

Template C4



Programme Specification

Title of Course: *BSc (Hons) Business Management and Marketing top-up*

Date first produced	16/08/2024
Date last revised	08/07/2025
Date of implementation of current version	02/09/2024
Version number	4
Faculty	Faculty of Business and Social Sciences
Cross-disciplinary	
School	Kingston Business School
Department	Department of Management
Delivery Institution	British Academy of Jewellery, 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) Business Management and Marketing top-up
Exit Award(s) and Title(s):	BSc Business Management and Marketing top-up
Course Code <i>For each pathway and mode of delivery</i>	UFBMM1AJS10 / UFBMM1BMM10 / UFBMM1AJB10
UCAS code <i>For each pathway</i>	N/A

Awarding Institution:	Kingston University
Teaching Institution:	British Academy of Jewellery, UK
Location:	British Academy of Jewellery, UK
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	The minimum entry qualifications for the programme are: • 240 credits from a relevant Higher National Diploma (HND), or foundation degree (FdA/ FdSc) • 120 credits from Level 4 and 120 credits Level 5 of an undergraduate degree (BA/BSc) in a relevant subject at a different institution. British Academy of Jewellery typically uses a range of entry requirements to assess an applicants suitability for our courses. We may also use interview, portfolio and performance pieces to assess an applicants suitability for the course. We recognise that every persons journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. 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.

Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Association for the Advancement of Collegiate Schools of Business (AACSB)
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	No

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 marketing 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 marketing
- Provide students with the opportunity to acquire technical qualifications and connections to industry.

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	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 and marketing opportunities and make a difference
A3	Apply a detailed and critical understanding of how business and marketing elements interrelate and affect overall organisational performance	B3	Interpret, analyse, evaluate and draw inferences from business and marketing related 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 entrepreneurial 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

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

Note: As per GR5 within the general regulations, the Academy aims to ensure that all programme learning outcomes and key skills are developed through the core modules.

BSc (Hons) Business Management and Marketing top-up

Level 6							
BSc (Hons) Business Management and Marketing top-up							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Building Business Strategy	BS6206	30	6	Year Long		1	
Digital Creativity in Marketing	BM6213	15	6	1		1	
Leadership, Transformation and Complexity	BH6016	30	6	Year long		1	
Social Media Strategy Development	BM6214	30	6	Year long		1	
The Learning Organisation	BH6014	15	6	2		1	

Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

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, 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, sales pitches, project plans, briefs, networking reports 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 feedforward designed to help them achieve their full potential in final (summative) assessment.

Assessment loads are standardised 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. 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. Personal tutors will also be able to support students in discussions around their potential career path supported by their ePortfolio.

The Business Management and Marketing 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:

- At the start of your course you will be allocated a **Personal Tutor**. Your tutor will instigate regular meetings throughout your time at the Academy, providing you with support, guidance, and encouragement. You will receive support topics such as academic performance, future skills development and your 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.
- Your **Course Manager** helps you to understand the programme structure, the academic regulations and what is required at the various levels of study.
- The **Student Services and Administrative** team are there to help you with general administrative aspects such as timetables issues and providing letters.
- The **Academic Support** team can provide guidance on study plans or help arrange services such as Wellness or Disability.
- The **Quality and Student Engagement** team can provide advice and guidance on academic matters such as mitigating circumstances and coursework extensions.
- The **Careers & Industry Engagement Manager** (Sky Mentor), provides valuable guidance on developing professional skills, supporting you with any internships and/or placements and organises careers events.
- **IT Support** can be accessed through the Student Services team.
- **Student Council** and **Course Representatives** help enable students to feed back to staff about their programme.
- **CANVAS (VLE)** is a versatile on-line interactive intranet and learning environment.
- The **Union of Kingston Students** which provides a wide variety of clubs and societies and social events, as well as supporting and providing guidance on a variety of academic issues.

Guided learning activities require students to study independently. Independent study will include preparation for scheduled sessions, follow-up work to consolidate learning derived from scheduled sessions, wider reading and practice, completion of assessment tasks and revision. The relative amounts of time that students are expected to spend engaged in scheduled activities and independent study varies between modules but is set out in each module descriptor. During the programme, independent study will be guided through Canvas under the direction of relevant module teams. Students will also have access to and be

encouraged to use their Personal Tutor to ensure they make best use of their independent study time.

To further support students and integrate the role of the personal tutor within the academic programme structure, all personal tutors will be advised of the nature and timing of the assessments for each module on their tutee's programme. This will enable tutors to identify and discuss areas of strength and weakness in each individual student's skills and knowledge set.

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
- 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 6

		BS6206	BM6214	BH6014	BH6016	BM6213
Knowledge & Understanding	A1	S	S			
	A2			S		S
	A3	S	S			
	A4	S				
Intellectual Skills	B1		S			S
	B2	S	S			
	B3	S	S			
	B4	S	S	S		
Practical Skills	C1			S		S
	C2	S	S			S
	C3		S			
	C4	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