

## Template C4



# Programme Specification

**Title of Course:** *BA (Hons) Management and Business*

Date first produced	21/11/2017
Date last revised	08/07/2025
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Version number	4
Faculty	Faculty of Business and Social Sciences
Cross-disciplinary	
School	Kingston Business School
Department	Department of Management
Delivery Institution	South Thames Colleges Group (Kingston College), 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):	BA (Hons) Management and Business
Exit Award(s) and Title(s):	CertHE Management and Business BA Management and Business DipHe Management and Business
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

Awarding Institution:	Kingston University
Teaching Institution:	South Thames Colleges Group (Kingston College), UK
Location:	South Thames Colleges Group (Kingston College), UK (in some future Chartered Manager Degree Apprenticeship situations face to face delivery could take place on employer premises)
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Part-time
Minimum period of registration:	Part-time - 2
Maximum period of registration:	Part-time - 4
Entry requirements	<p>The minimum entry qualifications for the programme are: For entrants to this degree (straight from study at College and School at Level3) and who are joining a formal Chartered Manager Degree Apprenticeship the typical entry qualifications are;</p> <ul style="list-style-type: none"> <li>• A minimum of 64 UCAS Points</li> <li>• plus English Language and Maths GCSE at grade 4 (c) minimum (or FS equivalent)</li> <li>• A minimum of two years relevant work experience in a business/management position</li> <li>• Employed for a minimum of 16 hours per week in a relevant business/management position</li> </ul>

	<p>These details and the recruitment and selection process would be agreed with the employer and are designed as an indicator of potential for successful completion of the apprenticeship. For existing employees being accepted to the degree as part of a Chartered Manager Degree Apprenticeship to upskill the recognition of prior experiential learning will be applied (and may include prior educational attainment as mentioned above) and the College (and University) will agree the features of those requirements as an indicator of potential for successful completion of the apprenticeship.</p>
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Chartered Management Institute (CMI)
Approved Variants:	There are no approved variants from UR
Is this Higher or Degree Apprenticeship course?	No

## **SECTION 2: THE COURSE**

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

The main aims of the programme are:

- To provide students with an in-depth knowledge and critical understanding of core elements of management theory and be able to apply those to their workplace and management/leadership roles now and in the future
- To develop the ability to apply underlying concepts outside the context in which they were first studied (including students' employment situations)
- To enable students to identify, locate and critically appraise secondary and primary sources as a basis for independent study via a series of work-based projects
- To develop the ability to evaluate critically the appropriateness of different approaches to problem-solving in the field of study as applied to real-life management contexts
- To prepare students for lifelong learning by developing their intellectual, problem solving, collaborative, practical and key (transferable) skills and behaviours
- To assist students in developing the skills and behaviours expected of them in a business and management role and setting
- To contribute to the development of a professional manager capable of managing complexity, delivering impact at a strategic and/or operational level with management and leadership responsibility for setting and delivering organisational objectives through a wide range of functions.
- And to ensure that students are fully equipped and ready for the gateway to end point assessment for the Chartered Manager Degree Apprenticeship.

### **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

	<b>Knowledge and Understanding</b>  On completion of the course students will be able to:		<b>Intellectual Skills</b>  On completion of the course students will be able to		<b>Subject Practical Skills</b>  On completion of the course students will be able to
A5	Recognise how current issues within business and the international environment relate to contemporary business management practice.	B5	Analyse and evaluate the impact of current issues in the business and international environment and how they might influence internal management practice.	C5	Respond, predict and make current and future decisions as a result of the changing external business and international environment.
A4	Explain how inclusive leadership and management styles can contribute to the effective recruitment, performance management, support, training, coaching and development of staff and teams.	B4	Recognise the diversity of an organisation's workforce and appreciate the range of leadership and management techniques to maximise levels of staff performance.	C4	Manage an effective recruitment, performance management, support, training, and coaching function within a diverse organisation.
A3	Recognise innovative sales and marketing strategies to segment, target and exploit market opportunities taking full advantage of emerging digital technologies.	B1	Recognise relevant legal compliance, and the benefits of considering the interests of different stakeholders when using financial tools and models to secure successful procurement and contractual outcomes in a forever changing commercial context	C3	Implement the use of a range of traditional marketing and emerging digital techniques and tools to segment, target and exploit market opportunities with the aim of meeting customer needs and creating organisational improvement.
A1	Demonstrate knowledge of how to work effectively in a changing commercial context to develop financial strategies taking into account internal and stakeholder	B2	Implement organisational strategy by the effective use of short, medium and long term management techniques and models.	C2	Effectively use project, people and change management models to implement organisational strategies via human and other resources.

