Template C4

Kingston University London

Programme Specification

Title of Course: *Pre-Masters Programme (PMP) Business and Management*

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Version number	1
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 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*	Pre-Masters Programme (PMP) Business and Management
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	N/A
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	N/A

FHEQ 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
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - One term, minimum of 12 weeks, for the 12 weeks programme Two terms, minimum of 20 weeks, for the 20 weeks programme
Maximum period of registration:	Full-time - Two terms, maximum of 20 weeks, for the 12 weeks programme Three terms, maximum of 30 weeks, for the 20 weeks programme
Entry Requirements:	The minimum entry qualifications for the programme are: One term – 12 weeks Academic IELTS for UKVI 6.0 overall (minimum 5.5 in all skills) (Equivalencies accepted) Two terms – 20 weeks IELTS 5.5 overall (in all components) Typical entry qualifications set for applicants to the programme are:

	- Qualifying first degree from an overseas institution in a related subject area. - Market-specific HE qualifications normally equivalent to at least a 2.2, as agreed with Kingston University. Applications may be considered on a case by case basis from students with qualifications not listed above, and/or with substantial, relevant work experience and/or advanced levels of English
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	1) [Quality Assurance Agency (November 2019) Subject Benchmark Statement: Business and Management](#) 2) [Quality Assurance Agency (June 2015) Subject Benchmark Statement Master's Degrees in Business and Management](#) 3) [Quality Assurance Agency (July 2015) Subject Benchmark Statement UK Quality Code for Higher Education Part A: Setting and maintaining academic standards Economics](#) 4) [Quality Assurance Agency (October 2014: page 26) UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards PART A - The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) 5) [Quality Assurance Agency (August 2008) Higher education credit framework for England: guidance on academic credit arrangements in higher education in England](#)
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	

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 aims to:

- Prepare students for postgraduate study at Masters' level by introducing them to fundamental principles and concepts of business and management;
- Develop students' English language skills;
- Expose students to current trends in the 21st century business environment;
- Enable students to develop appropriate research, presentation, problem-solving and critical analysis skills needed for academic success at Masters' level;
- Deepen students' understanding of project management techniques and how to successfully manage project from inception to completion;
- Enhance students' ability to apply knowledge and understanding to real world situations;
- To introduce and prepare students for a range of assessment methods that will demonstrate students readiness for the demands of studying at Master's level.
- Enhance students' personal effectiveness and transferable skills through the nurturing of strong interpersonal and employability skills;
- To enhance students' capacity to think critically and independently in terms of events, to drive innovative and creative ideas from global perspectives;

The Pre-Masters Programme in Business and Management is offered with two course lengths; a 20 week, and 12 weeks with higher entry requirements. Each course length has its own set of modules that have been designed to reflect the different lengths and entry requirements. The Pre-Masters Programme has been especially designed to support students wishing to progress to a taught Master's degree programme at Kingston University, who narrowly missed achieving the entry requirements for direct entry. The programme has been designed and structured to help international students acculturate and attain the levels of academic English language, critical thinking, reading, and research skills needed to study at Master's level at Kingston University. The programme aims to refine a range of intellectual skills: such as an ability to identify and apply theories, concepts and ideas and/or collect and analyse data in order to critically evaluate arguments, data, relevant issues and challenges, by building on the knowledge gained and academic skills acquired in students' prior studies. In addition to enhancing students' academic knowledge and understanding, the Pre-Masters Programme will nurture in students the practical, employability and transferable skills, such as the ability to work both independently and in co-operation with others, to deploy a range of communication and information technology skills, and to reflect upon and take responsibility for own learning, needed for postgraduate study at Kingston University and later in employment.

The Pre-Masters Programme has been designed in collaboration with Kingston University to create course-specific content that will prepare students for progression to relevant postgraduate degree programmes and to avoid repetition in content delivery. This thorough and careful process of module development, in partnership with academics, ensures the programme proposed contains the right level of intellectual challenge and academic rigour.

Qualified students with a need to improve their overall English level, or those who might wish to convert from other fields of study or seek to orientate themselves towards the study approach and methods of the UK system of higher education are well suited to the Pre-Masters Programme. It can also cater as a qualifying programme allowing students who might not be accepted directly by Kingston University with their baseline qualifications; such students

are able to use the Pre-Masters Programme to demonstrate that they have the intellectual ability and academic skills to study for a Masters at Kingston University.

