Template C4

Kingston University London

Programme Specification

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

Date first produced	06/08/2023
Date last revised	08/07/2025
Date of implementation of current version	02/09/2024
Version number	5
Faculty	Faculty of Business and Social Sciences
Cross-disciplinary	
School	Kingston Business School
Department	Department of Management
Delivery Institution	Corndel Limited, UK

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):	BSc (Hons) Applied Business Management
Exit Award(s) and Title(s):	BSc Applied Business Management Cert HE Applied Business Management DipHE Applied Business Management
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	n/a

Awarding Institution:	Kingston University
Teaching Institution:	Corndel Limited, UK
Location:	Corndel Limited, UK
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Distance Learning
Minimum period of registration:	Distance Learning - 30 months
Maximum period of registration:	Distance Learning - 45 months
Entry requirements	GCSE English and Maths grade 4 – 9 (or equivalent) • Typical offers at 104 UCAS Points and/or Successfully passing Corndel's Sova suitability assessment / be nominated by an employer. – note entry requirements may vary by route. • Relevant employment
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

SECTION 2: THE COURSE

A. Aims of the Course

The BSc (Hons) Applied Business Management aims to:
• Provide a dynamic and practical learning environment to enable learners to acquire and apply management and leadership skills to real world contexts and situations;
• Provide an understanding of strategic management and the role of key business functions including finance, sales and marketing, operations and HR to achieving strategic organisational aims
Provide students with knowledge, skills and behaviours to enable engagement with current business issues and challenges through a lens of ethics, sustainability, and responsibility.

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 On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A1	Critique and employ a wide range of Business and Management theories, theories, concepts and skills.	B1	Critically reflect upon business and management issues, concepts, theories and perspectives relevant to the subject, developing & evaluating complex arguments	C1	Critically evaluate and employ business and management theories and skills and techniques to achieve practical outcomes in real-world contexts / scenarios
A2	Employ a range of digital tools to solve complex business problems and support excellent communication	B2	Employ a range of ideas that inform evidence-based decision making within a business context.	C2	Apply collaboration processes to facilitate effective working relationships, share ideas and address complex challenges for mutual benefit
A3	Critically evaluate political, social and environmental issues related to business contexts.	B3	Communicate arguments and reasoning effectively, with a good understanding of audience and purpose within a business context	C3	Critically evaluate and employ professional and ethical working practices, acting in the best interest of the organisation
A4	Create and implement solutions to complex business problems, using a range of problem-solving tools and				

	techniques.			

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

Full details of each module will be provided in module descriptors and student module guides. Level 4 (all core) Core modules Module code Credit Value Level Management and Leadership Practice CM401 30 4 Using and Presenting Business Information CM402 30 4 Managing People and Teams CM403 30 4 Technology Innovation and Change CM404 30 4 This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 may be trailed into level 5 and must be passed before progression to level 6. Progression is subject to agreement by the PAB (AR10, Para 103). Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education Applied Business Management

Level 5 (all core) This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. Core modules Module code Credit Value Level Sales and Operational Planning CM501 30 5 Finance for Non-Financial Managers CM502 30 5 Collaborative Management Practice CM503 30 5 Managing Business Projects CM504 30 5 This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 may be trailed into level 6 and must be passed before consideration for an award. Progression is subject to agreement by the PAB (AR10, Para 105). Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Applied Business Management. Level 6 Core modules Module code Credit Value Level Contemporary Issues in Business and Management CM601 30 6 Strategic Management CM602 30 6 Synoptic Project: Research CM603 30 6 Synoptic Project: Development CM604 30 6 Level 6 requires the completion of the modules

BSc (Hons) Applied Business Management

Level 4							
BSc (Hons) Applied Business Management							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Management and Leadership Practice	BH4401	30	4	1 or 2			
Managing People and Teams	BH4403	30	4	1 or 2			
Technology Innovation and Change	BH4404	30	4	1 or 2			
Using and Presenting Business Information	BH4402	30	4	1 or 2			

Exit Awards at Level 4

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 may be trailed into level 5 and must be passed before progression to level 6. Progression is subject to agreement by the PAB (AR10, Para 103).

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education Applied Business Management.

Level 5							
BSc (Hons) Applied Business Management							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Collaborative Management Practice	BH5503	30	5	1 or 2			
Finance for Non-Financial Managers	BH5502	30	5	1 or 2			
Managing Business Projects	BH5504	30	5	1 or 2			

Sales and Operational Planning	BH5501	30	5	1 or 2			

Exit Awards at Level 5

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 may be trailed into level 6 and must be passed before consideration for an award. Progression is subject to agreement by the PAB (AR10, Para 105). Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Applied Business Management.

Level 6							
BSc (Hons) Applied Business Management							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Contemporary Issues in Business and Management	BH6601	30	6	1 or 2			
Strategic Management	BH6602	30	6	1 or 2			
Synoptic Project: Development	BH6604	30	6	1 or 2			
Synoptic Project: Research	BH6603	30	6	1 or 2			

Exit Awards at Level 6

Level 6 requires the completion of the modules.

