

Pre-Master's (International Incorporated Master's) IIM Programme Specification

PROGRAMME DETAILS	
Academic Year	2021-22
Awards at Framework for Higher Education Qualifications (FHEQ) Level:	
Interim Award	Graduate Certificate (FHEQ Level 6)
Target Award	Postgraduate degree of the University of Bradford (and any further interim awards thereof, at FHEQ Level 7)
Variants	With IELTS 5.5 or equivalent: 2 terms With IELTS 6.0 or equivalent: 1 term
Admissions	January 2022 (IELTS 5.5 only) April 2022 (both variants) June 2022 (both variants) September 2022 (both variants)
Degree Awarding Body	The University of Bradford
Faculty	University of Bradford International College
Delivery Organisation	Oxford International Education Group
External Frameworks/ Reference Points	Framework of Higher Education Qualifications (FHEQ) Common European Framework of Reference for Languages (CEFR)
Date of Original Approval	March 21
Date of Publication	December 21

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

REVIEW/MODIFICATION SCHEDULE	
Date	Review/Modification Activity Since Last Publication
December 21 V1	Initial publication for UBIC Pre-Master's IIM
December 21 V2	Added module codes, admissions and programme regulations

PROGRAMME AIMS

The Pre-Master's of the International Incorporated Masters allows international students to build on their earlier studies in higher education in their own countries or elsewhere and so prepare themselves for study on an appropriate taught masters at the University of Bradford.

Through the Pre-Master's, students enhance their English language capabilities, develop key graduate research and study skills appropriate to the UK Higher Education environment and acclimate to living and studying in another country and a cultural context very different from their own.

The students who successfully complete the Pre-Master's programme will have met the requirements set by the University and are able to move onto their chosen master's programme alongside native English speakers with increased confidence in both their language and study skills and subject knowledge.

Students who achieve 60 credits at Level 6 during their preparatory programme also qualify for the interim award of a Graduate Certificate.

The main programme aims are to:

- Provide an appropriate route for international learners who want to study at a university on a taught postgraduate Master's degree but who, on joining the programme, may lack either the necessary academic and/or linguistic qualifications for direct entry onto a programme.
- Develop in learners the critical thinking, communication and practitioner skills as well as the linguistic skills and confidence necessary to demonstrate successful achievement of stated learning outcomes at FHEQ Level 6.
- Create a learning experience within measured and validated outcomes that is of sufficient rigour to secure entry to FHEQ Level 7 of specified postgraduate degree programmes.
- Provide an opportunity for students with academic or professional qualifications which are not held sufficient for direct entry onto a postgraduate programme to match, through success on the preparatory phase, the educational achievements of other students accepted directly onto their master's programme
- Underpin academic work with the development of English language and graduate study skills which will not only sustain students through the preparatory phase but also provide them with the tools for continuing success in their further studies at postgraduate level and in their future careers.
- Allow students to meet the language criteria specified by the Common European Framework of Reference as appropriate for study at levels equivalent to those defined by public standardised tests (such as IELTS and TOEFL) for entry onto UK degree programmes
- Through provision of flexible entry points onto the preparatory phase, to allow students to begin their studies at postgraduate level at a time in the year which suits them.

PROGRAMME LEARNING OUTCOMES

Upon successful completion of this programme, students will be able to demonstrate achievement of the following learning outcomes:

PROGRAMME LEARNING OUTCOMES

Subject Knowledge and Skills

1. Demonstrate a systematic understanding of the key aspects of their field of study including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the discipline.
2. Demonstrate an ability to describe and comment upon particular aspects of current research or independent advanced scholarship within the discipline.
3. Recognise and be able to explain links and overlaps between individual subject areas in order to develop a holistic and inter-disciplinary perspective to the approach to their masters studies.
4. Access established techniques of analysis and enquiry within a discipline's conceptual framework.
5. Appreciate the uncertainty, ambiguity and limits of knowledge and demonstrate research and evaluation skills in the use of scholarly reviews and primary sources.
6. Communicate information, ideas, problems and solutions within their subject area to both specialist and non-specialist audiences.

Practical and Transferable Skills

7. Demonstrate the ability to research, develop, create and present a coherent assignment/report.
8. Deploy the written and oral communication and practical skills needed to meet the requirements of their chosen master's programme.
9. Where appropriate, conduct practical work in an accurate, organised and thorough fashion.
10. Be adept in the use of information technology, in particular, the virtual learning environment, as a means of enhancing all aspects of studies, including research, presentation of material and use of specialist software where appropriate.

