

Template C4



Programme Specification

Title of Course: *International Year One Marketing and Advertising*

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Version number	2
Faculty	Faculty of Business and Social Sciences
School	Kingston Business School
Department	Department of Strategy, Marketing and Innovation
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 Marketing and Advertising
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	
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) Marketing & Advertising with Business Experience. This innovative degree has been developed explicitly around the practice of marketing and advertising for students who wish to pursue a career in marketing or brand management, or advertising and communications, in either marketing departments or marketing communication agencies, with the aspiration to reach senior leadership and decision-making positions. Kingston's marketing graduates have secured jobs with companies such as L'Oréal, Leo Burnett, HSBC, Ogilvy One, Virgin Airlines, Marks & Spencer, Toyota, Greenpeace, Google, and Dairy Crest.

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) Marketing & Advertising.
- 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 six modules, four of which are bearing 30 credits (120 credits in total) and one non-credit bearing module (i.e., Academic English Skills). The modules cover course content and learning outcomes equivalent to Level 4 of the BSc (Hons) Marketing & Advertising.

The International Year One programme exposes students to the wider business environment by offering the following modules mapping the first year of Marketing & Advertising with additional English development:

- Managing Marketing Information
- Marketing Principles
- The Marketing Environment
- Organisations and Entrepreneurship
- Academic English Skills (AES)

At this level, students are expected to be able to describe and structure business and marketing problems. The first-year modules prepare students for the broader and deeper study of Marketing and Advertising in their second year. At this level, students develop their critical thinking skills, allowing them to propose solutions to marketing and advertising issues while developing entrepreneurial thinking. 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 programme aims to:

- Introduce students to key conceptual frameworks in business and marketing communications
- Begin to develop in students the intellectual and creativity skills necessary to solve contemporary marketing communications problems
- Enable students to identify, analyse and make recommendations for a range of marketing communications issues
- To develop an understanding and sensitivity to ethical considerations that arise in the practice of marketing particularly around the industry theme of 'responsible marketing'
- Equip students with relevant academic skills and an appropriate degree of proficiency in spoken and written English in the Business context

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 (Marketing & Advertising 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 Marketing & Advertising

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 referenced to the QAA subject Benchmark 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 marketing and advertising	B1	Identify relevant theory and apply to real-world marketing and advertising examples	C3	Think independently and interact effectively within a group
A2	Demonstrate knowledge and understanding of the key functional business areas of marketing including a) marketing information b) principles of marketing, c) the environment marketing professionals operate d) entrepreneurial thinking in organisations	B2	Identify and select relevant data and techniques for marketing and advertising decision making	C1	Use a range of IT tools effectively to access marketing information and data from a range of sources and evaluate its validity
A3	Explain and demonstrate current methods and techniques for creating and managing marketing information	B3	Interpret and appraise marketing information to solve marketing and advertising problems	C2	Develop and justify structured and coherent arguments providing evidence of the ability to interpret different assumptions and perspectives
A4	Demonstrate an awareness and understanding of current topics and issues of interest within marketing and advertising, including ethical issues				

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) Marketing & Advertising.

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) is a compulsory module but 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 Marketing and Advertising

Level 4							
International Year One Marketing and Advertising							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
International Year One Academic English Skills	XS4010	30	4	TB1 & TB2			
Managing Marketing Information	XS4016	30	4	TB1 & TB2			

Managing Marketing Information	XS401 6	30	4	1+2		0	0
Marketing Principles	XS401 7	30	4	TB1 & TB2			
ORGANISATIONS AND ENTREPRENEURSHIP	XS401 9	30	4	TB1 & TB2			
The Marketing Environment	XS401 8	30	4	TB1 & TB2			
Optional Modules							

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.

Assessments typically require significant primary and secondary research to be undertaken, ensuring students progressively develop critical thinking and information literacy skills at each level of the programme. 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.

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 in 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.

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 including Early, Mid and End-of-Module Evaluation Questionnaire (MEQs).
- Moderation policies which ensure marking is fair and consistent
- Module/Programme Assessment Boards

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 and Kingston Marketing graduates have secured jobs with companies such as L'Oréal, Leo Burnett, HSBC, Ogilvy One, Virgin Airlines, Marks & Spencer, Toyota, Greenpeace, Google, and Dairy Crest.

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.

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				
		XS4010	XS4017	XS4016	XS4019	XS4018
Knowledge & Understanding	A1	S	S		S	
	A2	S	S		S	
	A3					
	A4	S	S			
Intellectual Skills	B1	S	S		S	
	B2					
	B3	S	S			
Practical Skills	C3	S	S		S	
	C1		S			
	C2	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.