

## Template C4



# Programme Specification

**Title of Course:** *BSc (Hons) Business Management and Marketing*

<b>Date first produced</b>	04/08/2023
<b>Date last revised</b>	12/09/2024
<b>Date of implementation of current version</b>	02/09/2024
<b>Version number</b>	7
<b>Faculty</b>	Faculty of Business and Social Sciences
<b>School</b>	Kingston Business School
<b>Department</b>	Department of Strategy, Marketing and Innovation
<b>Delivery Institution</b>	

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 Management and Marketing
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Ordinary Degree in Business Management and Marketing Certificate in Higher Education in Business Management and Marketing Diploma in Higher Education in Business Management and Marketing
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	UFBMM1BMM20
<b>UCAS code</b> <i>For each pathway</i>	N297

<b>RQF Level for the Final Award:</b>	
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	
<b>Location:</b>	Kingston Hill
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full-time - 3
<b>Maximum period of registration:</b>	Full-time - 6
<b>Entry Requirements:</b>	The minimum entry qualifications for the programme are: From A levels: 112-128 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.
<b>Programme Accredited by:</b>	Association for the Advancement of Collegiate Schools of Business (AACSB)
<b>QAA Subject Benchmark Statements:</b>	Business and Management, November 2019

<b>Approved Variants:</b>	n/a
<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 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, management and marketing roles in all types of organisations and sectors
- Equip students with the in-depth knowledge and understanding of the core elements of business, management and marketing
- Provide students with the opportunity to acquire technical qualifications and connections to industry.

### **B. 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:

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	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 of the key functional business areas	B2	Use an enterprising mindset to create value	C2	Identify business and marketing opportunities and make a difference
A3	Apply a detailed and critical understanding of how business and marketing elements interrelate and affect overall organisational performance	B3	Interpret, analyse, evaluate and draw inferences from business and marketing related 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, 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

	-Teaching Block 1	Teaching Block 2-	Extended Learning Opportunities
<b>Level 4 4 x core 30- credit modules</b>	BS4207 Global Business Environment s (30)	<p>Enrichment activities:</p> <ul style="list-style-type: none"> <li>• Kingston Award</li> <li>• Part-time work</li> <li>• Additional careers activities</li> <li>• Additional skills development qualifications, e.g., micro-skills awards and proctored exams (MOS)</li> </ul>	
BB4205 Data and Digital in Business (30) BH4104 Service Mindset in Business Relationships (30) BS4206 Business Design Thinking (30)			
<b>Level 5 4 x core 30- credit modules</b>	BA5810 Unlocking Business Value (30)	<p>Enrichment activities:</p> <ul style="list-style-type: none"> <li>• Additional careers fair</li> <li>• Kingston Award</li> <li>• Part-time work</li> <li>• Internship</li> <li>• Additional skills development qualifications, e.g., micro skills awards and proctored exams (Marketing, Digital, CRM, Sustainability, Project Management (Praxis &amp; Agile), Sales)</li> </ul>	
BM5212 Developing Effective Marketing Programmes (30) BS5205 Sustainable			

and  
Responsible  
Management  
(30)  
BM5\*\*\*  
Customer  
Insights and  
Market  
Research (30)

**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)

BM6\*\*\* Social  
Media Strategy  
Development  
(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 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.

## BSc (Hons) Business Management and Marketing

<b>Level 4</b>							
<b>BSc (Hons) Business Management and Marketing</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 Design Thinking	BS4206	30	4	Year Long		1	
Data and Digital in Business	BB4205	30	4	1 and 2		1	
Global Business Environments	BS4207	30	4	Year long		1	
Service Mindset in Business Relationships	BH4104	30	4	Year Long		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. 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 and Marketing.

<b>Level 5</b>							
<b>BSc (Hons) Business Management and Marketing</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>
Customer Insights and Market Research	BM5214	30	5	1 and 2		2	
Developing Effective Marketing Programmes	BM5212	30	5	1 and 2		2	
Sustainable and Responsible Management	BS5205	30	5	1 and 2		2	
Unlocking Business Value	BA5810	30	5	Year Long		2	
<b>Optional Modules</b>							

### Progression to Level 6

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 and Marketing.

<b>Level 6</b>							
<b>BSc (Hons) Business Management and Marketing</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>
Building Business Strategy	BS6206	30	6	1 and 2		3	
Leadership, Transformation and Complexity	BH6016	30	6	Year Long		3	
Social Media Strategy Development	BM6214	30	6	1 and 2		3	
<b>Optional Modules</b>							
CRM and Customer Success	BM6212	15	6	TB2		3	
Data and Digital Driven Design	BB6115	15	6	2		3	
Digital Creativity in Marketing	BM6213	15	6	TB1		3	
Professional Experience	BH6015	15	6	TB1		3	
The Learning Organisation	BH6014	15	6	2		3	

Level 6 requires the completion of

OF ALL REQUIRED MODULES.

Level 7 information

N/A

#### **D. 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 feedback 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 and Marketing 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.

## **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 skills development 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.
- 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.
- 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.

- FBSS Academic Skills Centre. 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.
- Staff Student Consultative 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 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, 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:

- 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

## **G. 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.

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 is an optional professional work experience module at level 6 which will 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.

## 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)

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							
	BB4205	BH4104	BS4206	BS4207	BM5212	BS5205	BM5214	BA5810	BH6016	BM6213	BH6014	BB6115	BS6206	BM6214	BM6212	BH6015
Knowledge & Understanding	A1					S							S	S		
	A2				S						S					
	A3						S						S	S		
	A4					S							S			
Intellectual Skills	B1	S										S		S		
	B2						S						S	S		
	B3	S				S	S						S	S		
	B4					S					S		S	S		
Practical Skills	C1	S			S						S	S				
	C2				S		S						S	S		
	C3					S	S									
	C4					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.**