Template C4

Programme Specification

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

Date first produced	06/09/2024
Date last revised	12/04/2024
Date of implementation of current version	01/09/2024
Version number	2
Faculty	Faculty of Business and Social Sciences
School	Kingston Business School
Department	Department of Management
Delivery Institution	London College of Business Studies

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

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Business Management
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Ordinary Degree in Business Management Diploma in Higher Education in Business Management Certificate in Higher Education in Business Management
Course Code *For each pathway and mode of delivery*	UPBMT1BMT21 UFBMT1BMT21
UCAS code *For each pathway*	n/a

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Business Management with Foundation year
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Ordinary Degree in Business Management with Foundation year Certificate in Higher Education in Business Management with Foundation year Diploma in Higher Education in Business Management with Foundation year
Course Code *For each pathway and mode of delivery*	UPBMT1BMT52 UFBMT1BMT52
UCAS code *For each pathway*	n/a

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	London College of Business Studies
Location:	Partner Institutution
Language of Delivery:	English
Modes of Delivery:	Full-time Part-time
Available as:	Full field
Minimum period of registration:	Full-time - 3 Part-time - 6
Maximum period of registration:	Full-time - 6 Part-time - 12
Entry Requirements:	The minimum entry qualifications for the programme are:

	Level 3 entry: From A levels: 64 points from A2 subjects. BTEC: 64 points from QCFBED Access Diploma: Pass in Access course with minimum of 60 credits of which 45 must be at level 3. Plus: GCSEs at grade C/4 including English and Mathematics. A minimum IELTS score of 6 (with min 5.5 in any component) or equivalent is required for those for whom English is not their first language. Mature applicants with vocational experience may be considered but offers will be subject to interview. Equivalent qualifications will be considered but offers will be subject to interview. Level 4 entry: From A levels: 120 points from A2 subjects. BTEC: 120 points from QCFBED Access Diploma: Pass in Access course with minimum of 60 credits of which 45 must be at level 3. Plus: GCSEs at grade C/4 including English and Mathematics. A minimum IELTS score of 6 (with min 5.5 in any component) or equivalent is required for those for whom English is not their first language. Mature applicants with vocational experience may be considered but offers will be subject to interview. Equivalent qualifications will be considered but offers will be subject to interview.
Programme Accredited by:	Association for the Advancement of Collegiate Schools of Business (AACSB)
QAA Subject Benchmark Statements:	Business and Management, November 2019
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree	N/A

Apprenticeship standard:	
Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	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 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.

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks [Business and Management, November 2019] 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).

Programme Learning Outcomes

	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, 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

See below

BSc (Hons) Business Management

Level 4							
BSc (Hons) Business Management							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Business Design Thinking	BS4206	30	4	Year long		1	2
Data and Digital in Business	BB4205	30	4	Year long		1	1
Global Business Environments	BB4207	30	4	Year long		1	1
Service Mindset in Business Relationships	BH4104	30	4	Year long		1	2
Optional Modules							

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.

Level 5	
BSc (Hons) Business Management	

Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Developing Effective Marketing Programmes	BM5212	30	5	Year long		2	3
Organisations, Culture and Operations	BH5104	15	5	1		2	4
Sustainable and Responsible Management	BS5205	30	5	Year long		2	4
Unlocking Business Value	BA5810	30	5	Year long		2	3
Optional Modules							
Sales and Negotiation	BM5213	15	5	2		2	4
Technology in Focus	BB5114	15	5	2		2	4

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.

Level 6							
BSc (Hons) Business Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Building Business Strategy	BS6206	30	6	Year long		3	5
Entrepreneurship and Innovation in Business	BS6208	30	6	Year long		3	6
Leadership, Transformation and Complexity	BH6016	30	6	Year long		3	5
Optional Modules							
CRM and Customer Success	BM6212	15	6	2		3	6
Data and Digital Driven Design	BB6115	15	6	2		3	6
Digital Creativity in Marketing	BM6213	15	6	1		3	6
The Learning Organisation	BH6014	15	6	2		3	6

Level 6 requires the completion of

Students exiting the programme at this point who have successfully completed 60 credits at level 6 are eligible for the award of BSC in Business Management.
Students who successfully complete 120 credits at level 6 are eligible for the award of BSc (Hons) in Business Management.

BSc (Hons) Business Management with Foundation year

Level 3							
BSc (Hons) Business Management with Foundation year							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Applying Business Numerical Concepts	BB3010	30	3	Year long	None	1	1
Introduction to Business Law	BA3002	30	3	Year Long	None	1	2
Marketing and Customer Care	BM3020	30	3	Year Long	None	1	2
Professional and Personal Skills for Business	BH3007	30	3	Year Long	None	1	1
Optional Modules							

Level 4							
BSc (Hons) Business Management with Foundation year							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Business Design Thinking	BS4206	30	4	Year long		2	4
Data and Digital in Business	BB4205	30	4	Year long		2	3
Global Business Environments	BB4207	30	4	Year long		2	3
Service Mindset in Business Relationships	BH4104	30	4	Year long		2	4
Optional Modules							

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 with Foundation year.