Professional Behaviours

11. Show ability in critical thinking and creativity; organising thoughts and coming to reasoned conclusions.
12. Demonstrate self-direction and originality in solving problems and the ability to function as an independent learner.
13. Demonstrate the learning ability required to undertake appropriate further training of a professional or equivalent nature.
14. Work both independently and co-operatively and proactively within groups with minimal guidance.

ADMISSION AND PROGRESSION REQUIREMENTS

Admission

The University of Bradford International College welcomes applications from all prospective students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this programme and their intended progression degree. Students accepted onto the IIM will normally have studied at a higher education institution in their own country or elsewhere but failed to reach the required classification or GPA in their first degree to be considered for direct entry onto a masters at Bradford. Consideration of applications will be based on a combination of formal academic qualifications, English language level and other relevant experience.

Students entering the 2 term IIM are to have achieved at least 5.5 IELTS in a test recognised by the University to meet the standard minimum degree entry requirement of CEFR B2.

ADMISSION AND PROGRESSION REQUIREMENTS

Students entering the 1 term IIM are to have achieved at least 6.0 IELTS in a test recognised by the University to meet the standard minimum degree entry requirement of CEFR B2.

Progression

Any specific entry requirements, study requirements and progression requirements for a student's degree route will be listed in their offer letter and detailed in the course information for the IIM. Students can seek advice and support with the study and progression requirements for their intended degree route from the Admissions Team prior to arrival and/or the Programme Team once enrolled onto the IIM.

PROGRAMME STRUCTURE

The structure of the Pre-Master's phase of the IIM is based on students achieving at least 60 credits at FHEQ Level 6. The standard credit rating per module on the preparatory phase of the IIM is 10, signifying a 100 hours of study per module with specified hours designated as tutor contact time in a classroom or laboratory/workshop setting and the remainder being available to the student for directed and independent learning.

All students study a mix of core and subject-specific modules. The former support the development of English language and academic study skills, while the latter are linked to the subject area of the students' chosen degree programme with the content and learning outcomes determined by the skills and capabilities most required by students to succeed on their masters studies.

On entry, all students will be assigned one of the following pathways depending on their intended progression degree: Science, Engineering and Health (SEH) or Management, Law and Social Sciences (MLSS). Depending on entry qualifications, students will study either the 1-term or 2-term variant of the Pre-Master's. Those studying on the 1-term variant will study the latter half of the 2-term programme, as detailed in the following structures.

Within each pathway, there will be a selection of core and pathway-specific modules:

IIM in Science, Engineering and Health

IELTS 5.5 Term 1	IELTS 6.0 Term and IELTS 5.5 Term 2
English for Master's Preparation 1 (10 credits)	English for Master's Preparation 2 (10 credits)
Project Management Methodologies (10 credits)	Preparing for Postgraduate Study in the UK (10 credits)
Research Methods (10 credits)	Postgraduate Progression Project (20 credits)
Scientific and Technical English (10 credits)	Two 10-credit options from: Advanced Mathematical and Analytical Skills Practical and Laboratory Skills Quantitative Methods Systems Integration Issues and Innovations Management in Context Social Institutions

PROGRAMME STRUCTURE

IIM in Management, Law and Social Sciences

IELTS 5.5 Term 1	IELTS 6.0 Term and IELTS 5.5 Term 2
English for Master's Preparation 1 (10 credits)	English for Master's Preparation 2 (10 credits)
Project Management Methodologies (10 credits)	Preparing for Postgraduate Study in the UK (10 credits)
Research Methods (10 credits)	Postgraduate Progression Project (20 credits)
Business and Professional English (10 credits)	Two 10-credit options from: Advanced Mathematical and Analytical Skills Finance, Investment and Banking Quantitative Methods Issues and Innovations Management in Context Social Institutions

Module Details for IELTS 6.0 / 1 term variant

The modules taught as part of the IIM for students with IELTS 6.0 or higher are as follows:

FHEQ Level	Module Title	Credit Value	Module Code
Core Modules			
6	English for Master's Preparation 2	10	BIC6005-A
6	Preparing for Postgraduate Study in the UK	10	BIC6006-A
6	Postgraduate Progression Project	20	BIC6007-B
Pathway Option Modules			
6	Advanced Mathematical and Analytical Skills	10	BIC6007-A
6	Practical and Laboratory Skills	10	BIC6009-A
6	Quantitative Methods	10	BIC6010-A
6	Systems Integration	10	BIC6011-A
6	Issues and Innovations	10	BIC6012-A
6	Management in Context	10	BIC6013-A
6	Social Institutions	10	BIC6014-A
6	Finance, Investment and Banking	10	BIC6016-A