	interests and the use of a range of financial tools, models and compliance with legal requirements.				
A2	Understand how to develop sustainable organisational strategy and plans through the effective use of project and change management techniques.	B3	Appreciate the power, potential and shortfalls of a range of sales and marketing tools, including emerging digital technologies, to deliver sales and marketing strategies to successfully exploit markets.	C1	Build upon the ability to interpret and analyse past financial data and stakeholder interests to plan, review and manage budgets and other financial plans.

### 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

BA (Hons) Management and Business comprises 3 levels of study – levels 4, 5 and 6. Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. A student must pass all modules and complete 120 credits at each level to progress onto the next level.

Full details of each module will be provided in module descriptors and student module guides. All students will be provided with the University regulations.

#### BA (Hons) Management and Business

Level 4							
BA (Hons) Management and Business							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Leading and Managing an Organisation	BD4303	30	4	Year 1 block 1			
Business Environment	BD4302	30	4	Year 1 block 2			
INTRODUCTION TO MARKETING	BD4304	30	4	Year 1 block 2			
Professional Development	BD4301	30	4	Year 1 block 1			

Exit Awards at Level 4

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.

<b>Level 5</b>							
<b>BA (Hons) Management and Business</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Human Resource Management	BD5302	30	5	Year 2 block 1			
Financial Management	BD5304	30	5	Year 2 block 2			
Operations Management	BD5301	30	5	Year 2 block 1			
Project Management	BD5303	30	5	Year 2 block 2			

#### Exit Awards at Level 5

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.

<b>Level 6</b>							
<b>BA (Hons) Management and Business</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Strategic Management	BD6301	30	6	Year 3 block 1			
Corporate Decision Making	BD6304	30	6	Year 3 block 2			
Digital Technologies and Innovation	BD6302	30	6	Year 3 block 1			
Managing and Leading Change	BD6305	30	6	Year 3 block 2			

#### 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 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, the fact that many may be returning to learning at a later point in life after a gap from their last experience of academic study, some may have modest past academic achievements but have been successful in the workplace and their career to date 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 will support students to be successful in their study, and to support the Chartered Manager Degree apprentices to also be able to successfully complete all the aspects of their qualification including the work related end point assessment requirements, and to develop the management and leadership skills at the centre of the degree and vital for their future management and leadership careers.

As the Degree is studied alongside work the teaching and learning strategy will draw upon past and present work experience as a fundamental part of the degree. The teaching and learning strategy adopted will take full advantage of the opportunity for students to draw upon their work related experience throughout the course when at study, and conversely, whilst at work to draw upon their theoretical learning from study to develop their work based knowledge, skills and behaviours. The assessment design will also take maximum advantage of work/employment contextualised assessment to further reinforce the link between learning at college and work and for the apprentices to support them in their work place linked end point assessment requirements. This strategy will be further developed in that the apprentices' employers will provide workplace mentors, who will be trained by the College to be able to further support them at work in applying these principles and help them to be successful. The workplace mentors will, however, not be part of the teaching team for the degree and will not be involved in the assessment of the students for any of the modules in the degree. The workplace mentors will liaise with and be briefed by the college teaching team, through regular meetings, so that they are able to facilitate the work based opportunities necessary for completion of the programme. Whilst high levels of support will be provided the teaching strategies are also designed to help develop students as independent learners as the degree progresses, a skill development which will also be very useful in the workplace.

