

PROGRAMME SPECIFICATION

Certificate of Higher Education in International Year One Business

Awarding institution	Liverpool John Moores University
Teaching institution	Liverpool Business School Study Group
JACS Code	N100
Programme Duration	Full-Time: 1 Year
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Certificate of Higher Education in International Year One Business
Link Tutor	Amanda Mason

Educational aims of the programme

To introduce students to the business world; marketing, public relations, management, financial accounting, human resource management, and IT technologies that support an understanding of business processes in the modern world.

To enable students to apply practical skills as part of their development to become effective employees in the work place.

To present business theory and practice using English academic and language skills. To develop students English language, number, word-processing, research and writing skills to support successful progression to level 5 of a range of business-related degrees.

To provide students with opportunities to acquire, through the teaching medium of English, a sound and appropriate knowledge base for progression to level 5 of a range of business-related degrees. These are:

BA Human Resources Management

BSc Business Management

BSc Accounting & Finance

BA Business and Public Relations

BA Marketing

BA Business with IBM

BA Business with Finance

BA Business with Marketing

To develop students understanding and awareness of general business processes and the role of managers, leaders and business functions in all types of organisations.

Target award Learning Outcomes - Certificate of Higher Education

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. To understand the fundamental structures, functions, processes and management of business

2. To utilise appropriate technology to support business processes
3. To understand business theory and concepts
4. To apply business theory to practical contexts
5. To problem solve having the ability to evaluate and assess a range of options
6. To explore situations and draw appropriate conclusions and recommendations in relation to business processes
7. To employ numeracy and quantitative skills including data analysis, interpretation and extrapolation
8. To demonstrate effective use of communication and information technology for business applications
9. To work effectively in a team demonstrating skill in leadership, team building and project management
10. To communicate effectively in a range of means, including a second language
11. To work in a team
12. To work independently
13. To manage time effectively
14. To engage with the development of employability skills by completing a self-awareness statement

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Acquisition of knowledge will be achieved via teaching methods such as lecture, tutorial, workshop, case studies and targeted listening exercises. IT will also be used to familiarise students with applications relevant to the business world.

A range of assessment methods will be used to enable students to demonstrate their knowledge and understanding, which will be subject-specific and related to English language. This includes examinations, individual and group coursework, presentations, listening tests, reports and debate.

Intellectual skills will be developed through practical project work, as well as lectures, group work, data analysis and case studies.

Intellectual skills will be assessed by examination, coursework, presentations, project work and reflective statements.

Practical skills will be acquired via lectures, data analysis IT workshops, group problem-solving, and research skills development.

Practical skills will be assessed using group and individual presentations, coursework, essays, examination, listening tests and group seminars.

Transferable skills are generally incorporated within modules and related to assessments. Developing and acquiring transferable skills is intrinsic to the programmes curriculum design.

A variety of assessment methods will be used. These include group presentations, group coursework, project studies, examination, essays, and reflective exercises.

Programme structure - programme rules and modules

The International Year One in Business (CertHE) will be offered as a full-time programme with start dates in September and January. Students will need to successfully complete 120 credits at level 4. Students will need to achieve at least 50% in Academic English Skills (AES) for progression to level 5 to demonstrate proficiency in English equivalent to IELTS 6.0.

Level 4	Potential Awards on completion	Certificate of Higher Education
Core	Option	Award Requirements
4501YBSG Introduction to Business Studies (20 credits) 4503YBSG Economics for Business and Finance (10 credits) 4504YBSG Maths for Business and Finance (10 credits) 4505YBSG Introduction to Financial Accounting (20 credits) 4507YBSG Management and Cost	4502YBSG Business Management, Marketing and PR (20 credits) 4506YBSG Financial Reporting and Corporate Governance (20 credits)	100 core credits at level 4 20 option credits at level 4

Accounting (20 credits) 45081YBSG Academic English Skills (AES) (20 credits)		
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Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Students will have the opportunity to engage with work related learning (WRL), which is embedded within the learning and teaching strategy, as well as the assessment strategy e.g. real world case studies and problem solving exercises.

Criteria for admission

Other

An English level equivalent to at least 5.0 IELTS (with minimum of 5.0 in writing).

Overseas qualifications

In addition to the English requirement and qualifications listed below, Grade C GCSE mathematics or equivalent is required.

Overseas qualifications

Successful completion of a High School programme in their own country or elsewhere. This is an indicative list of countries that most students are recruited from. Entry requirements for other countries are available from Study Group and are also based on High School grades.

