

## Template C4



# Programme Specification

**Title of Course:** *BSc (Hons) Business and Accounting*

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<b>Faculty</b>	Faculty of Business and Social Sciences
<b>School</b>	Kingston Business School
<b>Department</b>	Department of Accounting, Finance and Informatics
<b>Delivery Institution</b>	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 modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) Business and Accounting
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	CertHe Business and Accounting BSc Business and Accounting DipHe Business and Accounting
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	N140 -BSc (Hons) Business and Accounting (3YR FT) N141- BSc (Hons) Business and Accounting with Professional Placement (4YR FT)

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) Business and Accounting with Professional Placement
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	CertHe Business and Accounting BSc Business and Accounting DipHe Business and Accounting
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Kingston Hill
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time With Professional Placement
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full-time - 3 With Professional Placement - 4
<b>Maximum period of registration:</b>	Full-time - 6 With Professional Placement - 8
<b>Entry Requirements:</b>	The minimum entry qualifications for the programme are:

	<p>From A levels: 104 UCAS points (to include at least two A-levels or equivalent qualifications)</p> <p>BTEC National: Distinction, Merit, Merit (DMM)</p> <p>Access Diploma: Pass</p> <p>Plus: Five GCSEs grades 4 – 9, including Mathematics and English Language</p> <p>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.</p> <p>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.</p>
<b>Programme Accredited by:</b>	<p><i>Association for the Advancement of Collegiate Schools of Business (AACSB)</i></p> <p><i>It is intended that this course will have exemptions for CIMA in line with BSc (Hons) Business Management, and we will also be seeking some exemptions for ACCA.</i></p>
<b>QAA Subject Benchmark Statements:</b>	<p><i>Business and Management (2019)</i> <i>Accounting (2019)</i></p>
<b>Approved Variants:</b>	<p><i>None</i></p>
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	N/A
<b>Recruitment, Selection and Admission process:</b>	N/A
<b>End Point Assessment Organisation(s):</b>	N/A



## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

The main features of this programme:

- To provide students with an in-depth knowledge and understanding of the core elements of business and management
- To provide students with a specialist knowledge of accounting and its role in business
- To develop the intellectual skills necessary to contribute to effective business practice
- To develop business related practical skills
- To prepare students for graduate employment, research, further study, and lifelong learning by developing their intellectual, practical, and key (transferable) skills

### **B. Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks indicated and the Sector Recognised Standards 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:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

<b>Programme Learning Outcomes</b>					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	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 knowledge and understanding of the business environment, including the economic, social, and organisational environments and marketing	B1	Identify and select relevant data and techniques for financial and business decision making	C1	Work effectively in diverse environments, and with others to achieve goals
A2	Critically discuss and evaluate current methods for financial and management accounting	B2	Critically analyse and appraise data and financial information to solve problems and / or make appropriate decisions and recommendations	C2	Apply accounting principles, standards, and techniques to produce financial statements and financial information for use within an organisation or by those external to the organisation
A3	Demonstrate a detailed and critical understanding of how business elements interrelate and affect overall organisational performance	B3	Deal critically with management problems and issues in order to produce recommendations for decision and subsequent action	C3	Demonstrate information literacy, particularly in the use of relevant 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			C4	Conduct themselves in a professional manner appropriate for the workplace

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

The BSc Business and Accounting structure:

Level 4	CORE	CORE	CORE	C
	Financial Accounting for Business	Management Accounting	Business Information Analysis	T B E
	30 credits	30 credits	30 credits	
Level 5	CORE	CORE	CORE	E
	Sustainable and Responsible Management	Advanced Management Accounting	Developing Effective Marketing Programmes	O O O
	30 credits	30 credits	30 credits	
Level 6	CORE	CORE	ELECTIVE	E
	Building Business Strategy	Advanced Financial Accounting for Business	Option	O O O
	30 credits	30 credits	30 credits	

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

Note: As per [GR5](#) 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 as soon as these circumstances arise by email.

Students who find that they have a particular interest in accounting during the first year, may sit an additional assessment at the end of Level 4. Students wishing to transfer will need to inform the Student Office of this intention by a given deadline, and this deadline will be communicated to students to ensure that all students have the opportunity to make this request. If all modules are passed along with the additional assessment, they may transfer onto the second year of the BSc Accounting and Finance degree to further their interest in the accounting field.

