

# Programme Specification

# Title of Course: BSc (Hons) Business Management

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| Date first produced | November 2015 |
| Date last revised | May 2021 |
| Date of implementation of current version | September 2023 |
| Version number | 1 |
| Faculty | Faculty of Business and Social Sciences |
| School | Kingston Business School |
| Department | Department of Management |
| Delivery Institution | Kingston University |

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 module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

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| **Award(s) and Title(s):** | BSc (Hons) Business Management  BSc (Hons) Business Management with Sandwich year  BSc (Hons) Business Management with Foundation year |
| **Intermediate Awards(s) and Title(s):** | Ordinary Degree in Business Management  Diploma in Higher Education in Business Management  Certificate in Higher Education in Business Management |
| **FHEQ Level for the Final Award:** | Level 6 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Faculty of Business and Social Sciences, Kingston Business School, Kingston Hill |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time, Part time, Sandwich |
| **Available as:** | Full field |
| **Minimum period of registration:** | Full-time: 3 years  Foundation Year: 4 years  Sandwich: 4 years |
| **Maximum period of registration:** | Full-time: 6 years  Foundation Year: 8 years  Sandwich: 8 years |
| **Entry Requirements:** | The minimum entry qualifications for the programme are:  From A levels: 104-120 UCAS points (to include at least two A-levels or equivalent qualifications)  BTEC National: Distinction, Merit, Merit (DMM)  Access Diploma: Pass  Plus: Five GCSEs grades 4 – 9, including Mathematics and English Language  A minimum IELTS score of 6.0 (with no element below 5.5) is required for those for whom English is not their first language.  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:** | Association for the Advancement of Collegiate Schools of Business (AACSB) |
| **QAA Subject Benchmark Statements:** | Business and Management, November 2019 |
| **Approved Variants:** | N/A |
| **UCAS Code:** | N221 3 years FT  N222 4 years including Foundation  N223 4 years including Sandwich |

## SECTION 2: THE COURSE

This course has been designed with an employer-, industry- and student- led focus and aims to develop graduates with a strong business knowledge and skill set, with an additional emphasis on helping students to find their career path. Through the modules and the embedded skills development, it provides students with a direct line of sight to graduate roles, with options that allow students to specialise or retain a broad knowledge base.

The programme exists as part of a suite of undergraduate business programmes and students may study alongside students on, e.g., BSc (Hons) International Business and BSc (Hons) Business Management and Entrepreneurship courses.

The BSc (Hons) Business Management programme, which is aimed at students who wish to study a broad business degree offers students a broad range of opportunities to build business understanding and the delivery of more specific functional roles in an organisation. It enables them to make considered decisions when moving on to their careers.

A BSc (Hons) Business Management student will build an understanding of general business environments (in the context that most businesses these days operate in a global marketplace), respond to more functionally orientated data and digital business problems, build an understanding of the importance of service mindset within and across functions and with customers. They will develop an understanding of how businesses unlock their value and how to deliver successful marketing to support this value. They will investigate ESG challenges for organisations and understand the challenges that functional leaders face and how these combine to impact the organisations. They will develop their understanding of how the skills and strengths they might have, may match to organisational and functional requirements and create work that is directly relevant to future potential roles.

### Aims of the Course

The programme aims to:

* Develop in students the skills required to secure and thrive in graduate-level employment, research, further study and lifelong learning
* Develop in students their ability to recognise their skills, evidence them and articulate them
* Prepare graduates for business and management roles in all types of organisations and sectors.
* Equip students with the in-depth knowledge and understanding of the core elements of business and management
* Provide students with the opportunity to acquire technical qualifications and connections to industry.

### Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks [Business and Management, November 2019] and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. 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:

### Programme Learning Outcomes

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|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to: |  | **Subject Practical Skills**  On completion of the course students will be able to: |
| A1 | Explain and critically evaluate complex business environments | B1 | Use data to identify and solve unstructured business problems, and make evidence-based decisions | C1 | Implement current and emerging digital and technological solutions |
| A2 | Communicate an in-depth knowledge and understanding and of the key functional business areas | B2 | Use an enterprising mindset to create value | C2 | Identify business opportunities and make a difference |
| A3 | Apply 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 | Work effectively in diverse environments, and with others and get things done |
| A4 | Apply 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 to produce recommendations for decision and subsequent action | C4 | Conduct and present 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 listed in the following Graduate and Academic Success Framework:

### Key Skills

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| Self-Awareness Skills | Communication Skills | Digital and numerical skills | Interpersonal skills | Research Skills | Management and Leadership | Creativity and problem-solving skills |
| Take responsibility for own learning and plan for and record own personal development | Synthesise information to express ideas clearly in writing and the spoken word to diverse and multiple audiences | Handle and understand number as required for context | Work well with others in a group or team | Identify and use effective ways to search and validate data and information | Seek opportunities to initiate and determine the scope of a task/ project/ problem | View problems from a diverse range of perspectives to find creative and relevant solutions |
| Recognise own academic and skills strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas effectively | Summarise and visualise numerical data | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Seek opportunities to identify and secure resources needed to undertake the task/project; efficiently schedule and manage the resources | Seek opportunities to address global and long-term challenges |

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| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen to ideas of others in an unbiased way | Navigate, interact and contribute effectively, safely and legally with various digital platforms, including the web | Discuss and debate and negotiate with others and make concessions to reach agreement | Apply the ethical requirements in both the access and use of information | Seek opportunities to set the direction, successfully complete and evaluate a task/project, revising the plan where necessary | Imagine, create and exploit solutions and more abstract ideas, including experimentation and risk-taking |
| Work effectively without supervision in unfamiliar contexts |  | Use personal and professional digital tools and environments | Give, accept and respond to constructive feedback | Comply with legal requirements in both the access and use of information | Seek opportunities to motivate and direct others to enable an effective contribution from all diverse participants | Work with complex ideas and problems, making evidence-based recommendations |
| Build personal resilience |  | Use technologies to effectively communicate and collaborate across dispersed/global teams. | Show sensitivity and respect for diverse values and beliefs | Accurately cite and reference information Sources |  | Enterprise skills (ability to anticipate, identify, and grasp opportunities) |
|  |  |  |  |  |  | Commercial acumen |

### Outline Programme Structure

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|  | **–Teaching Block 1** | | **Teaching Block 2–** | | | | | | **Extended Learning Opportunities** |
| **Level 4**  **4 x core 30-credit modules** | BB4207 Global Business Environments (30) | | | | | | | | Enrichment activities:   * Kingston Award * Part-time work * Additional careers activities * Additional skills development qualifications, e.g., micro-skills awards and proctored exams (MOS) |
| BB4205 Data and Digital in Business (30) | | | | | | | |
| BH4104 Service Mindset in Business Relationships (30) | | | | | | | |
| BS4206 Business Design Thinking (30) | | | | | | | |
| **Level 5**  **3 x core 30-credit modules,**  **1 x 15-credit core module,**  **1 x 15 credit optional module** | BA5810 Unlocking Business Value (30) | | | | | | | | Enrichment activities:   * Additional careers fair * Kingston Award * Part-time work * Internship * Additional skills development qualifications, e.g., micro skills awards and proctored exams (Marketing, Digital, CRM, Sustainability, Project Management (Prince2 & Agile), Sales) |
| BM5212 Developing Effective Marketing Programmes (30) | | | | | | | |
| BS5205 Sustainable and Responsible Management (30) | | | | | | | |
| BH5104  Organisations, Culture and Operations (15) | | BM5213  Sales and Negotiation (15) | | | BB5114  Technology in Focus (15) | BH5105 Work Experience (15) | |
| BH5103 Consultancy in Practice (15) | |
|  | **Optional Sandwich Year** | | | | | | | | |
| **Level 6**  **3 x core 30-credit modules, 2 x 15-credit elective modules** | BS6206 Building Business Strategy (30) | | | | | | | | Graduate Support Package   * Additional skills development qualifications, e.g., micro skills awards and proctored exams (Project Management, Consultancy, Sales, Critical Thinking, Problem Solving, Digital platforms (user and developer level), Financial systems, CIPD |
| BH6016 Leadership, Transformation and Complexity (30) | | | | | | | |
| BS6208 Entrepreneurship and Innovation in Business (30) | | | | | | | |
| BH6015  Professional Experience (15) | BM6213  Digital Creativity in Marketing (15) | | BH6014  The Learning Organisation (15) | BB6115  Data and Digital Driven Design (15) | | | BM6212  CRM and Customer Success (15) |

Full details of each module will be provided in module descriptors and module booklets.

