

Template C4



Programme Specification

Title of Course: *International Year One Business Management*

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Version number	2
Faculty	Faculty of Business and Social Sciences
School	Kingston Business School
Department	Department of Management
Delivery Institution	Kingston University London International Study Centre ("KULISC") – Study Group

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

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	International Year One Business Management
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	None
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	N/A

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University London International Study Centre ("KULISC") – Study Group
Location:	Kingston University, Stable Block, Kingston Hill Campus, Kingston University
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	
Minimum period of registration:	Full-time - 1 Year
Maximum period of registration:	Full-time - 1 Year
Entry Requirements:	<p>Details of minimum international entry qualifications and qualification equivalencies are provided on a separate spreadsheet maintained by both the validated partner and the university.</p> <p>For entry to the programme, students must meet English language entry conditions of Academic IELTS for UKVI 5.5 overall (minimum 5.5 in all skills).</p>
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	<p>Business and Management (November 2019)</p> <p>https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5</p>
Approved Variants:	None

Is this Higher or Degree Apprenticeship course?	
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For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	
Recruitment, Selection and Admission process:	
End Point Assessment Organisation(s):	

SECTION 2: THE COURSE

A. Aims of the Course

This programme is designed for students seeking progression with advanced standing to Kingston University's BSc (Hons) Business Management, a practical, general business degree that includes integrated employability skills development and professional membership within the standard three years of a normal UK degree.

The International Year One programme consists of 2 key streams.

- An academic programme bearing 120 FHEQ Level 4 credits designed to reach the learning outcomes required for students to move onto Level 5 of the BSc (Hons) Business Management with Business Experience.
- An English language programme designed to develop English language skills as well as appropriate study skills and independent learning techniques over the course.

The academic programme will be delivered over five modules, four of which are bearing 30 credits (120 credits in total) and one non-credit bearing module (i Academic English Skills).

The modules cover course content and learning outcomes equivalent to Level 4 of the BSc (Hons) Business Management, with additional English language development:

- Business Statistics and IT
- Economics for Business
- Marketing Practice
- Organisational Behaviour
- Academic English Skills (AES)

During the programme students study the general global business environment with a contextual Economics module and Organisational Behaviour, Marketing and Statistics modules, as well as engaging with a range of degree-relevant professional and personal skills development sessions.

At this level, students are expected to be able to describe and structure business problems. The first-year modules prepare students for the broader and deeper study of the key management functions in their second year. At this level, students develop their critical thinking skills, allowing them to propose solutions to business issues while developing entrepreneurial thinking, and their knowledge of the management of human and financial resources, projects and operations. Further skills development and preparation for the business experience will also take place, making students business-ready and enabling them to choose from the options available to hone their skills in practice.

All students will

develop their professional competencies and ensure they develop their employability skills, so they are ready for the world of work. Students will develop a portfolio of competencies, skills and reflections on progress and strengths, that can be used for discussions with and decision about their future career and their placement options.

Further skills development and preparation for Guided Independent Study will also take place, making students more self-reliant and taking responsibility for acquiring independent learning skills which will help them subsequently.

The overall aims are to provide students with the required level of subject knowledge and to enable them to develop the English language and study skills to become successful and fully engaged within an HE context in the UK.

Curricular and extra-curricular activities within the programme are aligned to ensure that the student learning experience encompasses three main areas of personal development:

- **Participation**

The aim is that students understand what it means to participate within a UK University environment both academically and socially.

- **Self -Directed Learning**

The aim is that students are able to organise their time and use resources to achieve the learning outcomes of their programme.

- **Academic Skills**

The aim is that students are able to understand different levels of knowledge and develop their academic skills during the programme

- **Guided Independent Study**

The main aims of this programme are to develop the following essential background and academic skills, for the BSc degree programme:

- Introduce students to core elements of business and management. Begin to develop in students the intellectual skills necessary to contribute to effective business practice
- Ensure students can use a range of IT tools effectively to access information from a range of sources and evaluate its validity
- Equip students with relevant academic skills and an appropriate degree of proficiency in spoken and written English in the Business context
- Make students aware of contemporary issues in business and management, such as organisational behaviour, ethics and marketing

B. Intended Learning Outcomes

The programme is an FHEQ Level 4 programme aimed at preparing international students for the demands of advanced entry of an undergraduate degree programme (Business Management with Business Experience) at Kingston University. Students completing the programme and achieving successful progression scores will be able to progress onto the second year of the following degree programmes:

BSc Business Management with Business Experience

International students entering an International Year One programme are likely to require additional support in terms of their academic study skills and English level. The smaller-scale and supportive environment of the International Study Centre will allow students on the International Year One programme to bridge the gap in their studies and become fully prepared for second year undergraduate study. Extensive support and supervision is provided for Guided Independent Study.

