

Template C4



Programme Specification

Title of Course: *BSc (Hons) Business Management and Digital Innovation*

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Version number	11
Faculty	Faculty of Business and Social Sciences
Cross-disciplinary	
School	Kingston Business School
Department	Department of Management
Delivery Institution	

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):	BSc (Hons) Business Management and Digital Innovation
Exit Award(s) and Title(s):	Ordinary Degree in Business Management and Digital Innovation Certificate in Higher Education in Business Management and Digital Innovation Diploma in Higher Education in Business Management and Digital Innovation
Course Code <i>For each pathway and mode of delivery</i>	UFBDI1BDI20
UCAS code <i>For each pathway</i>	N294

Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Kingston Hill
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Full-time
Minimum period of registration:	Full-time -
Maximum period of registration:	Full-time -
Entry requirements	The minimum entry qualifications for the programme are: From A levels: 112-128 UCAS points (to include at least two A-levels or equivalent qualifications) BTEC National: Distinction, Merit, Merit (DMM) Access Diploma: Pass Plus: Five GCSEs grades 4 – 9, including Mathematics and English Language A minimum IELTS score of 6.0 (with no element below 5.5) is required for those for whom English is not their first language. Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.
Regulated by	

Programme Accredited by:	Association for the Advancement of Collegiate Schools of Business (AACSB)
Approved Variants:	n/a
Is this Higher or Degree Apprenticeship course?	

SECTION 2: THE COURSE

A. Aims of the Course

The programme aims to:

- Develop in students the skills required to secure and thrive in graduate-level employment, research, further study and lifelong learning.
- Develop in students their ability to recognise their skills, evidence them and articulate them
- Prepare graduates for business, management and digital innovation roles in all types of organisations and sectors
- Equip students with the in-depth knowledge and understanding of the core elements of business, management and relevant digital technologies
- Provide students with the opportunity to acquire technical qualifications and connections to industry.

B. Programme Learning Outcomes

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	Explain and critically evaluate complex business environments	B1	Use data to identify and solve unstructured business problems, and make evidence-based decisions	C1	Implement current and emerging digital and technological solutions
A2	Communicate an in-depth knowledge and understanding of the key functional business areas	B2	Use an enterprising mindset to create value	C2	Identify business opportunities and make a difference
A3	Apply a detailed and critical understanding of how business elements interrelate with digital innovation and affect overall organisational performance	B3	Interpret, analyse, evaluate and draw inferences from business information and other relevant information sources	C3	Work effectively in diverse environments, and with others and get things done
A4	Apply a critical awareness and understanding of current issues of global concern such as sustainability, ethics and social responsibility and how these relate to contemporary business practice	B4	Use relevant critical, creative or innovation skills to deal with management problems and issues to produce recommendations for decision and subsequent action	C4	Conduct and present themselves in a professional manner appropriate for the workplace

C. Future Skills Graduate Attributes

D. Outline Programme Structure

	Teaching Block 1	Teaching Block 2	Extended Learning Opportunities
Level 4 4 x core 30-credit modules	BS4207 Global Business Environments (30)	Enrichment activities: <ul style="list-style-type: none"> • Kingston Award • Part-time work • Additional careers activities • Additional skills development qualifications, e.g., micro-skills awards and proctored exams (MOS) 	
	BB4205 Data and Digital in Business (30)		
	BH4104 Service Mindset in Business Relationships (30)		
	BS4206 Business Design Thinking (30)		
Level 5 3 x core 30-credit modules, 2 x 15-credit core modules	BA5810 Unlocking Business Value (30)	Enrichment activities: <ul style="list-style-type: none"> • Additional careers fair • Kingston Award • Part-time work • Internship • Additional skills development qualifications, e.g., micro skills awards and proctored exams (Marketing, Digital, CRM, Sustainability, Project Management (Praxis and Agile), Sales) 	
	BM5212 Developing Effective Marketing Programmes (30)		
	BS5205 Sustainable and Responsible Management (30)		
	BB5*** Digital Analytics for Business (15)	BB5114 Technology in Focus (15)	
	Optional Sandwich Year		
Level 6 3 x core 30-credit modules, 2 x 15-	BS6206 Building	Graduate Support Package	

credit elective modules

Business Strategy (30)

- Additional skills development qualifications, e.g., micro skills awards and proctored exams (Project Management, Consultancy, Sales, Critical Thinking, Problem Solving, Digital platforms (user and developer level), Financial systems, CIPD

BH6016
Leadership, Transformation and Complexity (30)

BB6*** Digital Innovation and Transformation (30)

BH6015
Professional Experience (15)

BM6213
Digital Creativity in Marketing (15)

BH6014
The Learning Organisation (15)

BB6115
Data and Digital Driven Design (15)

BM6212
CRM and Customer Success (15)

Full details of each module will be provided in module descriptors and module booklets.

Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these circumstances arise.

The elective modules at levels 5 and 6 allow students to either broaden their understanding of a range of business functions or follow a more specialised pathway if they have formulated a career path to pursue. The coherence of the course is maintained through the core modules, and all programme learning outcomes and key skills are developed through the core modules.

BSc (Hons) Business Management and Digital Innovation

Level 4							
BSc (Hons) Business Management and Digital Innovation							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Business Design Thinking	BS4206	30	4	1 and 2		1	

Data and Technology in Business	BB4206	30	4	1 and 2		1	
Global Business Environments	BS4207	30	4	Year long		1	
Organisations & People	BH4105	30	4	1 and 2		1	

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 can be trailed into level 5 and must be passed before progression to level 6.

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 in Business Management and Digital Innovation.

Level 5							
BSc (Hons) Business Management and Digital Innovation							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Developing Effective Marketing Programmes	BM5212	30	5	1 and 2		2	
Digital Analytics for Business	BB5115	15	5	1		2	
Sustainable and Responsible Management	BS5205	30	5	1 and 2		2	
Technology in Focus	BB5114	15	5	TB2		2	
Unlocking Business Value	BA5810	30	5	1 and 2		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 can be trailed into level 6 and must be passed before consideration for an award.

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 Business Management and Digital Innovation.

Level 6

BSc (Hons) Business Management and Digital Innovation							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Building Business Strategy	BS6206	30	6	1 and 2		3	
Digital Innovation and Transformation	BB6309	30	6	1 and 2		3	
Leadership, Transformation and Complexity	BH6016	30	6	1 and 2		3	
Optional Modules							
CRM and Customer Success	BM6212	15	6	2		3	
Data and Digital Driven Design	BB6115	15	6	2		3	
Digital Creativity in Marketing	BM6213	15	6	1		3	
Professional Experience	BH6015	15	6	1		3	
The Learning Organisation	BH6014	15	6	2		3	

Exit Awards at Level 6

ALL MODULES

E. Teaching, Learning and Assessment

The approach to teaching, learning and assessment supports the programme aims to ensure that graduates have the skills and knowledge to secure and thrive in graduate-level employment, research, further study and lifelong learning.

Much of the learning and teaching is through project- and problem-based activities, wherever possible informed and or delivered by current practitioners as well as academics. This approach also allows co-construction with students by encouraging and supporting them to grow from being “fed facts” to developing knowledge, understanding and critical skills through exploration of subjects that interest them.

The industry-informed approach to teaching is further underpinned by the approach to assessment, which is, wherever possible, industry relevant and authentic – further preparing our graduates for the tasks and challenges they will face in graduate roles.

In addition to those currently in practice, and practice-based staff providing students with connections to industry and the “real world”, research-active staff expose students to the latest research developments.

Assessments typically require primary and secondary research to be undertaken, ensuring students progressively develop critical thinking and information literacy skills at each level of the programme, but require presentation in a format that is industry appropriate. Assessment methods include reports, portfolios (group and individual), group design projects, presentations (group and individual), skills portfolios, placemat presentations, sales pitches, project plans, briefs and prototype specifications and development. The latest technology is used to enhance learning and collaborative working. The assessment strategy ensures that students have explicit formative opportunities for practice and feedback designed to help them achieve their full potential in final (summative) assessment.

Assessment loads are standardised at each level and wherever possible students will be given a choice in how they present their assessment to meet the learning outcomes.

Our rich and inclusive curriculum is continually reviewed in consultation with our students, employers, and industry to take account of new developments, seeking to keep the programme exciting and lively. A range of methods is 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.

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 and thus replicates business practice of collaborative teamwork; group work is supported through class activities in each module where it occurs. 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.