PROGRAMME STRUCTURE

Module Details for IELTS 5.5 / 2 term variant

The modules taught as part of the IIM for students with IELTS 5.5 are as follows:

FHEQ Level	Module Title	Credit Value	Study Period	Module Code
Core Modules				
6	English for Master's Preparation 1	10	Term 1	BIC6001-A
6	Project Management Methodologies	10	Term 1	BIC6002-A
6	Research Methods	10	Term 1	BIC6003-A
6	English for Master's Preparation 2	10	Term 2	BIC6005-A
6	Preparing for Postgraduate Study in the UK	10	Term 2	BIC6006-A
6	Postgraduate Progression Project	20	Term 2	BIC6007-B
Pathway Option Modules				
6	Scientific and Technical English	10	Term 1	BIC6004-A
6	Business and Professional English	10	Term 1	BIC6015-A
6	Advanced Mathematical and Analytical Skills	10	Term 2	BIC6007-A
6	Practical and Laboratory Skills	10	Term 2	BIC6009-A
6	Quantitative Methods	10	Term 2	BIC6010-A
6	Systems Integration	10	Term 2	BIC6011-A
6	Issues and Innovations	10	Term 2	BIC6012-A
6	Management in Context	10	Term 2	BIC6013-A
6	Social Institutions	10	Term 2	BIC6014-A
6	Finance, Investment and Banking	10	Term 2	BIC6016-A

Further detail about each module is included in the relevant module specification published online at: <https://www.bradford.ac.uk/teaching-quality/modules/>

Please note: The curriculum may change, subject to the University of Bradford International College's programme approval, monitoring and review processes.

LEARNING, TEACHING AND ASSESSMENT STRATEGY

Teaching and Learning

The International Incorporated Masters programme is taught full-time on campus. If for whatever reason it is not possible to deliver teaching face-to-face as outlined, a contingency plan is in place

LEARNING, TEACHING AND ASSESSMENT STRATEGY

to provide either on-line learning and teaching if the University is closed or blended learning if the University is taking students onto the campus with special regulations in place to safeguard the health and well-being of students and staff.

The initial cohort for the 2-term variant of the IIM in each academic year commences its studies in January and its two terms of study run from January to March and April to June. A second cohort commences in April and its two terms run April to June and June to August. A third cohort may join in June with its two terms running June to August and September to December.

For the 1-term variant of the programme, the initial cohort in each academic year commences its studies in September and its term of study runs to December. A second cohort commences in April and its term runs April to June. A third cohort may join in June with its term runs June to August.

The college is therefore teaching academic programmes throughout the calendar year with short breaks between the four terms to allow for internal assessment boards to meet at the end of each term and external assessment boards for the IIM in June, August/September and December/January.

The international students are provided with a highly supportive yet intellectually challenging environment of active enquiry and critical engagement with scholarly and practice-based work in which to develop the academic, language and graduate study skills during a preparatory programme which also provides content modules benchmarked at Level 6, and which are related to the content of the master's programmes individual students have chosen.

The International College shares the University's commitment to equality, diversity and inclusivity in its approach to teaching, learning, assessment and the student experience. The structure, content and delivery approach of the International College programmes have been designed to support all students to succeed on their degree programmes. Wherever possible, teaching, learning and assessment on the Pre-Master's programme will be contextualized through discussion of diverse real-world global issues and will allow students to share and reflect upon their own interests, backgrounds and experiences. Students' progress on the programme will be closely monitored and comprehensive support for their studies will be available throughout their journey at the International College, during their transition onto their University programme and beyond.

During the application process, prospective students are encouraged to declare any conditions which might impact on their studies. This information provides the basis of a personalised plan to mitigate against perceived difficulties. The preparation of this plan may involve consultation with the University's relevant specialised services. Where a student's difficulties are only raised post-arrival, such consultation is initiated by the College Manager in order to work with the University in drawing up a suitable study plan.

The approach to learning and teaching encourages students to

- Develop important cognitive skills such as analysis, synthesis and independent thinking.
- Deploy creativity and innovative thinking in tackling non-routine activities.
- Take responsibility for an increasing proportion of self-directed activity.
- Foster a wider range of appropriate skills and techniques.
- Applying advanced research and investigative skills across a range of theoretical and practical fields.

These learning strategies characteristic of postgraduate study in the UK Higher Education sector are carefully introduced to students in a phased manner and reinforced within the tutorial and language and study skills support sessions. The overall aim is to develop the students as confident, autonomous learners.