The relatively small class sizes, which are a key feature of the learning environment and face to face delivery of higher education at the College, and likely to be so for this course (which may include closed cohorts of employees of a single organisation) allow significant interaction and individual monitoring of students by lecturing staff. Seminar rather than lecture type sessions will use active learning techniques through the use of question and answer sessions, seminars, 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 face to face class time. These include the use of web-based

activities, online testing and accessibility to material via the college's VLE Moodle. Where appropriate, modules will incorporate elements of "Flipped Learning" where material that would normally be delivered in a lecture format will be made available to students via the VLE prior to classes which will allow the major part of the face-to-face delivery at the College to concentrate on more active learning techniques. Additionally students will be directed towards independent study, both as enhancement to topics studied and 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 route and in this degree situation as a vital part their study and employment objectives.

At the heart of the programme lies the combination of theory, business practice, the development of skills and behaviours - those required in the immediate future for their degree study and those required in their employment situation. Lecturing staff are well qualified and bring a wealth of current commercial experience to the programme and will take maximum opportunity to relate learning to the students' workplace as well as the broader business context where appropriate. 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 in a minority of cases more traditional testing methods (in class tests). All modules incorporate a mixture of both formative and summative assessment to ensure that students are fully prepared and briefed for summative assessment.

The module delivery pattern has been designed to provide a first and early opportunity for the students to reflect upon, and gain a full understanding of themselves; via the Professional Development module, with recognition of the importance of this to support the development of effective management and leadership skills of others. An important feature of the reflective and skill auditing nature of the Professional Development module will be its ability to identify individual skills gaps. The College will then be able to provide appropriate support to individual apprentices on the programme in the form of support workshops for Academic Writing, Numeracy, use of specific ICT etc. some of this support will be timetabled within the module delivery and other support will be available via the programme of open access support sessions run in the College's 11<sup>th</sup> floor Undergraduate Centre. Other level 4 modules provide the opportunity for students to look at external factors impacting upon business organisations and to consider how businesses should respond. There is a first opportunity at level 4 to look at leading and managing others in the team sense. Level 5 modules provide the opportunity for the student to develop functional management knowledge and skills in Operations and Project Management, Finance, and Human Resources. Level 6 provides holistic learning opportunities and brings earlier functional management learning together with learning about longer term and larger scale leadership and management considerations. These modules will require the demonstration of effective research skills and will involve significant work based application. For the apprentices this will prove effective in linking the apprenticeship requirements of work based portfolios and the work based project that is completed prior to the Apprenticeship End Point Assessment. The work based project, completed after the degree, will provide

synoptic assessment of the programme in place of the more normal level 6 Capstone assessment element.

Formative assessment and feedback form an integral part of all modules within this programme. Formative assessments are incorporated to develop and test specific knowledge, understanding and skills in each module. Where appropriate the nature of formative assessment within modules is designed to allow students to develop in stages, with appropriate developmental feedback, in preference to simply presenting students with a “practice assessment” in the same format as the modules summative assessment. Peer assessment of formative individual and group presentation tasks will be a feature of many modules, this will allow students to gain confidence both within their own command of this format of communication but also enhance their skills in effective critical analysis of the work of others. A strong emphasis will be placed, in all modules, upon the effective use of the feedback to have impact in term of feeding forward to subsequent assessments, in many cases this will involve students in completing some form of reflection/action plan related to the feedback they have received.

In the design of the programme it has been recognised that as a work based/contextualised programme preparing students for further challenges in their career in the disciplines of leadership and management, 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 and manage their workload alongside their workplace and private commitments. As has been stated previously much of the assessment is set in a workplace context.

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

The College Staff bring a wealth of experience in fostering a smooth re-entry into study for learners who may have had a gap since their last experience of study and for those with widely differing previous educational experiences to enable them to become successful independent learners in Higher Education. As such students on BA (Hons) Management and Business will be supported through the following mechanisms:

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

- A Course Director to help students understand the programme structure and how this relates to the demands of the Chartered Manager Degree Apprenticeship.
- A Module Leader for each module.
- A Personal Tutor to provide academic and personal support (which in some cases may also be the Course Director)
- A work place mentor assigned by their employer

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

- Technical support to advise students on IT services and the use of software
- The 5<sup>th</sup> floor general College LRC with dedicated staff

- The Dedicated Undergraduate Centre on the 10<sup>th</sup> and 11<sup>th</sup> Floor of the College which has extended opening hours
- The HE course administrator at the College based on the 10<sup>th</sup> floor.