### BSc (Hons) Business and Accounting

<b>Level 4</b>							
<b>BSc (Hons) Business and Accounting</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Business Information Analysis	BB440 1	30	4	1 & 2		1	
Financial Accounting for Business	BA420 4	30	4	1 & 2		1	
Management Accounting	BA420 3	30	4	1 & 2		1	
The Accountant's Business Environment	BB440 5	30	4	1 & 2		1	
<b>Optional Modules</b>							

#### Progression to Level 5

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above provided BA4203 has been passed. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students who are able to progress to level 5 are also able to transfer to Level 5 BSc (Hons) Business Management. Those students who wish to do this, will be required to study BM5201 Marketing Management as their level 5 elective.

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 and Accounting.

<b>Level 5</b>							
<b>BSc (Hons) Business and Accounting</b>							



Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Advanced Management Accounting	BA5507	30	5	1 & 2	BA4203	2	
Developing Effective Marketing Programmes	BM5212	30	5	1 & 2		2	
Sustainable and Responsible Management	BS5205	30	5	1 & 2		2	
<b>Optional Modules</b>							
Auditing	BA5805	30	5	1 & 2	BA4204	2	
Business Decision Modelling	BB5112	15	5	2		2	
Business Law and Ethics	BA5197	15	5	1		2	
Data Analytics for Business	BB5113	15	5	1		2	
Developing Web Applications for Business	BB5111	15	5	1		2	
Entrepreneurship	BS5202	30	5	1 & 2		2	
Financial Investments	BA5809	15	5	1		2	
Global Operations	BO5204	15	5	2		2	
Law for Accountants	BA5196	30	5	1 & 2		2	
Rapid App Development for Business	BB5110	15	5	2		2	

<b>Level 6</b>							
<b>BSc (Hons) Business and Accounting</b>							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Advanced Financial Accounting for Business	BA6204	30	6	1 & 2	BA4204		
Building Business Strategy	BS6206	30	6	1 & 2		3	
<b>Optional Modules</b>							
Auditing	BA6320	30	6	1 & 2	BA4204		
Business Decision Modelling	BB6114	15	6	2			
Business Law and Ethics	BA6806	15	6	1			
CSR in Marketing	BM6211	15	6	2	BM5212	3	
Data Analytics for Business	BB6308	15	6	1			

Developing Web Applications for Business	BB611 1	15	6	1			
Financial Investments	BA680 7	15	6	1			
Financial Management	BA632 7	30	6	1 & 2		3	
Innovation	BS670 1	30	6	1 & 2			
INTERNATIONAL BUSINESS OPERATIONS	BO620 3	30	6	1 & 2			
INTERNATIONAL ENTREPRENEURSHIP IN SMEs	BS620 5	30	6	1 & 2			
Law for Accountants	BA680 8	30	6	1 & 2			
MARKETING COMMUNICATIONS	BM660 3	30	6	1 & 2	BM5212	3	
Marketing Simulation	BM620 9	15	6	2	BM5212	3	
Professional Selling	BM621 0	15	6	1	BM5212	3	
PSYCHOLOGY FOR BUSINESS AND MANAGEMENT	BH601 7	30	6	1 & 2			
Rapid App Development for Business	BB611 0	15	6	2			
SERVICE OPERATIONS MANAGEMENT	BO603 2	30	6	1 & 2			
Theory and Practice of Taxation	BA680 4	30	6	1 & 2			

Level 6 requires the completion of

At level 6, students can choose 60 credits of option modules, but at least one must be a 30-credit module. No more than two 15-credit modules can be studied at any level of study.

Students who have successfully completed 60 credits (including the core modules) at level 6 are eligible for the award of BSc Business and Accounting (Ordinary Degree).

### BSc (Hons) Business and Accounting with Professional Placement

Level 4							
BSc (Hons) Business and Accounting with Professional Placement							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time

Business Information Analysis	BB440 1	30	4	1 & 2		1	
Financial Accounting for Business	BA420 4	30	4	1 & 2		1	
Management Accounting	BA420 3	30	4	1 & 2		1	
The Accountant's Business Environment	BB440 5	30	4	1 & 2		1	
<b>Optional Modules</b>							

### Progression to Level 5

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above provided BA4203 has been passed. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students who are able to progress to level 5 are also able to transfer to Level 5 BSc (Hons) Business Management.