Level 5

BSc (Hons) Business Management with Foundation year

Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Developing Effective Marketing Programmes	BM5212	30	5	Year long		3	5
Organisations, Culture and Operations	BH5104	15	5	1		3	6
Sustainable and Responsible Management	BS5205	30	5	Year long		3	6
Unlocking Business Value	BA5810	30	5	Year long		3	5
Optional Modules							
Sales and Negotiation	BM5213	15	5	2		3	6
Technology in Focus	BB5114	15	5	2		3	6

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 with Foundation year.

Level 6

BSc (Hons) Business Management with Foundation year

Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Building Business Strategy	BS6206	30	6	Year long		4	7
Entrepreneurship and Innovation in Business	BS6208	30	6	Year long		4	8
Leadership, Transformation and Complexity	BH6016	30	6	Year long		4	7
Optional Modules							
CRM and Customer Success	BM6212	15	6	2		4	8
Data and Digital Driven Design	BB6115	15	6	2		4	8
Digital Creativity in Marketing	BM6213	15	6	1		4	8
The Learning Organisation	BH6014	15	6	2		4	8

Level 6 requires the completion of

Students exiting the programme at this point who have successfully completed 60 credits at level 6 are eligible for the award of BSC in Business Management with Foundation year.
Students who successfully complete 120 credits at level 6 are eligible for the award of BSc (Hons) in Business Management with Foundation year.

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 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.

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 studies, 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.
- The Administrative Support team. The student support team helps with general administrative aspects such as timetables issues and providing letters.
- The Student Academic Support team. This team can provide guidance on study plans or help arrange services such as Wellness or Disability. The team can also provide advice and guidance on academic matters such as mitigating circumstances and extensions.
- Employability Mentor. The Mentor will provide support and guidance for students on the development of their employability profile, future skills and career aims.
- Careers and employability advice is provided by the academic team, with support from the Student Academic Support team, offering valuable guidance which develops students' professional skills, supporting them with work experience opportunities and their learning from this 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.
- Additional drop in sessions are provided to support students on the development of their academic skills, including accessing suitable sources, analysis, referencing and academic integrity.
- Technical support with IT and the use of software is available.
- An induction week at the start of the programme to introduce students to the college, college life, what is expected of them as a student, 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 can be facilitated.
- Course representatives will be elected to enable regular student feed back to staff about the programme, along with student involvement of programme meetings and the college Quality and Standards Committee.
- The college VLE Class 365 is a versatile on-line interactive intranet and learning environment.
- Student can access advice on issues including disability, learning support, finance, accommodation, international students and accommodation through their Personal Tutor who will liaise with colleagues to enable the most appropriate support.
- 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 College and Kingston University have several methods for evaluating and improving the quality and standards of its provision. These include:
- External examiners
- Programme committee meetings
- The College Quality and Standards Committee
- University School Education Committees
- 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 The London College of Business Studies. 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 gaining relevant working experience throughout their programme. The development of work experiences will support the understanding and application of the knowledge and skills learnt throughout the programme.

The Careers and Employability specialists at The London College of Business Studies offer regular guidance and links to employers to talk about their graduate schemes and the other opportunities.

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

Work experience is actively encouraged – although it is the responsibility of individual students to source and secure such placements. The experience allows students to reflect upon their own personal exposure to the working environment and apply it to their learning setting. With their focus on aspects of the experience they can clearly relate theoretical concepts to the practical setting and evaluate the relationship between theory and practice.

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

Business School website: 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		BB3010	BH3007	BA3002	BM3020	BS4206	BH4104	BB4205	BB4207	BM5212	BS5205	BM5213	BB5114	BH5104	BA5810	BS6208	BH6016	BM6212	BB6115	BH6014	BM6213	BS6206
		Level 3				**Level 4**				**Level 5**						**Level 6**						
Knowledge & Understanding	A1	S							S	S				S			S					S
	A2			S		S				S		S	S	S	S			S		S	S	
	A3			S	S		S							S			S					S
	A4		S						S	S						S						S
Intellectual Skills	B1	S					S						S		S				S	S		
	B2		S			S									S	S						S
	B3	S			S			S	S	S					S		S					S
	B4			S		S				S	S					S				S		S
Practical Skills	C1	S					S			S			S						S	S	S	
	C2		S			S			S	S		S	S	S		S					S	S
	C3		S	S	S						S					S	S					
	C4		S						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.