For issues outside of the academic arena support is also available from:-

- The College's Student Support Team (Located in room G75) which provides advice on issues such as finance, regulations, legal matters, accommodation etc.
- The Colleges' HE Admissions Team
- Dyslexia and Disability student support at the College
- The Students' Union / Student Voice at the College
- The College's Information Advice and Guidance Service which can provide Careers and Employability advice

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

- An induction at the beginning of the academic session
- Moodle – an on-line interactive intranet and learning environment
- Student Staff Consultative Committee
- Opportunities to undertake student representative and Ambassador roles
- College HE Focus Groups/Forums and Student Council

Students will be introduced to the support systems during their induction activity.

### **Personal Tutor System**

The Personal Tutor Scheme (PTS) has been designed to ease a student's transition into Higher Education by building a rapport between themselves and academic staff as soon as possible, so personalising their experience at Kingston. The PTS aims;

- To provide appropriate academic advice and guidance to students throughout their time at Kingston by monitoring their progress and helping to identify individual needs
- To foster a close and engaged academic relationship with students and advise and refer students to other support services as appropriate
- To help to develop students' ability to be self-reliant and self-reflective and their ability to use feedback to best advantage.

The personal tutor will be a member of the course teaching team, they will be the first person to consult in relation to any non-subject specific problem such as general progress, illness, family problems or other concerns which the student may be worried about. The Personal Tutor will be able to offer students general advice and support and, if necessary, will direct them to other College services for more specific guidance and help.

Personal Tutors will be available for consultation at any stage via email and there will be opportunities for face-to-face discussions. In addition a key feature of the programme as a whole is the use of "remote" tutorial support both pastoral, provided by the personal tutor, and academic support provided by the course teaching team. Remote tutorials may take the form of e-mail or telephone contact but can also make use of the online interactive functionality of the College VLE (Moodle).

### **Workplace Mentors**

As part of the apprenticeship contract, all students will be assigned a workplace mentor. The mentors' role is crucial in ensuring a student's progress on the degree and ultimately in achieving their apprenticeship. Workplace mentors facilitate learning on the programme by ensuring that apprentices receive the appropriate "off the job" time allocation to attend college and complete work associated with the

programme in the workplace. They are also responsible for ensuring that students are given the necessary experiences and opportunities within their workplace to allow apprentices to:

1. Demonstrate the skills required to be successful in the assessments in each module of the degree and.
2. To allow students to collect the evidence required to satisfy the requirement of the portfolio demonstrating their application of the management concepts covered by the programme in readiness for the End Point Assessment of the Apprenticeship.

The workplace mentor is however not responsible for the delivery of the content of the programme and is not involved in the assessment of work produced for the Management and Business Degree.

Workplace mentors will attend regular meetings with the Course Director and other members of the teaching team. They will be briefed on the requirements of the assessments in each module so that they can provide the experiences, opportunities and support in the workplace to maximise student achievement in each module

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

The University and College have 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
- Periodic review undertaken at the subject level
- Student evaluation – at module level, and via the National Student Survey (NSS) and internal College HE surveys
- Moderation policies
- Teaching Evaluation
- College HE Student Focus Groups
- College Higher Education Academic Board
- And in this case of Chartered Manager Degree Apprenticeship situations via employer feedback

## **H. External Reference Points**

External reference points which have informed the design of the course. These include:

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

*Please delete or edit as required, for example if 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			
		BD4304	BD4302	BD4303	BD4301	BD5304	BD5301	BD5303	BD5302	BD6305	BD6302	BD6304	BD6301
Knowledge & Understanding	A5	S	S	S					S		S		S
	A4			S	S				S	S			
	A3	S									S		
	A1					S			S			S	S
	A2		S	S			S	S		S	S		S
Intellectual Skills	B5		S	S		S			S		S		
	B4			S	S				S	S			S
	B1					S			S			S	S
	B2	S	S			S	S		S	S	S	S	S
	B3	S									S		
Practical Skills	C5	S	S	S					S		S	S	S
	C4								S	S			
	C3	S									S		
	C2			S			S	S	S	S	S		S

	C 1	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**