Students successfully completing the Programme have the opportunity to gain admission to specified and relevant postgraduate taught degree courses at Kingston University. To achieve this outcome students have to meet or exceed progression requirements and conditions agreed with Kingston University, and to satisfy, as required, the entry regulations of any relevant professional, statutory, and regulatory bodies (PSRBs).

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks indicated 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:

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
A5	List the stages of the project management life cycle and explain the strategies adopted by organisations at each stage	B5	Apply business theories and models to real world business situations indicating the risk factors to the organisation	C5	Critically review evidence from a range of sources and clearly communicate ideas using a variety of media to present findings,following acceptable academic referencing and writing standards
A4	Define basic business concepts such as organisational culture, centralisation, decentralisation, organisational hierarchy and span of control among others	B4	Distinguish between the components of the internal, external and global organisational environments	C4	Demonstrate intercultural skills to effectively work in a team, take responsibility for group action and reflect on outcomes to enhance own performance
A3	Outline business and management theories and their application to current business practise	B1	Analyse project management strategies and appropriate ethical considerations for business organisations	C3	Using appropriate software, collect numerical data on business performance from different sources to solve a given problem
A1	Describe data collection techniques and identify appropriate research methods for business and management	B2	Critically evaluate the principles that underpin innovation in business and their effectiveness in contemporary society	C2	Become an independent learner, confidently use the VLE including other information technology to manage own learning and creatively respond to change
A2	Explain the relevance of project management to organisational performance and its relationship to other business disciplines	B3	Conduct qualitative and quantitative data analysis using software such as NVIVO, SPSS and Excel	C1	Prepare and present business data in a clear and consistent manner in line with academic conventions

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

Key Skills						
Self-Awareness Skills	Communication Skills	Interpersonal Skills	Research and information Literacy Skills	Numeracy Skills	Management & Leadership Skills	Creativity and Problem Solving Skills
Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	Express ideas clearly and unambiguously in writing and the spoken work	Work well with others in a group or team	Use software and IT technology as appropriate	Interpret and evaluate data to inform and justify arguments	Motivate and direct others to enable an effective contribution from all participants	Work with complex ideas and justify judgements made through effective use of evidence
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	Present, challenge and defend ideas and results effectively orally and in writing	Work flexibly and respond to change	Accurately cite and reference information sources	Present and record data in appropriate formats	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems
Work effectively with limited supervision in unfamiliar contexts	Actively listen and respond appropriately to ideas of others	Discuss and debate with others and make concession to reach agreement	Apply the ethical and legal requirements in both the access and use of information	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	Identify resources needed to undertake the task (or project) and to schedule and manage the resources	
Take responsibility for own learning and plan for and record own personal development		Give, accept and respond to constructive feedback	Search for and select relevant sources of information	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	Determine the scope of a task (or project)	
		Show sensitivity and respect for diverse values and beliefs	Critically evaluate information and use it appropriately			

C. Outline Programme Structure

The Pre-Masters Programme in Business and Management consists of four core modules which are all subject-specific. It is expected that all students must complete all modules. The programme is delivered over a period of either 12 weeks or 20 weeks. Details of each of these are provided in the tables below.

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

20 Week (Two term)

Pre-Masters Programme (PMP) Business and Management

Level 6							
Pre-Masters Programme (PMP) Business and Management							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Advanced Research Methods in Business	XS6008	0	6	2 + 3			
Advanced Research Methods in Business	XS6012	0	6	2 + 3		0	0
Contemporary Business Issues	XS6006	0	6	2 + 3			
Contemporary Business Issues	XS6009	0	6	2 + 3		0	0
Introduction to Project Management	XS6007	0	6	2 + 3			
Introduction to Project Management	XS6011	0	6	2 + 3		0	0
Pre-Master's Academic English Skills_20 weeks	XS6005	0	6	2 + 3			
Optional Modules							

Level 6 requires the completion of

All modules are core modules at FHEQ Level 6.

D. Principles of Teaching, Learning and Assessment

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 Pre-Master's 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.

This programme will utilise a combination of teacher-centred, learner-centred, content-focused and interactive/participative teaching methods. The teacher-centred method will be applicable in traditional lectures where student's will be provided with information on fundamental concepts and theories of business and management based on the content of the module being taught. Care will therefore be taken to ensure that skilled and knowledgeable tutors who are subject experts will interact with the students on a weekly basis and provide them with in-depth information about the subject area.

