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**Programme Specification**

**Title of Course:**

**BSc (Hons.) Business Management**

**BSc (Hons.) Business Management with Professional Placement**

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| **Date first produced** | May 2020 |
| **Date last revised** | *NA* |
| **Date of implementation of current version** | September 2020 |
| **Version number** | 1 |
| **Faculty** | Faculty of Business and Social Science |
| **School** | Kingston Business School |
| **Department** | Department of Management |
| **Delivery Institution** | Indian School of Business and Finance & Kingston Business School |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Awards and Titles:** | BSc (Hons.) Business Management  BSc (Hons.) Business Management with Professional Placement |
| **Intermediate Awards:** | CertHE, DipHe, Ordinary degree (exit awards only) |
| **FHEQ Level for the Final Award:** | Honours |
| **Awarding Institution:** | Kingston University |
| **Teaching Institutions:** | Kingston Business School and Indian School of Business and Finance |
| **Locations:** | Level 4 and Level 5 in Indian School of Business and Finance (ISBF), New Delhi  Level 6 in Kingston Business School (KBS), Faculty of Business and Social Sciences, Kingston Hill |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time |
| **Available as:** | Full field |
| **Minimum period of registration:** | 3 years for 3 year degree, 4 years for 4 year degree |
| **Maximum period of registration:** | 6 years for 3 year degree, 8 years for 4 year degree |
| **Entry Requirements:** | The minimum entry qualifications for the programme are:  From A levels: 104 UCAS Tariff Points  BTEC: DMM  Access Diploma: Pass Access course with a minimum of 48 credits at level 3 or above including 21 at Merit  Plus: Five GCSEs grade A – C, including Maths and English Language  Indian Qualifications: Standard XII: Higher Secondary School Certificate or Senior School Certificate Examination (CBSE, CISCE, Tamil Nadu, Maharashtra & West Bengal boards) 60% marks AND 70% or above in "English Core", "Functional English", "Elective English"  Standard XII: Higher Secondary School Certificate or Senior School Certificate Examination (other state boards) 65% marks AND 70% or above in "English Core", "Functional English", "Elective English"  International Baccalaureate (IB/IBO) 100 points AND 5/7 or above in "English Core", "Functional English", "Elective English"  A minimum IELTS score of 6.0 TOEFL 80 or equivalent is required for those for whom English is not their first language or do not meet the above English Language requirement.  Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September. |
| **Programme Accredited by:** | AACSB |
| **QAA Subject Benchmark Statements:** | Business and Management |
| **Approved Variants:** | None |
| **UCAS Code:** | - |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

The course aims to develop:

* In-depth knowledge and understanding of the core elements of business and management.
* The intellectual skills necessary to contribute to effective business practice.
* Subject-related practical skills.
* Intellectual, practical and key (transferable) skills such that students are ready for graduate-level employment, research, further study and lifelong learning

The aim of the four year programme is to provide an opportunity for students to gain their own personal experience of working in an applied setting, and then reflect upon it to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

1. **Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks indicated and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2019), and relate to the typical student. Link available [here](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5). The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

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| **Programme Learning Outcomes** | | | | | |
| **Knowledge and Understanding** | | **Intellectual Skills** | | **Practical Skills** | |
| **On completion of the course students will be able to:** | | **On completion of the course students will be able to:** | | **On completion of the course students will be able to:** | |
| **A1** | Demonstrate a critical understanding of the global business environment | **B1** | Use their intellectual skills to contribute to effective business practice | **C1** | Use planning tools in project management |
| **A2** | Demonstrate an in-depth knowledge and understanding of the key functional business areas. | **B2** | Identify and select relevant and valid sources of business data | **C2** | Demonstrate financial literacy through analysing and interpreting managerial information and other data |
| **A3** | Demonstrate a detailed and critical understanding of how business elements interrelate and affect overall organisational performance | **B3** | Interpret, analyse, evaluate and draw inferences from business information and other relevant information sources | **C3** | Demonstrate information literacy, particularly in the use of specialist databases |
| **A4** | Demonstrate a critical awareness and understanding of current issues of global concern such as sustainability, ethics and social responsibility and how these relate to contemporary business practice | **B4** | Use relevant critical, creative or entrepreneurial skills to deal with management problems and issues in order to produce recommendations for decision and subsequent action | **C4** | Conduct themselves in a professional manner appropriate for the workplace |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management and Leadership Skills** | **Creativity and Problem-Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and verbally | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data to draw conclusions and find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively, orally and in writing | Work flexibly and respond to change | Evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and schedule and manage those resources | Work with complex ideas and justify judgements made through effective use of evidence |
| **(continues)** | | | | | | |

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| **Key Skills (continued)** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management and Leadership Skills** | **Creativity and Problem-Solving Skills** |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Show ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Outline Programme Structure**

This programme is offered in full-time mode and leads to the award of BSc (Hons.) Business Management for students achieving 360 credits. Entry is normally at level 4 with A-level or equivalent qualifications. Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the Course team. Intake is in September. Students study the first two years of the course in ISBF, New Delhi, and take the final year at Kingston University. Full details of each module will be provided in module descriptors and student module guides.