The programme continues to support a segment of the international student market not currently accessible to the majority of UK universities as the programme will provide a fully supported learning environment delivered through a mixture of small classes and seminars. This will provide international students with the opportunity to attain and develop the key learning skills necessary for further undergraduate study.

The course outcomes are developed with reference to the QAA Subject Benchmarks Statement for Business and Management (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).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate an understanding of the global business environment, in relation to business management	B1	Identify relevant theory and apply to real-world business examples	C3	Develop and justify structured and coherent arguments providing evidence of the ability to interpret different assumptions and perspectives
A2	Demonstrate knowledge and understanding of key functional business areas, including: marketing concepts statistics and information systems business economics organisational behaviour	B2	Identify and select relevant data and techniques for business decision making	C1	Use a range of IT tools effectively to access business information and data from a range of sources and evaluate its validity
A3	Explain and demonstrate the use of current methods and techniques to analyse data in business	B3	Interpret and appraise business information to solve business problems	C2	Think independently and interact effectively within a group
A4	Understand issues relating to the management of business, together with the social environment within which businesses operate				

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

This is a full-time programme leading to progression to Level 5 of the BSc (Hons) Business Management.

There are two intakes, in September and January.

The IY1 is made up of four modules each worth 30 credits plus Academic English Skills (AES) which is non-credit bearing. Thus, a student must complete 120 credits at Level 4, plus AES.

All students will be provided with the University regulations during the induction period. These detail the processes and procedures in place to ensure all students are treated equally and fairly. Full details of each module are provided in module descriptors and student module guides. These will be made available on the Virtual Learning Environment (VLE).

Level 4/Year 1: All modules are core

International Year One Business Management

Level 4							
International Year One Business Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
BUSINESS STATISTICS AND INFORMATION TECHNOLOGY	XS4006	30	4	1 and 2			
ECONOMICS FOR BUSINESS	XS4008	30	4	1 and 2			
International Year One Academic English Skills	XS4010	30	4	1 and 2			
MARKETING PRACTICE	XS4009	30	4	1 and 2			

ORGANISATIONAL BEHAVIOUR	XS400 7	30	4	1 and 2			
Optional Modules							

Progression to Level 5

Progression to Level 5 requires all Level 4 credit-bearing modules to be passed at the pass mark of 40%, and in the case of Academic English Skills, students are required to achieve overall 60% and minimum of 50% in all skills.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

D. Principles of Teaching, Learning and Assessment

At KULISC and Kingston University we are “Led by Learning” in all that we do, and we believe our graduates should be able to contribute at the highest level in the real world. Our approach to teaching, learning and assessment supports this by encouraging and supporting students to grow from being “fed facts” to developing knowledge, understanding and critical skills through exploration of subjects that interest them.

The programme also 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 Sage accounting package for recording transactions and producing financial statements; and students are encouraged at all levels of study to use spreadsheets.

The VLE has a key role to play in the development and support of teaching, learning and assessment, including helping to facilitate a more independent approach to learning by students. Kingston University International Study Centre (“KULISC”) aims to implement Study Group’s own VLE framework, which is itself based on the Quality Assurance Agency for Higher Education’s Quality Code (QAA, 2014), aimed at enhancing students’ learning experience on the VLE. This will be achieved through making available appropriate learning resources, enabling students to develop the skills to use them as well as developing their own digital literacy. The KULISC VLE, built in line with Kingston University’s Academic Framework and VLE minimum expectations, will ensure that each teaching session/lecture is supported by a wide range of learning and assessment resources which can be easily accessed by students. As well as improved accessibility, the VLE will encourage higher levels of engagement with the learning process through the use of a range of activities, including online tests and quizzes, videos and podcasts. It will also enable students to interact and collaborate with their tutors as well as each other by opening up a range of channels for effective and efficient communication through group messages, announcements, forums, conferences and direct messaging. The KULISC VLE will be further enhanced by a Peer Review system aimed at enabling the achievement of Level 2 on the VLE framework.

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

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

The use of group work develops the essential skills of working with others (a key feature of the Organisational Behaviour module) and thus replicates business practice of collaborative teamwork. 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.

Personal Tutors/Academic Progression Mentors are assigned to each student and remain with the student throughout their time on the course. The KULISC Academic Progression Mentors handover to their counterparts at Kingston University when the student's progress to Level 5 to ensure continuity with the Personal Tutor Scheme. To further support students, all personal tutors/academic mentors are advised of the nature and timing of the assessments for each module, enabling them to identify and discuss areas of strength and weakness in each individual student's skills and knowledge set.