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 learner-centred teaching methods to be adopted will involve collaborative learning where students will be encouraged to engage in group discussions and debates to facilitate their learning. Furthermore, resources will be provided to students using online methods such as the Virtual Learning Environment, MyLab Maths and My Lab Intro to Business among others. These resources will facilitate content-focused learning where students will be able to access academic articles, videos, websites and additional reading texts where appropriate.

Therefore, this programme will incorporate hybrid learning strategies where students learn from traditional face-to-face lectures and seminars on one hand and also through online activities on the other hand.

The hybrid learning strategies will provide tutors with the opportunity to provide formative feedback to students. As such, there will be a combination of formative and summative assessments to evaluate students' progress and understanding of the subject area. For example, where students are required to create a project plan, feedback will be provided on a draft plan by the tutor. This will ensure that both the students and the tutor can monitor their progress. Furthermore, the weekly lectures and seminars provide another opportunity to evaluate student progress in addition to online activities, in-class tests and the use of the virtual learning environment to provide student feedback.

In addition to the formative assessments, students will also be assessed summatively. This ranges from in-class tests to group work and written examinations. A range of different summative assessments will help to develop students' academic writing skills, critical analysis, teamwork, presentation and problem-solving skills which are necessary for success at the Masters' level of postgraduate study.

E. Support for Students and their Learning

Students are supported by:

1. Online Resources: All students will be supported through the provision of resources on the Virtual Learning Environment (VLE) and through online platforms such as LinkedIn Learning, MyLab Maths and MyLab Introduction to Business by Pearson. The resources to be provided include additional reading lists, lecture materials, seminar materials, academic articles, videos, websites, case-studies and online quizzes among others

2. Academic Mentoring Sessions/CareerAhead: This is a compulsory one-hour session per week for all Pre-Masters Programme 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 CareerAhead, supporting students to develop valuable employment skills.
CareerAhead activities include:
- Keeping a reflective diary;
- Completing a bespoke skills review, identifying personal strengths and areas for development;
- Writing a personal development plan.

Through CareerAhead 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 CareerAhead) does not contribute to the assessment of the Pre-Masters Programme. This session is based on the rationale of providing all Pre-Masters Programme 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 Pre-Masters.

3. Library and IT facilities: Students will 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.

4. Student Progression and Wellbeing Team: The ISC has designated wellbeing and safeguarding staff who will provide students with pastoral care support and guidance on non-academic matters.

F. Ensuring and Enhancing the Quality of the Course

The ISC and Kingston University have several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Quality Assurance and Enhancement Committee/Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Early, Mid and End-of-Module Evaluation Questionnaire (MEQs).
- Moderation policies
- Module/Programme Assessment Board

G. Employability and work-based learning

This programme aims to develop key employability skills such as critical analysis, numeracy, problem-solving, teamwork and presentation skills. Students will also develop their English Language skills which will enable them work well in teams and adapt to corporate work environments.

Teamwork and presentation skills are developed using summative assessments that involve the creation and presentation of a project plan by group members. Critical analysis and numeracy skills are developed by enabling students to undertake research assignments and written examinations across the modules. Online resources such as LinkedIn will be introduced to the students to support their visibility to potential employers and graduate jobs once their masters' programmes are completed.

As such, the assessments across the modules aim to enhance and develop these skills among others in students which will be transferred to their respective masters' programmes and the real-world context upon graduation.

Thus, upon completion of the Pre-Masters Programme, students will advance to different postgraduate taught programmes and then move on to Graduate jobs of their choice where they can apply the skills gained in the Pre-Masters Programme.

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

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

QAA Subject Benchmark Statement Business and Management [Online] Available at: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5 [Accessed 16 March 2020]

QAA Subject Benchmark Statement Master's Degrees in Business and Management [Online] Available at: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16 [Accessed 16 March 2020]

- Module guides/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 6						
		XS6007	XS6006	XS6005	XS6008	XS6012	XS6009	XS6011
Knowledge & Understanding	A5	S						
	A4		S					
	A3		S					
	A1							
	A2	S						
Intellectual Skills	B5							
	B4		S					
	B1	S						
	B2		S					
	B3							
Practical Skills	C5		S					
	C4	S						
	C3							
	C2	S	S					

		C1							

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