Each level is made up of four modules each worth 30 credit points. Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations during the induction period and updated on virtual learning environment (Canvas course page). These detail the processes and procedures in place to ensure all students are treated equally and fairly. For every level of study, full details of each module are provided in module descriptors and student module guides. These will be made available on the virtual learning environment (Canvas module page).

Modules by level:

* Level 4/Year 1: Four core modules
* Level 5/Year 2: Four core modules.
* Level 6/Year 3: Two cores, two free electives
* Level 6/Year 4: Optional work placement year

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| **Level 4 / Year 1 – 120 credits (all core)** | | | | |
| **Module name** | **Module code** | **Credit**  **value** | **Level** | **Teaching block** |
| Business Statistics and IT | BB4402 | 30 | 4 | 1 and 2 |
| Organisational Behaviour | BH4103 | 30 | 4 | 1 and 2 |
| Economics for Business | BB4404 | 30 | 4 | 1 and 2 |
| Marketing Practice | BM4701 | 30 | 4 | 1 and 2 |

* This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.
* Students exiting the course at this point who have successfully completed 120 credits at level 4 or above, are eligible for the award of Certificate of Higher Education in Business Management.

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| **Level 5 / Year 2 – 120 credits (all core)** | | | | |
| **Module name** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Business Accounting | BA5801 | 30 | 5 | 1 and 2 |
| Operations and Project Management | BO5501 | 30 | 5 | 1 and 2 |
| Human Resource Management | BH5101 | 30 | 5 | 1 and 2 |
| Entrepreneurship | BS5202 | 30 | 5 | 1 and 2 |

* This course permits progression from level 5 to level 6 with 210 credits with a minimum of 90 credits at level 5. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award or progression to placement year.
* Students exiting the programme at this point who have successfully achieved 240 credits at level 4 or above, of which at least 120 credits are in level 5 or above, are eligible for the award of Diploma of Higher Education in Business Management.

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| **Level 6 / Year 3 – 120 credits (60 credits of core modules)** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Strategic Management | BS6201 | 30 | 6 | 1 and 2 |
| Leading Change | BH6101 | 30 | 6 | 1 and 2 |
| **Option modules\* (Select any two among)** |  |  |  |  |
| International Business Operations | BO6203 | 30 | 6 | 1 and 2 |
| Service Operations Management | BO6032 | 30 | 6 | 1 and 2 |
| Innovation | BS6701 | 30 | 6 | 1 and 2 |
| International Entrepreneurship in SMEs | BS6205 | 30 | 6 | 1 and 2 |
| Financial Management | BA6327 | 30 | 6 | 1 and 2 |
| Managerial Accounting | BA6321 | 30 | 6 | 1 and 2 |

*\*The information above reflects the currently intended course structure and optional module details. Updates may be made on an annual basis and revised details will be published through Programme Specifications ahead of each academic year. If there are insufficient numbers of students interested in an optional module, this may not be offered.*

* Students who achieve 300 credits at level 4 or above, of which at least 180 credits is at level 5 or above and of which at least 60 credits is at level 6 or above, may be awarded a Pass Degree (Ordinary/Non Honours) degree.

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| **Level 6/ Year 4 – 120 credits (core)** | | | | | |
| **Module name** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** | **Pre-requisite** |
| BH6030 | Work Placement | 120 | 6 | 1 and 2 | Passed at least 90 credits of level 6 |

* Students undertaking the 4-year programme are expected to join a work placement of minimum 36 weeks duration (including any leaves) and a maximum of 12 months (depending on the Tier 4 visa end date). The employment will normally be on a full time basis. The faculty must approve the placement, prior to commencement to ensure its suitability, the deadline for getting the placement approved in end of September. All placements are expected to finish by the course end date.
* Students transitioning from L5 (ISBF) to L6 (KU), who encounter delays in the Tier 4 visa application process, will be accommodated as much as possible via the late enrolment opportunities at KU (Oct). The last date of L6 enrolment in each year is normally the Monday of the third week of teaching on a course. Any further delays is expected to negatively impact student learning experience, as such students will be directed to request for Interruption of their studies and resume in the next academic year. Students will need to apply using the online system in OSIS. Further information and instruction is available on the University’s Website.
* Where an interruption of study is agreed with the Course Leader at KU, the interrupted year will count towards the maximum period of registration on the course and the student can normally only request two consecutive interruptions.
* Where students have received a final decision and cannot get a Tier 4 student visa to come to UK for their L6, they will be withdrawn from the course and the subsequent board will make a decision on the qualifying interim exit award.