AFRICA See below for guidelines - English test required if grade in national exams not = to GCSE (usually C or above)

Ethiopia TVET (10+3 Diploma) Grade C

Gambia Ordinary National Diploma (approx 2 years at Uni) or WAEC (West African Exam Council) A Level, College Certificate

Ghana OND/Ghanaian A Levels/Polytechnic Diploma

Kenya Cambridge Overseas Higher Cert A-E/East African or Kenyan Advanced Certificate, Ordinary Diploma, Higher Diploma, University Diploma

Nigeria National Diploma/Certificate

Rwanda Rwandan Advanced GCSE - 3 subjects 60% (Grade C+)

South Africa Senior Cert with Matriculation Endorsement = Five C's(relevant subjects) or National Senior Certificate = Five subjects grade 5 (relevant subjects)

Tanzania Cambridge Overseas Higher School Certificate A-E/National Form VI exam/Technical College Certificate/Diploma/Advanced Diploma

Uganda Cambridge Overseas Higher School Certificate/East African Advanced Certificate/Higher Diploma/National Certificate/National Diploma UACE Grades A- E

AUSTRALIA Year 12 / HSC = equivalent to A Levels. Students must also have a minimum ATAR score of 65.0

AZERBAIJAN Secondary School leaving certificate/11th grade graduation grades A - C and evidence of 1 year of further study - to equate to 13 years of education (to approx A Level equivalency). Specialist Diploma/1st year of uni degree studies

BAHRAIN Tawjahiya (Secondary School Leaving Certificate) and evidence of 1 year of further study (e.g. 1st year of 2 year Diploma)

BANGLADESH HSC @ 60% or above. All students must provide a language proficiency test certificate. SG test alone is not acceptable

BELARUS Attestat/11th grade – with minimum GPA 6.5 + further plus 1 year successful completion

BRAZIL Ensino Medio - 4 subjects min (8.9 - 7.0 / bom / B / 4) or Ensino Medio - 4 subjects min (6.9 - 5.0 / regular / C / 3) + 1 further year

BRUNEI Cambridge A level/Matriculation = A Level Standard. BDTVEC National Diploma = BTEC National Diploma

CAMBODIA Diploma of Upper Secondary school = year 12. Grading A - Excellent , B - Very Good, C - Good, D - Satisfactory .4 subjects minimum grade D including relevant subjects, Grade C reqd in Maths for Business students + 1 further year

CHINA "SH3/Senior High 3 with 80% or above in 4 or more subjects (70% on a case-by-case basis). OR SH3 (60%) plus 1st year of local higher education (60%)(IF further year of study is not relevant, then High School maths grade must be 50% or higher, and for Engineering/Science routes student must have taken "sciences" option in high school)"

COLOMBIA Bachillerato - 5 relevant subjects inc. Maths (A) Acceptable or above plus extra year study

HONG KONG HKDSE 333, Higher Certificate is considered comparable to BTEC Higher National Certificate (HNC) standard. Honours Diploma (from Shue Yan College) is considered comparable to BTEC Higher National Diploma (HND) / Foundation degree standard. Higher Diploma (2 years)

INDIA Year 12 HSC exams @ 50% or above (50% or above on case by case basis). IF studied English 65% (year 12) or above required. English test not necessary

INDONESIA 7.0 SMU 3 (4 relevant subjects required)

IRAN High School 11/20) and Pre Uni Year Peeshdaneshgahe 12/20

JAMAICA GCE A Level. Diploma from College of Art, Science and Technology or Associate Degree - generally accepted for HE entry (Diploma = approx A level standard)

JAPAN High School/Upper Secondary School leaving certificate and evidence of further study but High School leaving certificate with 3.0 GPA accepted alone, lower if there is one more year of further study. Further part study includes Junior College Diploma / Technical Associate Degree / Vocational Training Certificate / Diploma (inc. Koutou Senmon Gakko and Senmon Gakko) awarded by Vocational Training Colleges of Ministry of Labour is considered comparable to VCE Advanced Subsidiary (AS) level / BTEC National Certificate

JORDAN High School certificate (Tawjihi) and evidence of 1 year of further study - to equate to 13 years of education (to approx A level equivalency). Community College Certificate / Diploma (2/3 years) = BTEC National Diploma standard. General Vocational Secondary Education Certificate = BTEC First Diploma

KAZAKHSTAN Certificate of Secondary Education and evidence of 1 year of further study - to equate to 13 years of education (to approx A level equivalency). Part study of Specialist Diploma. Diplom o srednem spetsialnom obrazovanii (Diploma of Specialised Secondary Education until 1991) is considered comparable to BTEC National Diploma standard

KOREA High School Diploma (4th Grade, or lower is okay if student also has 1 further year of study) or Junior Vocational College Diploma

KUWAIT Vocational Training Centre Certificate/Diploma/part study of bachelor's degree

LAOS Baccaalaureat/11th grade - 4 subjects combining C and D including relevant subjects + 1 further year of study.

