
Duration of Study	Entry Point 1 = Two semester Entry Point 2 = One semester
Weeks of Study	Twelve Weeks (per semester)
Mode of Study	Full-time
Mode of Delivery	Face to Face
Notional Hours	Entry Point 1 = 1,300 Entry Point 2 = 700
Contact Hours	Entry Point 1 = 330 Entry Point 2 = 180
Self-directed Study Hours	Entry Point 1 = 970 Entry Point 2 = 520
Delivery Model	Standard Delivery Model (SDM)

Language of Delivery	Delivery	English
	Assessment	English
	Council of Europe	Common language reference level B2 Independent User
	ACL Accreditation	Interactive Learning Skills and Communication

Intended Learning Outcomes	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 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. Ability to think independently through contribution of personal and creative thought. Adaptation to Western style of learning.	Meet and succeed in each of the varied assessments presented.

Specific:

Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Guide (MG).

Intended:

Each programme/stage of study incorporates a set of Intended Los. Assessed module outcomes to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:

A	Knowledge and Understanding		
	To obtain a knowledge and understanding:	Teaching/learning methods and strategies:	Assessment methods and strategies are tested via...
1	The concept of business and management and an introduction to the types of internal and external operating processes, inclusive of planning and strategy, growth, innovation, entrepreneurship, marketing, products/services, finance and accounting systems, information systems and human resource.	Acquisition of Intended LOs via a combination of small group lectures (listening, writing and reading); small group-based tutorial/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing). In addition, learning outcomes, will be developed through group debates.	A.1 to A.16 – via a combination of summative (closed-book) examinations and summative coursework in the form of a mini-dissertation, research proposal, written assignments, in-course tests, project reports and presentations.
2	Recall, define and compare various research methodologies and research methods.		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.
3	Recall and describe key research concepts and approaches.	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.	
4	Identify and explain ethical considerations and their application to research.		
5	Define and critically assess arguments and evidence from a range of academic sources.		
6	Recall and explain approaches to effective critical reading at postgraduate level.	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.	
7	Techniques and formats of research communication.		
8	Selected quantitative and qualitative data analysis methods.		
9	Recall and discuss environmental auditing of international business using appropriate models and appraisal techniques in the formulation of international business plans and strategies.	Ensuring all candidates acquire grounding in Plymouth University and associated end-user IT platforms for academic study.	
10	Define and critically evaluate theories of culture and their impact on a variety of international business and marketing scenarios.	The opportunity to interface regularly with noted platforms in College, Plymouth University library and independent environments to develop an understanding of the implications of the use of different e-learning for research.	
11	Define and explain key concepts and theoretical approaches relating to Hunan Resource Managements (HRM).		
12	Recall and identify differing organisational structures and culture and the impact on HRM.	The Programme Specification, DMDs, Module Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met.	
13	Define and discuss the purpose and importance of research design and planning at postgraduate level with critical awareness of current issues and debates in business and management and how these impact research practice.	*Students are encouraged throughout the stage of study 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.*	
14	Recall and define methodologies and analytical approaches to conducting research at postgraduate level.	*Feedback is given to all students on all work produced and, where*	
15	A full range of academic and personal skills required to study		