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 and Accounting.

<b>Level 5</b>							
<b>BSc (Hons) Business and Accounting with Professional Placement</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Advanced Management Accounting	BA550 7	30	5	1 & 2	BA4203	2	
Developing Effective Marketing Programmes	BM521 2	30	5	1 & 2		2	
Sustainable and Responsible Management	BS520 5	30	5	1 & 2		2	
<b>Optional Modules</b>							
Auditing	BA580 5	30	5	1 & 2	BA4204	2	
Business Decision Modelling	BB511 2	15	5	2		2	
Business Law and Ethics	BA519 7	15	5	1		2	
Data Analytics for Business	BB511 3	15	5	1		2	
Developing Web Applications for Business	BB511 1	15	5	1		2	

Entrepreneurship	BS520 2	30	5	1 & 2		2	
Financial Investments	BA580 9	15	5	1		2	
Global Operations	BO520 4	15	5	2		2	
Law for Accountants	BA519 6	30	5	1 & 2		2	
Rapid App Development for Business	BB511 0	15	5	2		2	
Semester long work placement	BH501 1	30	5	1 & 2		3	
Year-Long Work Placement	BH503 0	120	5	1 & 2		3	

### Progression to Level 6

At level 5, students can choose 30 credits of option modules, either one 30-credit module or two 15-credit modules (one from each teaching block).

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 (including the core modules) at level 5 or above are eligible for the award of Diploma of Higher Education in Business and Accounting.

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.

<b>Level 6</b>							
<b>BSc (Hons) Business and Accounting with Professional Placement</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Advanced Financial Accounting for Business	BA620 4	30	6	1 & 2	BA4204	4	
Building Business Strategy	BS620 6	30	6	1 & 2		4	
<b>Optional Modules</b>							
Auditing	BA632 0	30	6	1 & 2	BA4204	4	
Business Decision Modelling	BB611 4	15	6	2		4	
Business Law and Ethics	BA680 6	15	6	1		4	
CSR in Marketing	BM621 1	15	6	2	BM5212	4	

Data Analytics for Business	BB6308	15	6	1		4	
Developing Web Applications for Business	BB6111	15	6	1		4	
Financial Investments	BA6807	15	6	1		4	
Financial Management	BA6327	30	6	1 & 2		4	
Innovation	BS6701	30	6	1 & 2		4	
INTERNATIONAL BUSINESS OPERATIONS	BO6203	30	6	1 & 2		4	
INTERNATIONAL ENTREPRENEURSHIP IN SMEs	BS6205	30	6	1 & 2		4	
Law for Accountants	BA6808	30	6	1 & 2		4	
MARKETING COMMUNICATIONS	BM6603	30	6	1 & 2	BM5212	4	
Marketing Simulation	BM6209	15	6	2	BM5212	4	
Professional Selling	BM6210	15	6	1	BM5212	4	
PSYCHOLOGY FOR BUSINESS AND MANAGEMENT	BH6017	30	6	1 & 2		4	
Rapid App Development for Business	BB6110	15	6	2		4	
SERVICE OPERATIONS MANAGEMENT	BO6032	30	6	1 & 2		4	
Theory and Practice of Taxation	BA6804	30	6	1 & 2		4	

#### **D. Principles of Teaching, Learning and Assessment**

The underlying teaching and learning philosophy is learning by doing, where students are active participants in the classroom, underpinned by authentic assessments where students have the opportunity to apply the skills and knowledge gained in contexts that reflect working practices. Assessment practices equip students with the skills needed in the current working environment by reflecting how businesses operate and how the accounting function sits within them.

Current practice is at the heart of the programme supported by theory and theoretical debate. A team of research active staff expose students to current research developments and practice, and industry guest speakers provide further opportunities for students to relate learning to real life situations.