E. Teaching, Learning and Assessment

The BSc (Hons) Applied Business Management programme provides an innovative and dynamic learning environment for students to enable both flexibility through asynchronous AQSH: Template C4 2022-23 Page 11 of 16 activities and facilitated learning support in the synchronous learning activities. It combines academic learning with a level 6 Chartered Manager degree apprenticeship. The programme is structured over 12 modules each covering a 10 week teaching and assessment block. Principles of teaching, Learning, Assessment and Support is provided below: Asynchronous e-learning materials and lectures Asynchronous learning activities for each module accessed flexibly on-demand: o e-Learning lessons: these weekly

activities provide specialist content for each module including theory, models, tools and techniques. It incorporates regular activities and exercises applied to the learner's working environment that help to build practical understanding and provide evidence for the building of the apprenticeship portfolio. o Module Challenge: at the beginning of each module learners will be provided with a 'module challenge' that builds into an assignment submitted at the end of the block. o Lectures: there will usually be three per module and these provide an opportunity to introduce key features of a module, to deepen knowledge of a particular aspect of the module and to support assessment preparation for the Module Challenge.

Synchronous Workshops, Peer Learning Activity and Academic and Professional Skills Synchronous learning activities for each module scheduled in advance for interactive learning: o Facilitated specialist workshops: these support the development of understanding of the specialist content in groups that run three times for each module (1-1.5 hours per session). o Peer learning activity: organised for smaller groups students to enable co-creation of learning supported by a facilitator three times per module (1 hour per session) o Academic and professional skills sessions: these provide specific skills that are tailored to each module to develop skills for specific activities and for the assessment. For example a session could include an activity such as: Advanced Excel spreadsheet skills, academic writing and referencing, data management dependent on the module (1 hour per session). Additionally, all students are provided with frequent one-to-one business coaching throughout the programme. Module Challenges and Authentic Assessment The Course aims for each assessment where possible to reflect an 'authentic' business experience, providing opportunities for learners to build skills and experience that are valuable in the workplace.

The initial challenge set at the beginning of each module will lead to an assessment that is submitted at the end of the teaching and learning block for that module. Examples of authentic assessment could include: o An in-depth personal analysis and reflection on practice, identifying key areas for personal development as a management professional, with the creation of a dynamic Personal Development Plan that will be reviewed throughout the programme o Using a range of theory and models, review talent management processes in your own organisation and critically discuss how this can influence organisational performance. Identify areas for development and provide recommendations with guidance on how these can be implemented within the organisation o Prepare presentation on the key benefits of coaching and mentoring for developing an inclusive culture that you could share with your team and include an annotated bibliography Write a Short Journalistic Article on an area of technological change that could influence future strategy in your organisation. Professional Writing Activity - provide a briefing for your team on the importance of corporate governance and ethical decision-making - use any format of your choice that addresses audience and purpose such as voice over presentation, infographic, briefing, podcast - must include storyboard or communication plan o Create a business canvas model to highlight requirements for a sales and operational plan, highlighting any issues that might arise and how these can be addressed using theory of operational management and monitoring processes o Learners will have the opportunity to use theoretical skills in the workplace and, use experience and knowledge gained while working through the formative and summative assessment which is designed to ensure it can be contextualised by the learner's employment context. Learners' Professional Development Expert (PDE) will support the acquisition and application of, skills and knowledge in the workplace as

part of their regular 1:1 meetings and the quarterly reviews with employers and learners.

F. Support for Students and their Learning

Corndel Students are supported by:
• PDEs are the cornerstone of Corndel's personalised delivery model, each learner is allocated to a PDE who they meet frequently. The PDE supports learners to contextualise their learning within their role, providing formative feedback to support threshold and stretch attainment, and acting as the first port of call for a broad range of student support requirements. Students will develop an individual learning plan with their PDE which is regular updated and progress evaluated against.
• Students will have access to Corndel's extensive online line learning materials via the virtual learning environment, including access to e-book versions of texts within module reading lists and access to journal collections.
• PDEs also signpost additional learning and support via Corndel's support for skills and Qwell who support student mental health and wellbeing.

G. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:
• External examiners • Boards of study with student representation • Annual Monitoring and Enhancement • Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+) • Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS) • Moderation policies • Feedback from employers

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 4				Level 5				Level 6			
		BH4401	BH4402	BH4403	BH4404	BH5501	BH5502	BH5503	BH5504	BH6601	BH6602	BH6603	BH6604
Knowledge & Understanding	A1	S		S	S	S	S			S	S		S
	A2		S		S	S	S						
	A3			S	S				S	S	S	S	
	A4	S			S	S			S	S	S	S	
Intellectual Skills	B1	S			S	S	S	S	S	S			
	B2			S	S	S	S		S	S	S	S	
	B3	S	S			S		S	S	S		S	S
Practical Skills	C1	S		S		S	S	S				S	S
	C2			S				S					S
	C3		S	S				S	S	S			S

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

Additional Information