Note: As per [GR5](https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/#blockid21000) within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these circumstances arise.

The elective modules at levels 5 and 6 allow students to either broaden their understanding of a range of business functions or follow a more specialised pathway if they have formulated a career path to pursue. The coherence of the course is maintained through the core modules, and all programme learning outcomes and key skills are developed through the core modules.

### Level 4

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| --- | --- | --- | --- | --- |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Global Business Environments | BB4207 | 30 | 4 | 1 and 2 |
| Data and Digital in Business | BB4205 | 30 | 4 | 1 and 2 |
| Service Mindset in Business Relationships | BH4104 | 30 | 4 | 1 and 2 |
| Business Design Thinking | BS4206 | 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.

### Level 5

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| --- | --- | --- | --- | --- | --- |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |  |
| Unlocking Business Value | BA5810 | 30 | 5 | 1 and 2 |  |
| Developing Effective Marketing Programmes | BM5212 | 30 | 5 | 1 and 2 |  |
| Sustainable and Responsible Management | BS5205 | 30 | 5 | 1 and 2 |  |
| Organisations, Culture and Operations | BH5104 | 15 | 5 | 1 |  |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| Sales and Negotiation | BM5213 | 15 | 5 | 2 |  |
| Technology in Focus | BB5114 | 15 | 5 | 2 |  |
| Work Experience\* | BH5105 | 15 | 5 | 2 |  |
| Consultancy in Practice\* | BH5103 | 15 | 5 | 2 |  |

\* Students may only choose one of these two options

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award.

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Business Management.

It is possible to take an additional year to undertake a work placement, a study exchange or a combination of work placement and study exchange.

Further details regarding study abroad can be found in the Student Mobility Regulations – [Academic regulation 14](https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/user-upload/kingston-university-1ebb50b0838-kingston-university-fb6443688f7.pdf)

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| Optional Year 3 one of | | | | |
| **Modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Year-long Placement | BH5030 | 120 | 5 | 1 & 2 |
| OR | | | | |
| Study Exchange | Various | 60 | 5 | 1 or 2 |
| One-semester Work Placement | BL5002 | 60 | 5 | 1 or 2 |
| OR | | | | |
| Study Exchange | Various | 120 | 5 | 1 & 2 |

**Work Placement support**

Business and work experience either through a year-long placement or studying and/or working abroad are an integral part of this degree Overseas study options are co-ordinated via the university study-abroad office, and the Business School has a dedicated placement team to support students in their job-seeking activities.

It is the responsibility of individual students to secure their own internship or placement, but the office offers students support in all stages of the application process: from writing CVs and completing application forms to having mock interviews and assessment centre activities; giving students the opportunity to experience the competitive job application process. The Placements Team has good links with employers with positions available for students, but students are welcome to find their own placements.

The work experience enables students to apply their learning to the real-world environment in the digital industries, 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. Students who undertake a period of work experience often benefit from the time spent within industry, with real experience and work achievements to record on their CV, but also in gaining greater maturity, motivation and, importantly, improved marks in the final year.

### Students who attend a period of study abroad gain a great deal from the experience, particularly learning about different cultures and living in a foreign country. However, to fully benefit from this experience, students may also wish to take a short work internship when they return.