From the first year, students are exposed to industry-standard business and accounting practices and the active learning environment enables students to develop relevant subject-specific skills along with team-working, negotiation, and presentation skills in a supportive environment with formative and peer feedback at the centre of the academic experience. Extensive use is made of interactive sessions to enable students to have sufficient time for practice and application of accounting approaches, development of IT skills, along with applying business theory to real-world cases to contextualise the knowledge they are developing and enable them to become work-ready graduates.

Skills and knowledge are extended and advanced in year two, enabling students to synthesise and apply the knowledge and skills which they have acquired throughout the first year. Students are expected to work on business concepts, issues, and concerns, rationalising alternative courses of action and justifying final output and conclusions.

Between levels 5 and 6, all students are encouraged to undertake a period of work experience, either via a year-long work placement or a shorter internship, in order to gain vital exposure to the business and accounting functions.

The final year enables students to consolidate their knowledge through a capstone module and develop their critical thinking skills and the ability to work as an independent, autonomous learner.

Guest speakers are used throughout the programme to provide industry context and relevance, with employability initiatives delivered through Careers and Employability Service providing opportunities for networking, exposure to career options and the chance to develop the skills needed for relevant graduate employment.

The students on this programme undertake learning journeys in three specific areas: Business Knowledge and Skills, Accounting Knowledge and Skills, and a series of Optional modules.

### **Business Knowledge and Skills**

By the end of the degree, students gain a broad knowledge in general business, covering the key business functional areas. At Level 4 students explore theories and practices of business organisations, their internal structures and interaction with the external economic, social, and technological environments in the Accountant's Business Environment module. The Business Information Analysis module starts students on their data analysis journey, where they are introduced to the mathematics and IT required to deliver analytics in a business context, developing comprehensive spreadsheet and modelling skills which will underpin their quantitative studies application throughout their course.

In Level 5 students explore the nature of the marketing function and of what marketers do. Whilst underpinned by marketing theory, the module focuses on the practical application of marketing in organisations, the impact that marketing can have on an organisation and also learn how to 'brand' themselves to assist with employability. Also, at this level, the concepts and knowledge of sustainable business and supply chain management are introduced in the Sustainable and Responsible Management module. This focuses on managing organisations in a responsible way by looking at

the ethical issues that emerge in the interactions between a business and its stakeholders and implementation of socially responsible and sustainable programmes and initiatives. Students develop the skills necessary to make a positive contribution to management decision making while taking into consideration sustainability, ethical issues and social responsibility.

The final year Building Business Strategy module provides a capstone opportunity to demonstrate the critical thinking, analytical and problem-solving skills that enable students to contribute to longer-term business development. Drawing upon knowledge acquired from both their business and accounting studies, students will learn how to provide competitive advantage to an organisation, supported by a critical evaluation of internal resources and competences and an understanding of stakeholders, contextual influences, and methods of growth.

### **Accounting Knowledge and Skills**

Students develop their knowledge of both Financial and Management Accounting, and Financial Reporting principles throughout the three levels of the degree. At level 4, the Management Accounting module develops students' knowledge and understanding of management accounting techniques to support management in planning, controlling, and monitoring performance in a variety of business contexts. Alongside this, students are introduced to Financial Accounting for Business, where they will learn how to produce financial statements from the original source documents through the recording of transactions to the final production of a profit and loss account and balance sheet for a non-complex business. They also explore the subjective nature of financial accounting and its need for professional judgement, along with the concepts and principles that underlie financial accounting and reporting. To integrate the practitioner perspective, students will also gain practical experience of inputting data into accounting software and using spreadsheets to prepare financial information.

The Advanced Management Accounting module at level 5 extends students' knowledge and understanding by exploring the provision and use of accounting information in management decision-making. Students will reflect on the purpose and uses of management accounting information, evaluate case study scenarios, discuss theoretical accounting concepts, and utilise a range of practical techniques to solve advanced management accounting related issues. In Advanced Financial Accounting for Business at level 6, students develop their knowledge by focusing on financial reporting requirements of corporate entities, both large and small and building on concepts already studied earlier on in the programme. Students also explore the key elements of the conceptual and regulatory frameworks that guide financial reporting and learn how to conduct an appraisal of financial statements of corporate entities, along with developing an understanding of the importance of ethics and corporate governance.