		successfully at postgraduate level.	*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.*	
	16	The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with CEFR Level B2.		
	B	Cognitive/Intellectual Skills		
		To obtain intellectual/cognitive skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
	1	Apply the subject-specific theories, concepts and principles found within the disciplines of law in particular contract, commercial and company law.	Achievement of Intended LOs via a combination of lectures, seminars and tutorials. 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. Ensuring all candidates acquire grounding in Plymouth University and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, Plymouth University library and independent environments to develop an understanding of the implications of the use of different e-learning for research. 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.	B.1 to B.5 - via a combination of summative (closed-book) examination and summative coursework in the form of a mini-dissertation, research proposal, presentation, written assignments, and informally via spot in-course tests. In particular, B.3 is further assessed in the mini-dissertation. 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.
	2	Demonstrate a critical approach to knowledge commensurate with postgraduate level study.		
	3	Formulate and test subject-specific statements, hypotheses and arguments.		
	4	Present reasoned arguments to back up academic position(s).		
	5	Describe, analyse and interpret a range of data sets.		
	C	Practical Skills		
		To obtain practical skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
	1	Source, read, assimilate, evaluate, utilise and reference any literature relevant to the topic.	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. Achievement of Intended LOs via a combination of lectures, seminars and tutorials. Peer review sessions will support the development and assessment of research protocols (C.2 and C.3). Additional sessions are provided in the form of guest presenters from	Integrated themes used across the continuous assessment framework for the programme to test robust copability skills in a number of environments. C.1 to C.3 – via a combination of summative (closed-book) examination and summative coursework in the form of a mini-dissertation, research proposal. In particular C.2 is tested in the research proposal and mini-dissertation and C.3 in the mini-dissertation. Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates and the creation
	2	Competently plan and execute oral and written works appropriate to the discipline and level under study.		
	3	Collect, record, collate and analyse data using established techniques where applicable, on an individual and group basis.		

		professional practice, research active academics and library staff, together with monitoring/appraisal by UPIC academic management team.	of a classroom environment which challenges conventional wisdom and encourages critical engagement.
		Practical sessions will build confidence in the use of UPIC and University IT platforms to develop an understanding of the implications and possibilities of different computer and IT systems for research.	
D	Transferable Skills		
	To obtain transferable skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
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.	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 to demonstrate competence in presentation, reports, mini dissertation (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; 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. | D.1 to D.4 – via a combination of summative (closed-book) examinations and summative coursework in the form of a mini-dissertation, research proposal. In particular D.3 is tested in the research proposal and mini-dissertation and D.4 in the mini-dissertation. 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.

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. |
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.		
3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.		
4	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.		
Assessment Regulations	<u>Summary:</u> The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS09. 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 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 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 or groups 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 ELSS, School of Law, tract 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 (for example sickness, 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 given module:

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

Successful completion of a module is based on attaining the required overall pass grade prescribed in the DMDs. All students must achieve a grade B* in the Interactive Learning Skills and Communication (see DMD PMM1000). 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 (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. 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.
Moderation	See CPR QS 9
Progression Criteria	Summary: minimum pass mark of 50% achieved for all modules listed bar: ILSC which requires a minimum pass mark of 65% achieved in all assessment events.
Failure to Progress	Summary: a student may not fail a module on more than one (1) occasion, failure of the module once 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. The University will not be incumbent to progress students who fail.
Associated Documentation	Definitive Module Documents (DMDs) as follows: DMD/PMM1000; DMD/PMM1002; DMD/PMM1004; DMD/PMM1006; DMD/PMM1007; DMD/PMM1008
	Module Guides (MGs) as follows: MG/ PMM1000; MG/ PMM1002; MG/ PMM1004; MG/ PMM1006; MG/ PMM1007; MG/ PMM1008
	Associated teaching aids for a module as required
	Associated Student Handbook
	College Policies and Regulations (CPRs)
Human Resource	Sessional academics (tutors) – with appropriate qualifications, experience and abilities. English Language Tutor for one hour in PMM1000, 1002 and 1004 Guest speakers – relevant industries as requested by the College.
Built Environment	All lectures/classes and small group tutorials are held in the designated UPIC class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use Plymouth 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.
E-learning	College Portal; University Moodle; Library
Library	Drake Circus Campus
Programme	Entry point one delivery will depend on student numbers

Framework	

Entry Point 1 – 2 SEMESTERS

Pre-Masters in Business Management – 2 semesters (Currently Suspended)				
Core Modules		*Credit Points*	*% Examination*	*% Coursework*
Module Code	*Module Name*			
Semester One:				
PMM1000	Interactive Learning Skills and Communication for Postgraduate Study	40	40	60
PMM1004	Research Methods for Postgraduate Study	20	-	100
PMM1002	Critical Thinking for Postgraduate Study	10	70	30
Semester Two:				
PMM1006	*Global Marketing*	*20*	*70*	*30*
PMM1007	*Managing Human Resource*	*20*	*70*	*30*
PMM1008	*Dissertation*	*20*	*-*	*100*
Postgraduate Stage 1: Business Management		130 Credit Points		