### Level 6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** |
| Building Business Strategy | BS6206 | 30 | 6 | 1 and 2 |  |
| Leadership, Transformation and Complexity | BH6016 | 30 | 6 | 1 and 2 |  |
| Entrepreneurship and Innovation in Business | BS6208 | 30 | 6 | 1 and 2 | BH5104 Organisations, Culture and Operations |
| **Option modules** |  |  |  |  |  |
| Professional Experience | BH6015 | 15 | 6 | 1 |  |
| Digital Creativity in Marketing | BM6213 | 15 | 6 | 1 |  |
| The Learning Organisation | BH6014 | 15 | 6 | 2 |  |
| Data and Digital Driven Design | BB6115 | 15 | 6 | 2 |  |
| CRM and Customer Success | BM6212 | 15 | 6 | 2 |  |

## Principles of Teaching, Learning and Assessment

The approach to teaching, learning and assessment supports the programme aims to ensure that graduates have the skills and knowledge to secure and thrive in graduate-level employment, research, further study and lifelong learning.

Much of the learning and teaching is through project- and problem-based activities, wherever possible informed and or delivered by current practitioners as well as academics. This approach also allows co-construction with students by encouraging and supporting them to grow from being “fed facts” to developing knowledge, understanding and critical skills through exploration of subjects that interest them.

The industry-informed approach to teaching is further underpinned by the approach to assessment, which is, wherever possible, industry relevant and authentic – further preparing our graduates for the tasks and challenges they will face in graduate roles.

In addition to those currently in practice, and practice-based staff providing students with connections to industry and the “real world”, research-active staff expose students to the latest research developments.

Assessments typically require primary and secondary research to be undertaken, ensuring students progressively develop critical thinking and information literacy skills at each level of the programme, but require presentation in a format that is industry appropriate. Assessment methods include reports, portfolios (group and individual), group design projects, presentations (group and individual), skills portfolios, placemat presentations, sales pitches, project plans, briefs, and prototype specifications and development. . 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.

Assessment loads are standardised at each level and wherever possible students will be given a choice in how they present their assessment to meet the learning outcomes.

Our rich and inclusive curriculum is continually reviewed in consultation with our students, employers and industry 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.

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 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.

To further support students, sessions led by personal tutors are integrated into modules. These sessions will focus on supporting the students in transitioning to, and from, Higher Education and develop skills for success.

Personal tutors remain with a student throughout their degree studies. Feedback received and discussed in year one will feed forward into year two, and subsequently into the final year, further enabling tutors to direct tutees to appropriate sources of support, guidance and development. Personal tutors will also be able to support students in discussions around their potential career path supported by their ePortfolio.

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.

The Business Management programme has integrated the principles of the University’s Inclusive Curriculum Framework, to ensure inclusivity has been embedded throughout the academic cycle. Examples of these approaches include:

* Assessments and delivery patterns that support students who commute
* Students are co-creators of the assessment data – for example creating and answering surveys that are used within analytics assessments, and choosing to illustrate marketing concepts and lead discussion in the classroom
* Case studies and role models used in assessments reflect the diverse student body
* Teaching spaces, when appropriate, are set up in a carousel arrangement, so students are naturally positioned to discuss concepts in an inclusive manner
* Students are provided with the dates of all assessments at the start of each level of their studies so that they can manage their time. They are encouraged to discuss any concerns with their module leader and personal tutor, who will support them in reflecting on their feedback to improve on further assessments.

## Support for Students and their Learning

Students are supported by:

* A Personal Tutor. Each student will have their own personal tutor who will normally stay with them throughout their course. The tutor will instigate regular meetings throughout the student’s time at university, providing support, guidance and encouragement to their tutees throughout the programme. Topics such as academic performance, future skills development, career aims, and the tutee’s personal learning journey will be discussed. Tutors not only support academic performance but also are there to listen to non-academic concerns such as adapting to a new environment/country, family concerns, illness or homesickness. They are also there to help celebrate success. Personal tutors are a great resource for international students, giving them a named academic who will be able to direct them to relevant services and procedures.
* A Year Lead. Each level of the programme has a year lead to follow up queries from the personal tutor and answer programme specific questions.
* A Course Director. The Course Director helps students to understand the programme structure, the academic regulations and what is required at the various levels of study.
* A Student Administrative Support team. The student support team helps with general administrative aspects such as timetables issues and providing letters.
* Student Achievement Officers. This team can provide guidance on study plans or help arrange services such as Wellness or Disability.
* An Academic Affairs Coordinator. The AAC can provide advice and guidance on academic matters such as mitigating circumstances and extensions.
* A Sky Mentor. The Sky Mentor will provide support and guidance for students on the development of their employability profile, future skills and career aims.
* The [Careers and Employability team](http://jobscentral.kingston.ac.uk/) provides valuable guidance which develop students’ professional skills, supporting them with internships and/or placements and organising careers events.
* Peer-Assisted Learning (PAL) student mentors. The PAL mentors are students who have previously studied the modules and provide support and mentoring to newer students.
* CASE. This is a drop-in service for advice on academic skills. Both UK and international students find this service particularly useful for providing feedback on appropriate referencing.
* [Technical support with IT](https://www.kingston.ac.uk/information-and-technology-services/service-desk-portal/) and the use of software.
* [LinkedIn Learning](https://kingstonuniversity.sharepoint.com/sites/mykingston/mysupport/itsupport/lynda/Pages/default.aspx) videos that provide a broad range of business and IT training resources.
* An induction week at the start of the programme to introduce students to the university, university life, what is expected of them, the degree programme and each other.
* Ongoing re-induction sessions at appropriate points in the course.
* Access to [English language support](https://kingstonuniversity.sharepoint.com/sites/mykingston/mysupport/ELD/Pages/default.aspx), which is particularly useful for international students who do not have English as their first language, and to foreign language tuition via the [Kingston Language Scheme](https://www.kingston.ac.uk/kingston-language-scheme/).
* Staff Student Consultative Committee and course representatives to enable students to feed back to staff about the programme.
* [Canvas](http://canvas.kingston.ac.uk/) – a versatile on-line interactive intranet and learning environment.
* Student support facilities that provide advice on issues including [finance](https://kingstonuniversity.sharepoint.com/sites/mykingston/mysupport/money/Pages/default.aspx), [regulations](https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/#ar), [accommodation](https://kingstonuniversity.sharepoint.com/sites/mykingston/mysupport/myaccommodation/Pages/default.aspx) and [international student support](https://kingstonuniversity.sharepoint.com/sites/mykingston/mysupport/international/Pages/default.aspx).
* [Disabled student support](https://kingstonuniversity.sharepoint.com/sites/mykingston/mysupport/studentwellbeing).
* International students also have the additional benefit of the University’s [International Student Advisory Centre](https://www.kingston.ac.uk/international/visas-immigration-and-cas/advice-for-international-students/) (ISAC) which welcomes students on their entry to the UK and provides support throughout the student’s time at University. The IASC is based on the Kingston Hill campus, where the Accounting and Finance with Business Experience programme is taught, and provides guidance on such items as immigration matters, living in the UK and healthcare in the UK for international students.
* The [Union of Kingston Students](https://www.kingstonstudents.net/), which provides a wide variety of clubs and societies and social events, as well as supporting and providing guidance to students on a variety of academic issues.

## 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
* School Education Committees with student representation
* Annual Monitoring and Enhancement
* Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
* Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
* Moderation policies
* Feedback from employers

## Employability and work-based learning

Developing employable graduates is at the heart of this programme. The design of the programme including “anchor” skills in each module enables students to build their profile and confidence throughout their time at Kingston Business School. The support of their portfolio tool enables them to keep track of their employable skills and build their portfolio to use for applications.

The “SKY” elements (Skills, Knowledge and Your Profile) are areas in each level of the curriculum where students can be guided on their learning to date and help them to formulate their future plans more clearly. There is embedded guidance for students on their portfolio and applications: e.g.

* At Level 4 students will consider their strengths, personality and where they might like to move in their career after graduation. They will be encouraged to complete an initial CV ready for any internship opportunities.
* At Level 5 they will be prepared for and undertake mock assessment centres with externals from the world of business and gain input on their approach.
* At Level 6 they will be actively engaged in networking and building an understanding of graduate roles. Entrepreneurial students will be building networks for their future enterprise through their module activity. On graduation students will have a graduate package of support from experts to assist them to apply for opportunities. Their use of an ePortfolio tool (such as PebblePad) will also continue allowing them to build and present their portfolio as alumni.