### **Option modules**

Students also have the opportunity to take a number of option modules to complement their studies. These can focus on further aspects of the accounting field, such as Financial Investments, Auditing or Taxation, or extend their general business knowledge into areas such as Entrepreneurship and Innovation or deepen their understanding of the marketing field. Additionally, students can focus on more analysis and technological skills with Rapid App Development or Data Analytics for Business.

The options modules provide students with the opportunity to tailor their programme to follow their particular interests.

### **Student Assessment Journey**

The programme makes extensive use of technology to enhance learning. There are pre-class presentation videos; computer-based student forums where students can discuss and post queries to their cohort to aid peer learning opportunities; computer-based quizzes to provide both summative and formative feedback; an introduction to the Xero accounting package for recording transactions and producing financial statements; and students are encouraged at all levels of study to use spreadsheets. The degree employs a range of assessments including practical assessments, in terms of both developing and communicating business solutions, accompanied by the key assessment methods of presentations, report writing, and examinations, which are developed and extended at each of the three academic levels. Assessments at levels four and five provide formative practice for similar assessments at later stages of the programme.

#### *Report and academic writing:*

Students will be writing reports and/or essays at each level, with clearly defined formats and objectives. They are strongly encouraged to make use of the Business and Law Academic Success Centre (BLASC) to get feedback on their work in advance of submission. Students will develop the ability to write accurately and concisely, and gain experience in writing for different business audiences, from executive summaries aimed at busy managers, to full business reports aimed at managers and other stakeholders.

#### *Examinations:*

The accounting-based subjects have a strong emphasis on examinations as the main form of assessment. This approach reflects the nature of the industry; students who decide to pursue an accounting career will be working under time pressure, expecting to display a high degree of knowledge and the ability to solve problems under time pressure. Students are fully prepared for these exams through general exam guidance in BA4203 and module specific guidance in other modules, formative opportunities to practice exam-style questions, and smaller timed tests to develop the experience of the exam environment.

#### *The Navigate Employability programme*

In addition to the writing and exam skills, other employability skills are also embedded within the course, starting with the Navigate programme which is delivered with BA4203 Management Accounting. These employability skills are embedded within the programme and assessed across the modules and levels of study.

*Presentations:* Students will have formative opportunities to give presentations early on, along with assessed presentations in later levels. The feedback provided at each level is designed to feed into future assessments and students are encouraged to video their presentations for objective viewing and reflection.



*IT skills* are developed in the first year Business Information Analysis module and the use of spreadsheets is actively encouraged in preparing accounting solutions in all years.

*Communication Skills:* The use of essays, case studies and presentations, both in class and as part of formal assessment, aid students to develop professional communication skills and the ability to provide reasoned arguments and critical evaluation of both their own work and the work of others.

*Team Working:* Teamwork in particular helps develop a myriad of varying skills from leadership qualities, working well with others, the ability to adapt and compromise, the skill of listening to others and respecting alternative viewpoints, as well as debating and challenging ideas, and presenting and defending their own ideas. These are all useful life skills that will be appreciated both in the workplace and beyond. In addition, specific employability initiatives such as CV writing, assessment centre experience and opportunities to develop resilience and reflection skills are built into the core academic curriculum.

*Practical work skills:* Students develop comprehensive spreadsheet modelling skills in the first year designed to improve their confidence and competence in quantitative modelling, along with project management software in the second year. They also explore the structured query language (SQL) and HTML, which not only boosts their IT skills but also teaches them the transferable skill of attention to detail, which supports all other studies on the programme. Students also develop practical techniques in recording transactions and preparing financial statements for managers, along with financial statements following prescribed layouts and regulatory formats for external users.

In addition, specific employability recruitment exercises are undertaken. In the first year, students review the roles of accountants within business and complete a reflective exercise on their personal skills development in Management Accounting before preparing a CV in The Accountant's Business Environment. In the second year, in the Advanced Management Accounting module, students engage in an assessment centre and give a team presentation on how they worked as a team to develop solutions for a case study example. In the final year, students give a professional presentation in the Advanced Financial Accounting module along with working on commercial awareness, analytical, critical, and creative thinking in giving elevator pitches and report writing responding to real-life briefs in the Strategy module.