1. **Principles of Teaching, Learning and Assessment**

The curriculum on this course has been designed to place students at the heart of the learning process and draws from the BSc (Hons.) Business Management with business experience course successfully delivered in Kingston over the last decade. The course has gone through various changes and revisions over these years to make the offering as inclusive as possible. Inclusivity is built around three main areas of learning and teaching practices namely, curriculum content, pedagogic styles and assessment strategies adopted.

Curriculum content: Each module content has been developed and designed by a team of academics from diverse backgrounds (gender, nationality, ethnicity etc.) to ensure appropriate representation and coverage of important concepts. The module readings materials are drawn from authors belonging to a variety of nationality and cultural backgrounds each providing a unique perspective on the topic.

Pedagogic styles: Teaching sessions are designed to be light in content and provide opportunities to learn from teacher-to-student as well as student-to-student. Likewise, various individual and group activities are built in weekly sessions along with opportunities for interactive Technology Enhanced Learning (using free online resources e.g. kahoot, mentimeter, polleverywhere). The course team acknowledges that working together with peers will help increase student’s knowledge acquisition and diversity skills. Further, the module contents are developed by KU MLs and will be delivered by ISBF staff which will provide opportunities to enrich the teaching with ISBF staff’s perspective and expertise. At KU and ISBF, guest speakers invited in the lecture sessions are from different cultural and social backgrounds that closely represents the diversity of students in Higher Education.

Assessment strategies: The assessment on the course enables students to reflect on real world problems from multiple stakeholder perspectives giving them a diverse viewpoint. The assessments have been carefully planned and effectively scheduled to help all students, especially those with specific learning differences or disability or those with caring or employment responsibility beyond their studies. The range of assessment styles (MCQs, Individual assignment, group assignment, presentation, lab based practical test, online test etc.) built into the course ensures students with diverse backgrounds can still be fairly evaluated on their ability to meet the course learning outcomes and academic standards.

Assessments typically require substantial primary and secondary research to be undertaken, ensuring students progressively develop critical thinking and information literacy skills at each level of the programme. The latest technology is used to enhance learning and collaborative working. The assessment strategy ensures that students have explicit formative opportunities for practice and feedforward designed to help them achieve their full potential in final (summative) assessment.

Our rich and inclusive curriculum is continually reviewed in consultation with our students to take account of new developments, seeking to keep the programme exciting and lively. A range of methods is used to actively engage students, including problem solving and enquiry-based learning, industry research and peer-assisted learning. Formative assessment develops key aims during the progress of a module.

Exams (which may include progress testing of core knowledge) seek to assess the depth and range of student understanding. Presentation skills and group learning are developed throughout the programme to emulate the real-world situations in which our students may find themselves.

The use of group work develops the essential skills of working with others (a key feature of the Organisational Behaviour module at level 4) and thus replicates business practice of collaborative teamwork; group work is supported through class activities in each module where it occurs. Students will also benefit substantially from the business simulations that are embedded in the programme and some of the modules. These simulations enable students to gain an understanding of key decision-making processes and the links between subject areas from a very early stage.

All L4 and L5 students will be allotted personal tutors among teaching staff at ISBF and all L6 students will be allotted personal tutors among teaching staff at KBS. Feedback received and discussed in year one will feed forward into year two, and subsequently will be passed on to the Course Director at KU to feedback to the final year tutors, further enabling tutors to direct tutees to appropriate sources of support, guidance and development. Along with Personal tutors, Business & Professional Experience Team will also be able to support students in discussions around their potential or preferred career aspirations.

In addition, early formative and summative assessment during the first five weeks of the programme is used to monitor student engagement with both in-class and online learning. Students who are considered at risk due to low engagement can be identified and advised by the personal tutor with the support of the student liaison team as appropriate.

1. **Support for Students and their Learning**

Students on L4 and L5 are supported at ISBF by:

* Local Module leader for each module
* Course Co-ordinator to help students understand the programme structure
* Programme administrator
* Personal Tutors
* Careers Team
* Peer Review Tutoring
* Technical support to advise students on IT and the use of software
* An induction welcome week at the start of the programme at L4
* Ongoing re-induction sessions at L5
* Sub field Staff Student Consultative Committee and Course Representatives
* Canvas – a versatile on-line interactive intranet and learning environment
* Disabled student support

Students on L6 are supported at KU by:

* Module leader for each module
* Course Director to help students understand the programme structure
* Designated programme administrator in UG admin office
* Personal Academic Tutors
* Careers and Employability Service
* A dedicated placement office, with full-time placement support officers and student placement mentors
* Peer-Assisted Learning (PAL) student mentors
* Business Academic Skills Centre (BASC)
* Technical support to advise students on IT and the use of software
* An induction welcome week at the start of L6
* Staff Student Consultative Committee and Course Representatives
* Canvas – a versatile on-line interactive intranet and learning environment
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support, student well-being etc.
* International students support from the International office and specialist administrative staff
* Disabled student support
* The Union of Kingston Students

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including Module Evaluation Questionnaire (MEQs) and level surveys.
* Moderation policies
* Feedback from employers
* Informal feedback mechanisms such as Early Module Review
* Institutional governance structures designed to escalate issues that cannot be solved locally.