To further support students, sessions led by personal tutors are integrated into modules. These sessions will focus on supporting the students in transitioning to, and from, Higher Education and develop skills for success.

Personal tutors remain with a student throughout their degree studies. Feedback received and discussed in year one will feed forward into year two, and subsequently into the final year, further enabling tutors to direct tutees to appropriate sources of support, guidance, and development. Personal tutors will also be able to support students in discussions around their potential career path supported by their ePortfolio.

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 Business Management and Digital Innovation programme has integrated the principles of the University's Inclusive Curriculum Framework, to ensure inclusivity has been embedded throughout the academic cycle. Examples of these approaches include:

- Assessments and delivery patterns that support students who commute
- Students are co-creators of the assessment data – for example creating and answering surveys that are used within analytics assessments, and choosing to illustrate marketing concepts and lead discussion in the classroom
- Case studies and role models used in assessments reflect the diverse student body
- Teaching spaces, when appropriate, are set up in a carousel arrangement, so students are naturally positioned to discuss concepts in an inclusive manner
- Students are provided with the dates of all assessments at the start of each level of their studies so that they can manage their time. They are encouraged to discuss any concerns with their module leader and personal tutor, who will support them in reflecting on their feedback to improve on further assessments.

F. Support for Students and their Learning

Students are supported by:

- A Personal Tutor. Each student will have their own personal tutor who will normally stay with them throughout their course. The tutor will instigate regular meetings throughout the student's time at university, providing support, guidance and encouragement to their tutees throughout the programme. Topics such as academic performance, future skills development and the tutee's personal learning journey will be discussed. Tutors not only support academic performance but also are there to listen to non-academic concerns such as adapting to a new environment/country, family concerns, illness or homesickness. They are also there to help celebrate success. Personal tutors are a great resource for international students, giving them a named academic who will be able to direct them to relevant services and procedures.
- A Course Director. The Course Director helps students to understand the programme structure, the academic regulations and what is required at the various levels of study.
- A Student Administrative Support team. The student support team helps with general administrative aspects such as timetables issues and providing letters.
- Student Achievement Officers. This team can provide guidance on study plans or help arrange services such as Wellness or Disability.
- An Academic Affairs Coordinator. The AAC can provide advice and guidance on academic matters such as mitigating circumstances and extensions.
- The Careers and Employability team provides valuable guidance which develop students' professional skills, supporting them with internships and/or placements and organising careers events.

- Peer-Assisted Learning (PAL) student mentors. The PAL mentors are students who have previously studied the modules and provide support and mentoring to newer students.
- FBSS Academic Skills Centre. This is a drop-in service for advice on academic skills. Both UK and international students find this service particularly useful for providing feedback on appropriate referencing.
- Technical support with IT and the use of software.
- LinkedIn Learning videos that provide a broad range of business and IT training resources.
- An induction week at the start of the programme to introduce students to the university, university life, what is expected of them, the degree programme and each other.
- Ongoing re-induction sessions at appropriate points in the course.
- Access to English language support, which is particularly useful for international students who do not have English as their first language, and to foreign language tuition via the Kingston Language Scheme.
- Staff Student Consultative Committee and course representatives to enable students to feed back to staff about the programme.
- Canvas – a versatile on-line interactive intranet and learning environment.
- Student support facilities that provide advice on issues including finance, regulations, accommodation and international student support.
- Disabled student support.
- International students also have the additional benefit of the University's International Student Advisory Centre (ISAC) which welcomes students on their entry to the UK and provides support throughout the student's time at University. The IASC is based on the Kingston Hill campus, where the Accounting and Finance with Business Experience programme is taught, and provides guidance on such items as immigration matters, living in the UK and healthcare in the UK for international students.
- The Union of Kingston Students, which provides a wide variety of clubs and societies and social events, as well as supporting and providing guidance to students on a variety of academic issues.

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
- School Education Committees 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

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									
	BB4206	BH4105	BS4206	BS4207	BB5114	BM5212	BS5205	BA5810	BB5115	BM6213	BB6115	BS6206	BH6015	BH6016	BM6212	BB6309	BH6014	
Knowledge & Understanding	A1																	
	A2																	
	A3																	
	A4																	
Intellectual Skills	B1																	
	B2																	
	B3																	
	B4																	
Practical Skills	C1																	
	C2																	
	C3																	
	C4																	

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