All modules will have real/live/case-based projects and or speakers relevant to the contemporary business environment. There will be regular networking events, speakers and visits to bring the world of work closer.

Students will be assessed on their core skills regularly as part of their module assessment, reinforcing their confidence in interview situations. 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.

Students are encouraged to consider undertaking an internship or a longer placement during their second year and these can be credited to their programme of learning.

The Careers and Employability specialists at Kingston University offer regular careers fairs and graduation fairs where employers come on to campus to talk about their graduate schemes and the opportunities available for Kingston Business School.

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-based learning, including sandwich courses and higher or degree apprenticeships**

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. Built into the programme structure are two optional work experience modules. The module at level 5 will allow students already in appropriate work to use and reflect on that learning to gain credit. Students not already in suitable paid work can undertake a placement or take part in a simulated Consultancy in Practice module. The module at level 6 will similarly allow students who have undertaken an internship or placement during teaching block 3 following completion of level 5 to reflect on that learning and gain credit.

## Other sources of information that you may wish to consult

Business and Management Subject Benchmark Statement: <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5>

Business School website: [www.business.kingston.ac.uk](http://www.business.kingston.ac.uk)

## Development of Course Learning Outcomes in Modules

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

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|  |  | **Level 4** | | | | **Level 5** | | | | | | | | | **Level 6** | | | | | | | |
|  | **Module Title** | BB4207  Global Business Environments | BB4205  Data and Digital in Business | BH4104  Service Mindset in Business Relationships | BS4206  Business Design Thinking | BA5810  Unlocking Business Value | BM5212  Developing Effective Marketing Programmes | BS5205  Sustainable and Responsible Management | BH5104  Organisations, Culture and Operations | BM5213  Sales and Negotiation | BB5114  Technology in Focus | BH5105  Work Experience | BH5103  Consultancy in Practice | BS6206  Building Business Strategy | | BH6016  Leadership, Transformation and Complexity | BS6208  Entrepreneurship and Innovation in Business | BH6015  Professional Experience | BM6213  Digital Creativity in Marketing | BH6014  The Learning Organisation | BB6115  Data and Digital Driven Design | BM6212  CRM and Customer Success |
| Core/ Option |  | C | C | C | C | C | C | C | C | O | O | O | O | C | | C | C | O | O | O | O | O |
| **Knowledge & Understanding** | A1 | ü |  |  |  |  |  | ü | ü |  |  |  |  | ü | | ü |  |  |  |  |  |  |
| A2 | ü |  | ü |  | ü | ü |  | ü | ü | ü |  |  |  | |  |  |  | ü | ü |  | ü |
| A3 | ü |  | ü |  |  |  |  | ü |  |  | ü | ü | ü | | ü |  |  |  |  |  |  |
| A4 | ü |  |  |  |  |  | ü |  |  |  |  |  | ü | |  | ü |  |  |  |  |  |
| **Intellectual Skills** | B1 |  | ü |  |  | ü |  |  |  |  | ü |  |  |  | |  |  |  | ü |  | ü |  |
| B2 |  |  |  | ü | ü |  |  |  |  |  |  |  | ü | |  | ü |  |  |  |  |  |
| B3 |  | ü |  |  | ü |  | ü |  |  |  | ü | ü | ü | | ü |  | ü |  |  |  |  |
| B4 |  |  |  | ü |  |  | ü |  | ü |  |  | ü | ü | |  | ü |  |  | ü |  |  |
| **Practical Skills** | C1 |  | ü |  |  |  | ü |  |  |  | ü |  |  |  | |  |  |  | ü | ü | ü |  |
| C2 |  |  |  | ü | ü | ü |  |  | ü | ü |  |  | ü | |  | ü |  | ü |  |  |  |
| C3 | ü |  |  |  |  |  | ü |  |  |  | ü | ü |  | | ü | ü | ü |  |  |  |  |
| C4 | ü |  |  |  |  |  | ü | ü |  |  |  | ü | ü | | ü |  | ü |  |  |  |  |

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