Students will have come mainly from educational systems where English has not been the language of instruction and indeed has been studied as one subject among many. The IIM provides formal instruction in English language and study skills covering around 40% of the

LEARNING, TEACHING AND ASSESSMENT STRATEGY

students' contact hours across their programme. In these modules, students will be supported to actively engage in the development of good academic practice and an understanding of academic integrity and conventions within their intended field of study. This focus on establishing good academic practice and acclimating to the UK and its higher education system is reinforced as a specified and assessed element within all the IIM modules.

Acclimation to the UK higher education system involves exposing the students to a wide variety of modes of assessment. Apart from formal essays, reports and examinations the students work co-operatively on team exercises, presentations and simulations.

Student Experience

Students' confidence is boosted through working in discrete and small (maximum of 18, all international, students) teaching groups, by the promotion of student participation in a supportive and encouraging environment, by devoting time in formal classes to reinforcement of material studied and techniques deployed and through frequent and detailed feedback on short-term formative assessments as well as the longer-term summative assessments.

Whenever possible teaching is conducted within the International College's dedicated space, but specialist facilities of the University, for example, computer labs and engineering workshops, are used as required (and available) for practical work. Teaching is delivered by College staff, appointed by OIEG, on the basis of subject knowledge and expertise at the relevant level, but also with experience of and an interest in working with international students.

While confidence is boosted by working within the College, the students' social and cultural development is enhanced by participation from induction onwards in the full range of social, cultural, sporting, community and academic activities available through the University's on-campus facilities alongside other University of Bradford registered students

Link tutor(s), appointed by the University, undertake a formal role in the quality assurance process but also liaise with College staff to provide information and advice and introduce the students to their School's facilities, personnel and events. With level of retention in mind, the link tutor(s) support the efforts of the College staff to ensure the students feel an affinity with the University and so choose to progress onto Bradford's postgraduate programmes.

To further support transition, the standard approach of seminars, tutorials and practical sessions are supplemented by occasional lectures in the university style and context to familiarise College students with this form of delivery and introduce students to their destination School and its final year and postgraduate students.

Pastoral groups are created within which tutors pass on College and University news and information and support students in their studies by reviewing their progress. Students elected from these groups form, with College staff, a Student-Staff Liaison Committee as a forum for discussion of issues of interest and within which to make suggestions or to raise matters of concern.

Assessment

IIM students are set a number of short-time assignments during each module. These are formative in intention and do not form part of the final module assessment. They are however used to provide detailed and supportive feedback to students. In this way they help them prepare more confidently for their summative assessments. The formative assessments are also used to inform the College staff acting as personal tutors of their tutees' current performance. They form the substance of regular one to one meetings between personal tutors and tutees at which strategies for consolidation or improvement can be drawn up, discussed and monitored. In cases of serious difficulty the student can be referred to a senior manager through an 'at risk' process.

LEARNING, TEACHING AND ASSESSMENT STRATEGY

In terms of summative assessment a variety of modes are adopted to include coursework assignments, group and individual presentations, projects, reports on practical work and other reports, projects and interim (or phase) tests to replicate the wider university experience. Formal end of module examinations (closed or open book) feature, but as part, rather than the entirety, of summative assessment.

REGULATIONS

This programme operates under the University of Bradford International College Assessment Regulations. These align with the standard University Undergraduate Academic Regulations which are available at: <https://www.bradford.ac.uk/regulations/> with the following variations:

- To progress to the FHEQ Level 7 stage of certain International Incorporated Master's Degree routes, students may need to achieve higher academic marks and/or complete additional progression activities during the Pre-Master's stage, such as interviews. Specific progression requirements are detailed on a student's offer letter and will be reiterated to students upon entry to the IIM.
- Students who pass a module at 40% but who need to achieve higher marks to meet the requirements for progression to their intended follow-on programme will be permitted to undertake supplementary assessment in those modules.
- Boards of Examiners will take into consideration uncapped supplementary assessment marks to make progression decisions.
- Faculties may allow students, exceptionally, to progress to their proposed follow-on Incorporated Master's Degree route having passed the Pre-Master's stage but not achieved stipulated higher progression requirements.
- Module compensation, which is adjusting a marginal fail into a marginal pass for up to 20 credits, is not permitted.
- Referral, which is trailing any credits into the subsequent stage of a student's University studies, is not permitted.

EXTERNAL FRAMEWORKS

This programme has been developed with due regard to the following external reference points:

- Framework of Higher Education Qualifications (FHEQ)
- Common European Framework of Reference for Languages (CEFR)