1. **Employability and work-based learning**

Developing employable graduates with the entrepreneurial spirit and critical thinking required by employers today is at the heart of this programme.

Students go on to a wide range of careers, such as working for leading multinationals, becoming entrepreneurs, working in the public sector or taking leading roles in the voluntary sector.

At all levels, students have the opportunity to engage in work-related projects that draw on case studies and real-life scenarios, and all modules are designed to develop skills valued by employers, such as presentations, teamwork, critical thinking, problem solving and communication skills.

This is achieved by embedding employability initiatives within the curriculum as well as designing appropriately authentic assessment methods to mirror real-life practices, such as business plans and reports and summaries, so that students are exposed to opportunities that develop their skills on an ongoing basis.

Students are encouraged to reflect on their learning, so they can also articulate how the acquisition of such skills relates to practice and how they can be developed in the future. Business practitioners often contribute to the evaluation of student work.

The services of a dedicated Business and Professional Experience team are offered to all students. The faculty school offers employment-based activities where employers are invited on campus to participate in specialist networking activities, such as the Strategy into Practice seminar series, events which provide additional opportunities for students to hear about current business issues from prominent guest speakers.

As an alternative to immediate employment upon completion of the degree, Faculty of Business and Social Sciences graduates are also well prepared for postgraduate study.

To complement the development of employability skills within the curriculum, the University also formally recognises students who build up a portfolio of skills developed through non-academic activities such as volunteering, maintaining a personal development planning journal and attending networking seminars, through the Kingston Award.

High-achieving students are also eligible for Student Achievement Awards that recognise excellent academic achievement.

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

1. **Other sources of information that you may wish to consult**

You may wish to refer the [subject benchmark statements](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements), Canvas (Kingston University virtual learning environment – for current students only) and ISBF websites <https://isbf.edu.in/kingston/>.

1. **Development of Course Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are summatively assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning and personal and professional development as the programme progresses, and a checklist for quality assurance purposes.

**S** indicates where a summative assessment occurs.

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

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| **Module Code** | | **Level 4** | | | | **Level 5** | | | | **Level 6** | |
| **BB4402** | **BB4404** | **BM4701** | **BH4103** | **BA5801** | **BO5501** | **BH5101** | **BS5202** | **BH6101** | **BS6201** |
| **Knowledge and Understanding** | A1 |  |  |  |  |  |  |  | S | S | S |
| A2 | S | S | S | S | S | S | S | S |  |  |
| A3 |  |  |  | S |  | S | S |  | S | S |
| A4 |  |  | S |  |  | S |  | S | S |  |
| **Intellectual Skills** | B1 | S | S | S | S | S | S | S |  | S | S |
| B2 | S | S | S | S | S | S | S | S | S | S |
| B3 | S | S | S | S | S | S | S | S | S | S |
| B4 | S | S | S | S | S | S | S | S | S | S |
| **Practical Skills** | C1 | S | S |  |  | S | S | S |  | S | S |
| C2 | S | S | S |  | S | S | S | S | S | S |
| C3 | S | S | S |  | S |  | S |  | S | S |
| C4 | S | S | S | S | S | S | S | S | S | S |

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| **Module Code** | | **Level 6 Optional Modules** | | | | | | | |
| **BH6003** | **BH6006** | **BS6701** | **BS6205** | **BA6321** | **BA6327** | **BO6032** | **BO6203** |
| **Knowledge and Understanding** | A1 |  |  |  | S | S |  | S | S |
| A2 | S | S | S | S | S | S | S | S |
| A3 | S | S | S | S | S |  | S | S |
| A4 |  |  |  |  |  |  |  |  |
| **Intellectual Skills** | B1 | S | S | S | S | S | S | S | S |
| B2 | S | S | S | S | S | S | S | S |
| B3 | S | S | S | S | S | S | S | S |
| B4 | S | S | S | S | S | S | S | S |
| **Practical Skills** | C1 |  |  |  | S |  |  |  |  |
| C2 |  |  |  |  | S | S |  |  |
| C3 | S | S | S | S | S | S | S | S |
| C4 | S | S | S | S | S | S | S | S |