

## Template C4



# Programme Specification

**Title of Course:** *Foundation Year International Business*

Date first produced	03/05/2024
Date last revised	26/08/2025
Date of implementation of current version	01/09/2025
Version number	3
Faculty	Faculty of Business and Social Sciences
Cross-disciplinary	
School	Kingston Business School
Department	Department of Management
Delivery Institution	GISMA

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):	Foundation Year International Business
Exit Award(s) and Title(s):	
Course Code <i>For each pathway and mode of delivery</i>	N/A
UCAS code <i>For each pathway</i>	

Awarding Institution:	Kingston University
Teaching Institution:	GISMA
Location:	GISMA University of Applied Sciences GmbH, Germany
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 1
Maximum period of registration:	Full-time - 2
Entry requirements	<p><b>The minimum entry qualifications for the programme are:</b>  Age: 17+  English language: A minimum IELTS score of 5 or equivalent is required for those for whom English is not their first language.  Nationality: Any non-UK</p> <p><b>Academic entry requirements</b>  Good high school grades or equivalent or General university entrance qualification  Mature applicants with vocational experience may be considered but offers will be subject to interview.</p>
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	N/A

Is this Higher or Degree Apprenticeship course?	No
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## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

The main aims of the International Foundation year are:

- to provide students from a range of educational backgrounds and achievements with a Foundation course that prepares them with knowledge, understanding, skills and competence to progress successfully in their chosen studies in Business related undergraduate programmes in the School of Business and subsequently employment
- to develop the abilities of students to interrelate and apply knowledge, skills and understanding gained from different parts of the course to the solution of problems with confidence,
- to provide all students with an in-depth knowledge and understanding of the core elements of business and management
- to develop the intellectual skills necessary to contribute to effective business practice
- to ensure that students are able to work effectively with others.

### **B. Programme Learning Outcomes**

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in '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 a knowledge and understanding of the business environment and how it impacts upon businesses	B1	Develop the intellectual skills necessary to contribute to effective business practice and successful study	C1	Use planning tools in project management
A2	Demonstrate a knowledge and understanding of the key functional business areas such as marketing, accounting and finance, people management, operations and project management	B2	Identify and select relevant sources of business data for use in the successful study of business and for business decision making purposes	C2	Demonstrate financial literacy through reading and interpreting managerial information and other data
A3	Demonstrate awareness of contemporary issues surrounding the growth of innovation, social and environmental responsibility, globalisation, internationalisation, sustainability and enterprise development.	B3	Analyse and appraise evidence from both disciplinary and multi-disciplinary perspectives.	C3	Demonstrate numerical competence in the analysis and interpretation of business information
A4	Demonstrate an understanding of current issues of international business and have an awareness of issues such as sustainability, ethics and social responsibility and how these	B4	Assume responsibility for own learning and continuing professional development	C4	Conduct themselves in a professional manner whilst studying and similarly in the workplace

	relate to contemporary business practice				
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### C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

### D. Outline Programme Structure

The Foundation year is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at level 3 to progress onto level 4 of their intended degree course. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

For all students, progression from the Foundation year to level 4 of their intended degree course requires passing of all modules.

Assessment of English Language competency is part of the Academic English module and passing of this module equals attainment of a score of IELTS 6.0 (with no element below 5.5) or equivalent.

#### Foundation Year International Business

Level 3							
Foundation Year International Business							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Academic and Professional Development for Business	BU3002	30	3	Year long; new occ start each TB		1	
Academic English	BU3001	30	3	1, 2, 3 & 4		1	
Foundations of Business Management and Law	BL3001	30	3	1, 2, 3 & 4		1	

Mathematical Skills for Business	BU300 3	30	3	1, 2, 3 & 4		1	
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## E. Teaching, Learning and Assessment

The programme has been designed to take account of the KU curriculum design principles. A wide range of teaching and learning methods will be employed to reflect the diversity of students on the programme and to embrace the principles of an inclusive curriculum that is effective for all. The focus of the teaching and learning is to develop a range of academic and study skills, including elements of effective critical thinking that prepare students for successful study, not only at level 4, but beyond and to maximise their chances of obtaining the highest possible degree awards.

As the Foundation year is seen as a 'stepping stone' from Further Education to level 4, the teaching strategies are designed to help develop students as independent learners as the year progresses, whilst recognising that the students are "on a journey" from their entry point to their ultimate successful transition to level 4.

The relatively small class sizes, which are a key feature of the learning environment GISMA, allow significant interaction and individual monitoring of students by lecturing staff. Lectures use active learning techniques through the use of question and answer sessions, utilising teaching aids such as mini white boards, small group presentations etc. Active learning techniques promote effective engagement by students and provide many opportunities for formative assessment activities that result in near immediate feedback to the students. Additional learning is available through a variety of online resources, which allows formative assessment of understanding and the application of knowledge outside formal class time. These include the use of web-based activities, online testing and accessibility to material via their mobile devices through the college's VLE Canvas. Students are directed towards independent study where appropriate, both as enhancement to topics studied or for stand-alone topics.

Collaborative and group work activities are key components of the teaching and learning strategy in most modules of the programme, in some cases these provide opportunities for summative assessment. Effective group work is considered a vital skill for success both within the students' intended degree routes but in the wider context of employability.

At the heart of the programme lies the combination of theory, business practice and the development of skills - those required in the immediate future for study and those subsequently required for employment. Lecturing staff are well qualified and bring a wealth of current commercial experience to the programme, whilst industry guest speakers provide additional opportunities to relate these to practice. Furthermore, assignments will typically require substantial primary and secondary research to be undertaken, thereby ensuring students progressively develop research skills throughout the programme. Assessments are presented in a range of formats including formal reports, presentations, IT based formats and more traditional testing methods.