Entry Point 2 – 1 SEMESTER

Pre-Masters in Business Management				
Core Modules		*Credit Points*	*% Examination*	*% Coursework*
Module Code	*Module Name*			
One (1) Semester:				
PMM1000	Interactive Learning Skills and Communication for Postgraduate Study	40	40	60
PMM1004	Research Methods for Postgraduate Study	20	-	100
PMM1002	Critical Thinking for Postgraduate Study	10	70	30
Postgraduate Stage 1: Business Management		70 Credit Points		

Management	The Pre Master in Postgraduate Study programme is delivered by UPIC on the Drake Circus Campus of Plymouth University. This scenario seeks to provide the necessary resources to ensure that all students enrolled with UPIC are afforded an educational experience that not only provides assimilation into campus and student life (eg by practising English outside the classroom) but is aligned with the standards and protocols of the University experience. The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office. The general operational management of the programme lies with UPIC's academic services which assumes overall responsibility for the administrative and implementation functions. The UPIC Head of Teaching and Learning or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring. UPIC 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 sessional academic module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the UPIC Head of Teaching and Learning or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of Plymouth Business School/Faculty of Arts and associated appropriate Programme Directors/Leaders and/or Link Tutor. The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the UPIC Pre Master in Postgraduate Study
Monitoring and Review	Formal review of the Pre Master in Business Management programme, takes place as an annual review in the Autumn semester between UPIC, the Quality and Standards Office Navitas UK and representation from the Plymouth Business School. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by Plymouth University. Progression is determined via the UPIC Progression Board. For a details of this review and quality management of this and all UPIC programmes, see, CPR QS9. 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 ARQUE.
Entry Requirements	Standard and approved requirements for academic international benchmark qualifications: see CPR QS 3. English language entry is at CEFR level B2 in line with UKBA requirements for FHEQ 6 / 7.
Appendix 1	Intended Learning Outcomes in the constituent module.
Appendix 2	Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme.
Appendix 3	N/A
Appendix 4	**N/A**
Appendix 5	ILSC Module

Appendix 1

Development of Programme Learning Outcomes (LOs) in the Constituent Modules:
The tables below map where the intended LOs of the programme are assessed in the core/constituent modules. It provides an aid to (i) 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. **Key:** LOs which are assessed as part of a given module ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

FHEQ 6		Intended LOs															
		Knowledge and Understanding															
UPIC Core Modules	Module Code	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	A.15	A.16
Global Marketing	PMM1006									✓✓	✓✓					✓✓	✓✓
Managing Human Resource	PMM 1007	✓✓										✓✓	✓✓			✓✓	✓✓
Dissertation	PMM1008	✓						✓	✓					✓✓	✓✓	✓✓	✓✓
ILSC	PMM1000	✓✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓✓	✓✓
Research Methods for Postgraduate Study	PMM1004		✓✓	✓✓	✓✓	✓		✓	✓							✓✓	✓✓
Critical Thinking for Postgraduate Study	PMM1002			✓		✓✓	✓✓									✓✓	✓✓

Knowledge and Understanding

A.1	The concept of business and management and an introduction to the types of internal and external operating processes, inclusive of planning and strategy, growth, innovation, entrepreneurship, marketing, products/services, finance and accounting systems, information systems and human resource.
A.2	Recall, define and compare various research methodologies and research methods.
A.3	Recall and describe key research concepts and approaches.
A.4	Identify and explain ethical considerations and their application to research.
A.5	Define and critically assess arguments and evidence from a range of academic sources.
A.6	Recall and explain approaches to effective critical reading at postgraduate level.
A.7	Techniques and formats of research communication.
A.8	Selected quantitative and qualitative data analysis methods.
A.9	Recall and discuss environmental auditing of international business using appropriate models and appraisal techniques in the formulation of international business plans and strategies.
A.10	Define and critically evaluate theories of culture and their impact on a variety of international business and marketing scenarios.
A.11	Define and explain key concepts and theoretical approaches relating to Hunan Resource Managements (HRM).
A.12	Recall and identify differing organisational structures and culture and the impact on HRM.
A.13	Define and discuss the purpose and importance of research design and planning at postgraduate level with critical awareness of current issues and debates in business and management and how these impact research practice.
A.14	Recall and define methodologies and analytical approaches to conducting research at postgraduate level.
A.15	A full range of academic and personal skills required to study successfully at postgraduate level.
A.16	The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with CEFR Level B2.