LEBANON Baccaalaureat - minimum 12 points including relevant subjects and further year of study

LIBYA Secondary Education Certificate - 60% or above plus evidence of 1 year of further study post completion of secondary school

MACAU Completion of Form 6 or Senior Middle 3 with 70%+ average (other schools - 80%) in relevant academic subjects

MALAYSIA STPM or A Levels with 2 principal passes, or UEC with aggregate of not more than 35 points for 6 subjects including English. Student with other qualifications will be considered on a case-by-case basis

MAURITIUS Cambridge Overseas Higher School Certificate / GCE A level. Ordinary Technician Diploma = BTEC National Diploma. Diploma (2 years), University of Mauritius/Higher Technician Diploma = BTEC HND

MEXICO Bachillerato 75% or 65% + 1 year HE (pass)

MOLDOVA Attestat/11th grade – with minimum GPA 6.5 + further plus 1 year successful completion

MONGOLIA High School certificate and evidence of further study - to equate to 13 years of education (to approx A level equivalency). Part study of Certificate of Vocational Education/bachelor/university diploma

MYANMAR Basic Education High school Matriculation = 11 years. Minimum of 60% achieved overall, including 60% in 4 relevant subjects + 1 further year of study

NEPAL Higher Secondary Certificate (HSC) - 60% or above

NEW ZEALAND NCEA - Level 3 = equivalent to A Levels. NCEA Level 3 with relevant subjects & Record of Learning to see exact grades and subjects passed. Majority of marks = merits / achieved

OMAN 2 year Diploma/Technical Industrial College Diploma, 1 year Certificate, Higher/Advanced Diploma

PAKISTAN HSC @ 55% or above

PHILIPPINES 75% pass in High School Diploma from list of top schools (school list in general rules tab) or 80% pass in High School Diploma from all other schools plus 1 further year of study

QATAR High School certificate and evidence of 1 year of further study - to equate to 13 years of education (to approx A level equivalency). Part study of Vocational Secondary Diploma/Secondary Technical Certificate/Diploma in Technology/Bachelor Degree

RUSSIA (+ Chechnya) Attestat with minimum 3.5 plus 1 year of successful completion of further studies

SAUDI ARABIA 1 year of further study eg. Diploma level studies. Diploma provided by Higher Institutes and Technical Colleges. Technical College Certificate (2 years) = BTEC National Certificate. Higher Technical Institute Diploma = BTEC National Diploma. College of Technology Diploma (2 years) = BTEC National Diploma. Higher Diploma = 2 years of Bachelors

SINGAPORE Singapore/Cambridge A level (120 UCAS points) or part study of Polytechnic Diploma/Polytechnic Certificate/Polytechnic Advanced Diploma

SRI LANKA A Levels (international or local - Sri Lanka General Certificate of Advance Level Education) - 2 x D or above or 3 x E or above

TAIWAN SH3 (70%) or Senior High 3 + 1 year of further study (lower SH3 grades needed if student has done some further study). Part study of Junior College Diploma/Technical College/Institute or Polytechnic Diploma/Senior Vocational High School Leaving Certificate = BTEC First Diploma. Plus any relevant work experience

THAILAND Completion of MAW 6 with an average grade 3.0 in academic subjects including ≥ 3.0 in Maths/Science subjects. Completion of 1 year of post-secondary study (university or college) with an average grade of 65%

TURKEY Devlet Lise Diplomas (High School Completion)- GPA 3.0 (60%) from any high school

UAE High School certificate (Tawjihyya) and evidence of 1 year of further study - to equate to 13 years/approx A level equiv. Part study of Specialist/University Diploma or Associate Degree

UKRAINE Attestat/11th grade – with minimum GPA 6.5 + further plus 1 year successful completion

USA High School certificate and evidence of 1 year of further study - to equate to 13 years of education (approx A level equivalency). Advanced Placement Examination/Associate Degree/Professional Diploma = AL equiv

UZBEKISTAN Completion of Attestat and 1 further year study of diploma of post-secondary education, specialist diploma and Bakalavr

VENEZUELA Titulo de Bachiller (Bachiller de la Republica)- 4 subjects min 12/20 + 1 further year

VIETNAM Completed Year 12: Year 12 completion report with GPA 7.5 overall, and with 7.5+ for Math and science subjects. Completed Year 12 plus 1 further year of study (university or college) with GPA 6.5. Part study of College Diploma/Associate Degree. Entry from Year 11 NOT accepted. Borderline cases to be referred to RO for check of school

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.

- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.