The capstone project element of the Academic and Professional Development module will allow students to bring together and demonstrate the skills developed across the programme to research a topic specific to the degree they intend to study. Students will keep a research log/diary of their work, the information they have retrieved and how they have analysed this to



generate their final poster presentation. It is expected that the project presentations will take place at the University and that staff involved in the students' chosen degree pathways will be involved in the assessment process; this should further enhance the transitional process from Foundation to level 4 studies.

All modules incorporate a mixture of both formative and summative approaches. The assessment strategy for the programme as a whole has been designed to expose students to the full range of assessment type that they will encounter at level 4 and beyond. Formative assessment and feedback is designed to practice particular skills and to allow students to maximise the impact of the feedback towards tackling summative assessments.

Students will have a number of opportunities to sample level 4 lectures and activities at the University over the Foundation year and the college timetable is designed to facilitate these opportunities. The university based activities will be designed to reinforce the skills development the students are undertaking, the differences in learning within the HE environment and, by reflection, to establish any additional learning strategies they may need to succeed in level 4.

In the design of the programme it has been recognised that a proportion of those for whom the foundation programme is designed have been unsuccessful in programmes containing high proportions of formal examination. The assessment strategy of the programme as a whole has been designed to allow students to demonstrate their skills, knowledge and understanding through as wide a range of assessments as possible. Formal examinations have been minimised and where time constrained testing is used this has mainly been designed as short structured in-class tests or online MCQ tests. The bulk of the assessment is in the form of coursework assessments, where these are substantial pieces of work interim deadlines and milestones have been created to aid students in developing the wider skills of planning and time management (full details in the module descriptors). The programme as a whole incorporates some elements of formal time constrained assessment (in-class tests & exams) as these remain a feature of some modules at Level 4 and beyond. Where these methods are employed in the Foundation Year modules formative practice is incorporated to build student confidence.

## **F. Support for Students and their Learning**

Students at level 3 on Foundation programmes often require additional support reflecting the nature of previous educational background upon entry. GISMA Staff bring a wealth of experience in fostering a smooth transition of students with widely differing previous experiences through to becoming successful independent learners in Higher Education. As such students on the International Foundation Year will be supported through the following mechanisms:

Students are supported by a range of academic staff which include:

- A Course Director for each pathway to help students understand the programme structure.
- A Module Leader for each module
- A Personal Tutor to provide academic and personal support
- Access to the University programme leaders of the degree routes students intend to study, who can offer subject-specific advice.

In addition students are supported by a range of specialist staff including:

- Programme administrators both at the College and the University
- A substantial Academic Learning Centre that provides Academic Skills support.

In addition students receive guidance and can input to the development of their course by:-

- An induction period at the beginning of the academic session held jointly by Kingston University and GISMA
- Canvas – an on-line interactive intranet and learning environment
- Student Staff Liaison Committee
- Opportunities to undertake student representative roles

Students will be introduced to many of the support systems during induction. During this week students will undertake orientation exercises designed to help them familiarise their way around GISMA campuses. The goal is to ensure students understand their 'dual citizenship' of the institutions, the advantages this confers and how support is distributed between Kingston and GISMA.

Students are assigned to an academic member of staff as their personal tutor. The role of the personal tutor scheme is to establish a rapport between students and staff and to help personalise the student educational experience. The personal tutor scheme is embedded within the Academic and Professional Development module where considerable support is provided towards successful study. The initial meeting is designed to introduce students to their Personal Development Portfolio (PDP) and their role in fostering academic engagement and achievement.

At the beginning of the year personal tutors will meet with students to undertake a skills audit and to highlight the support provision, both within GISMA and Kingston in developing a range of skills. Students are asked to develop a time and learning planner in the first few weeks and they reflect on its impact in conjunction with their personal tutor in subsequent meetings. Further meetings allow monitoring of progress, the signposting of skills development, how to utilise feedback and to build confidence in the transition toward study in Higher Education. To maximise the understanding and utilisation of feedback, a number of exercises will be undertaken within the module, aimed at improving engagement with feedback and in helping to develop independent learning. Students are encouraged to engage with their PDP on a weekly basis, identifying activities undertaken and skills developed. Routine audits of engagement with these are undertaken in taught sessions.

As personal tutors are GISMA University staff and students at the end of the Foundation year progress to the University, the tutors also play a crucial role in the 'handover' of students to their respective course directors. All students will be given the opportunity for an exit interview where achievements are highlighted and opportunities for a 'head start' to level 4 discussed. Tutors are able to provide detailed information for the respective course directors on the students' achievements, skills-set and individual's needs, smoothing the students' progression onto their destination degree pathway.

## **G. Ensuring and Enhancing the Quality of the Course**

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

- External examiners

- Annual review and development
- Substantive review undertaken at the subject level
- Student evaluation
- Moderation policies
- Teaching Evaluation

## H. External Reference Points

External reference points which have informed the design of the course:

- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

**Please delete or edit as required, for example if the course is not an Apprenticeship then delete 'Apprenticeship standards'.**

## I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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 3			
		BU3001	BU3003	BL3001	BU3002
Knowledge & Understanding	A1	S		S	S
	A2	S	S		S
	A3	S	S	S	S
	A4	S			S
Intellectual Skills	B1	S	S	S	S
	B2	S	S	S	S
	B3	S	S		S
	B4		S	S	S
Practical Skills	C1	S		S	S
	C2	S	S	S	S
	C3	S		S	S

		C4	S		S			S
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**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

#### **Additional Information**