*Formative Feedback:*

The teaching and assessment strategies ensure that students have explicit formative opportunities for practice in which to gain feedback which can 'feed forward' to help them reach their full potential in summative assessment, both in the module within which the feedback was obtained, and also in subsequent modules and learning. A range of methods will be selected to engage students actively, including problem and enquiry-based learning, industry research and peer-assisted learning.

*Independent Learning:*

Class contact time makes up only part of the activities for any module. Students are also required to undertake independent learning to complement the in-class content. This can be in the form of reviewing and preparing for lectures, practice using the

software, completing assessments, and taking practice quizzes to monitor a student's own progress through the syllabus. Guidance will be provided on which activities will support learning for each module on the programme.

#### *Inclusive Curriculum:*

The Business and Accounting 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 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

### **E. 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 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 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.
- An Academic Affairs Coordinator. The AAC can provide advice and guidance on academic matters such as mitigating circumstances and extensions.
- The Careers and Employability team 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.

- Business and Law Academic Skills Centre (BLASC). 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 and the use of software.
- LinkedIn Learning 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, 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.
- Student Voice Committee and course representatives to enable students to feed back to staff about the programme.
- Canvas – a versatile on-line interactive intranet and learning environment.
- Student support facilities that provide advice on issues including finance, regulations, accommodation and international student support.
- Disabled student support.
- International students also have the additional benefit of the University's International Student Advisory Centre (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 Business and Accounting 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, 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.

## **F. 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:

- Professional exemptions (CIMA)
- External examiners – individual experts from another institution who assess the quality and comparability of our standards to those in other institutions
- Annual review and development
- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
- Staff Student Consultative Committees
- Moderation policies which ensure marking is fair and consistent
- Informal feedback mechanisms
- Feedback from employers and industry

## **G. Employability and work-based learning**

Developing employable graduates is at the heart of this programme. At all levels of study, students have the opportunity to engage in work related projects drawing on case studies and real-life scenarios and all modules are designed to develop the skills

valued by employers, such as presentations, teamwork, problem-solving, IT and spreadsheet skills, communication, and interpersonal skills. This is achieved by embedding employability initiatives within the curriculum as well as designing appropriate assessment methods to mirror real-life practices, e.g., business plans, 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.

The services of a dedicated Careers and Employability team are offered to all students. During the first year, all students are required to submit a CV which is assessed and critiqued by employability specialists. They are also encouraged to consider undertaking an internship or a longer placement during their third year and are invited to attend placement preparation workshops from the first week of their second year. These workshops run throughout the year and offer support to students at any stage of the process. In addition, the employability team run support sessions for CV writing, interview skills, problem solving, growth mindset and using LinkedIn to find a job, which whilst targeted at final year students, are available for students at any level.

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

The faculty offers both employment-based activities where employers are invited on campus to participate in specialist networking activities, such as “Spotlight on Banking and Finance,” “Spotlight on Marketing,” as well as the “Strategy into Practice” seminar series, which provides additional opportunities for students to hear about current business issues from prominent guest speakers. Employers also come on to campus to talk about their graduate schemes and the opportunities available for Kingston Business School. In addition, the careers team run an annual Careers Festival for all students to offers support with career aspirations and professional development.

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.

As an alternative to immediate employment, Kingston Business School graduates are also well prepared for postgraduate study.

## **H. 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](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5)

Accounting Subject Benchmark Statement:

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

### I. 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.

Module Code	Level 4			Level 5									Level 6																																					
	BA4203	BB4401	BB4405	BA4204	BH5011	BA5507	BM5212	BS5205	BH5030	BB5111	BB5110	BB5113	BB5112	BS5202	BA5197	BA5809	BA5805	BA5196	BO5204	BA6806	BO6203	BA6807	BA6320	BA6808	BB6110	BB6111	BM6210	BM6209	BM6211	BM6603	BB6308	BA6204	BH6017	BA6804	BA6327	BS6206	BO6032	BS6205	BS6701	BB6114										
Knowledge	S	S	S	S	S	S	S																																											
Understanding		S	S				S																														S													
Intellectual Skills	S	S			S																																													
Practical Skills	S		S	S			S	S																																										

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