Feedback received and discussed in year one will feed forward into year two, and subsequently into the final year, further enabling tutors/mentors to direct tutees to appropriate sources of support, guidance and development. Personal tutors/mentors and the Kingston University's Business & Professional Experience Team will also be able to support students in discussions around their potential or preferred specialism in the Second Year.

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 programme is delivered through:

- Tutor-led classroom sessions
- Small group tutorials
- Seminars
- Formal lectures
- Group work
- Presentations, debates and discussions
- Project work
- Guided Independent Study
- Mentoring sessions
- Career and Employability Workshops

Recognition is given to the fact that students have come to the ISC from a wide range of academic and cultural backgrounds worldwide. Throughout their studies on the International Year One Programme, from the Induction Programme onwards, significant emphasis is placed on the importance of explaining to students the style and strengths of the British approach to teaching and learning as key elements in their academic acculturation.

Students are given significant levels of tutor support, especially in the earlier stages of their studies, to help them come to terms with such an intensive and demanding programme. Apart from the active support of subject tutors each student is allocated a personal tutor who

monitors his/her academic progress and has a vital counselling role in the wake of each set of module examinations and assessments.

E. Support for Students and their Learning

Students are supported by:

1) Academic Mentoring Sessions/Career Ahead: This is a compulsory one-hour session offered per week on a weekly basis for all International Year 1 students. It is run as part of the KULISC Academic Progression Mentoring Scheme whereby a KULISC Tutor will empower students through mentoring to make choices that positively enhance their own wellbeing, academic progression and personal development, now and for the future. Embedded within the Scheme is a service called Career Ahead, supporting students to develop valuable employment skills.

Career Ahead activities include:

- Keeping a reflective diary;
- Completing a bespoke skills review, identifying personal strengths and areas for development;
- Writing a personal development plan.

Through Career Ahead activities, students will:

- Demonstrate self-awareness and personal skills development;
- Acquire knowledge about the 'world of work'
- Undertake self-reflection and take action to improve;
- Develop an awareness of the need to take responsibility for their own future.

The Academic Progression Mentoring Scheme (and Career Ahead) does not contribute to the assessment of the International Year One Programme and compliments the Business Readiness module, rather than duplicates. This session is based on the rationale of providing all International Year One students with academic, employability and/or social support and guidance during their studies. The mentor and mentees are to work together to build positive relationships and fundamentally student success at International Year One.

2) Library: The students will also be provided with a small library/resources area in ISC, where a limited range of texts and specialist journals will be available to them. They will, additionally, have access to a wide variety of specialist texts in the University Library and will have access to the Internet in the University's Computing suites. Students will also be encouraged to read the sections and articles relevant to their areas of study in broadsheet newspapers and specialist magazines and to listen to or view relevant radio and TV programmes.

3) Extended writing: Through the extended writing in the modules, students will also be able to develop their writing and presentational skills. IT skills will be provided to enable them not only to make use of the Internet for their research, but also to be able, when on their University degree programmes, to word process their assignments. These aspects of their studies will also be used to reinforce the importance of referencing written work and providing a full bibliography. The plagiarism issue will also be addressed in this context.

4) Student Progression and Wellbeing Team: The ISC has designated wellbeing and safeguarding staff will also provide support to students who need guidance on non-academic matters.

F. Ensuring and Enhancing the Quality of the Course

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

- External examiners – individual experts from another institution who assess the quality and comparability of our standards to those of other institutions
- Quality Assurance and Enhancement Committee/Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level with student involvement
- Student evaluation
- Moderation policies which ensure marking is fair and consistent
- Module/Programme Assessment Board

G. Employability and work-based learning

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

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

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

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

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

The services of Kingston University's dedicated Business and Professional Experience 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 required to start developing their business and professional skills and are required to attend placement preparation workshops. These workshops run throughout the year and offer support to students at any stage of the process. In addition, a dedicated employability co-ordinator provides drop-in and scheduled events to support students in the preparation of CVs, applications and preparation for interviews and assessment centres.

The faculty offers employment-based activities where employers are invited on campus to participate in specialist networking activities such as Spotlight on

Marketing, Spotlight on HR, and the Strategy into Practice seminar series, all of which provide additional opportunities for students to hear about current business issues from prominent guest speakers.

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

H. Other sources of information that you may wish to consult

- QAA Benchmark statement website: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-management-15.pdf?sfvrsn=c7e1f781_10
Module guides/module handbooks
- Student handbook
- Kingston University website www.kingston.ac.uk
- Canvas (Kingston University virtual learning environment – for current students only)

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				
		XS4008	XS4007	XS4009	XS4006	XS4010
Knowledge & Understanding	A1	S				
	A2	S	S	S		
	A3					
	A4	S		S		

Intellectual Skills	B1	S	S	S		
	B2			S		
	B3	S		S		
Practical Skills	C3	S	S	S		
	C1	S		S		
	C2		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.