FHEQ 6		Intended LOs												
		Intellectual Skills					Practical Skills			Transferable Skills			
UPIC Core Modules	Module Code	B.1	B.2	B.3	B.4	B.5	C.1	C.2	C.3	D.1	D.2	D.3	D.4
Global Marketing	PMM1006	✓	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓
Managing Human Resource	PMM 1007	✓	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓
Dissertation	PMM1008	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓
ILSC	PMM1000	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓
Research Methods for Postgraduate Study	PMM1004	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓
Critical Thinking for Postgraduate Study	PMM1002	✓	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓

Intellectual/Cognitive Skills

B.1	Demonstrate an understanding of the subject-specific theories, concepts and principles found within the disciplines of business and management.
B.2	Demonstrate a critical approach to knowledge commensurate with postgraduate level study.
B.3	Formulate and test subject-specific statements, hypotheses and arguments.
B.4	Present reasoned arguments to back up academic position(s).
B.5	Describe, analyse and interpret a range of data sets.

Practical skills

C.1	Source, read, assimilate, evaluate, utilise and reference any literature relevant to the topic.
C.2	Competently plan and execute oral and written works appropriate to the discipline and level under study.
C.3	Collect, record, collate and analyse data using established techniques where applicable, on an individual and group basis.

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	Application of basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.
D.4	Embedding 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.

Appendix 6
Entry Point 1 and 2/ Semester 1

Week	Total Hours						Contact hours/week	Self-directed study hours/week
	PMM1000		**PMM1004**		**PMM1002**			
	Interactive Learning Skills and Communication for Postgraduate Study		Research Methods for Postgraduate Study		Critical Thinking for Postgraduate Study			
	Contact hours	Self-directed study	Contact hours	Self-directed study	Contact hours	Self-directed study		
1	10	30	5	15	3	7	18	52
2	10	30	5	15	3	7	18	52
3	10	30	5	15	3	7	18	52
4	10	30	5	15	3	7	18	52
5	10	30	5	15	3	7	18	52
6	10	30	5	15	3	7	18	52
7	10	30	5	15	3	7	18	52
8	10	30	5	15	3	7	18	52
9	10	30	5	15	3	7	18	52
10	10	30	5	15	3	7	18	52
Total hours / module	100	300	50	150	30	70	180	520
Notional hours / module	400		200		100		700	
Credit Points	40		20		10		70	

Semester 2 –

Week	Total Hours						Contact hours/week	Self-directed study hours/week
	PMM1006		**PMM1007**		**PMM1008**			
	Global Marketing		Managing Human Resources		Dissertation			
	Contact hours	Self-directed study	Contact hours	Self-directed study	Contact hours	Self-directed study		
1	5	15	5	15	5	15	15	45
2	5	15	5	15	5	15	15	45
3	5	15	5	15	5	15	15	45
4	5	15	5	15	5	15	15	45
5	5	15	5	15	5	15	15	45
6	5	15	5	15	5	15	15	45
7	5	15	5	15	5	15	15	45
8	5	15	5	15	5	15	15	45
9	5	15	5	15	5	15	15	45
10	5	15	5	15	5	15	15	45
Total hours / module	50	150	50	150	50	150	150	450
Notional hours / module	200		200		200		600	
Credit Points	20		20		20		60	

Appendix 3

N/A

Appendix 4

Appendix 5

See DMDs and Module Guides