



# The Royal Agricultural University

Programme Specification:

**FdSc Business & Enterprise**

**2024-2025**

## **PROGRAMME SPECIFICATION [ACADEMIC YEAR 2024/25]**

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Module descriptors.

## Section 1 – Material Programme Information

Validating body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Subject	Land & Property Management
Entry Award(s)	FdSc Business & Enterprise
Final Award and exit route(s)	FdSc Business & Enterprise Certificate of Higher Education Business & Enterprise
Programme title	FdSc Business & Enterprise
Location(s) of study	Royal Agricultural University, Swindon
Full time study	2 years
Part-time study	4 years
Language of study	English
Programme start month	September
Period of validation	September 2024 until August 2029
Name of Professional, Statutory or Regulatory Body	Not Applicable
Type of Accreditation	Not Applicable
Accreditation due for renewal	Not applicable
Entry requirements (this should be the standard University entry otherwise approved by the Academic Board, and include UCAS entry profile for UG programmes and	<p>UCAS points: 56 A Level: CD (minimum one A2 Level pass) BTEC: MPP</p> <p>GCSE: Minimum five GCSEs at Grade C/4 including English Language and Mathematics (or Maths Numeracy for Welsh applicants) plus satisfactory Level 3 qualifications:</p> <p>A-Level: (example grades CD) – minimum of 56 UCAS tariff points (applicants should have either two A-Levels or one A-Level and two AS Level subjects or equivalent qualifications).</p> <p>C&amp;G Advanced Technical/BTEC - Level 3 Extended Diploma (1080) at Merit-Pass-Pass.</p> <p>International Baccalaureate: 24 points.</p> <p>Access to Higher Education: 45 credits at level 3 of which minimum of 15 must be awarded at Merit or higher. (Pass in Functional Skills level 2 are accepted in lieu of GCSE English &amp; Mathematics).</p> <p>Other level 3 qualifications will be considered.</p>
UCAS Code	328B
Quercus Code	FBRE
HECos Code	100078 – Business Management 101221 – Enterprise and Entrepreneurship
QAA Subject Benchmark Statement(s) and other reference points	Business and Management (March 2023); Foundation Degree Characteristics Statement (February 2020)

Academic level on Framework for Higher Education Qualifications (FHEQ)	Levels 4 & 5
Approval at AQSC	16 May 2024

## Section 2 - Programme Structure

The structure of all University awards complies with the University's [Academic Regulations for Taught Programmes](#) which includes information about the:

- Rules for progression between the stages of a programme;
- Consequences of failure for referrals, compensation and exist awards;
- Calculation and classification of awards.

### **FdSc Business & Enterprise (240 credits)**

(Shared modules with other programmes identified in italics)

<b>Module code</b>	<b>Module title</b>	<b>Level</b>	<b>Credit value</b>	<b>Core/ Elective</b>	<b>Semester</b>
<b>Level 4</b>					
1562	Entrepreneur in Action	4	15	Core	1
1558	Academic and Practical Skills	4	15	Core	1
1559	Business Finance and Accounts	4	15	Core	1
1551	Principles of Marketing	4	15	Core	1
1560	Global Business Environment	4	15	Core	2
1561	Business Idea Development and Validation	4	15	Core	2
1556	Business Informatics	4	15	Core	2
1557	People and Organisations	4	15	Core	2
<b>Level 5</b>					
2508	International Business	5	15	Core	1
2509	Marketing Management	5	15	Core	1
2500	Professional Sales Practice	5	15	Core	1
2505	Work-based Learning Project	5	15	Core	1
2510	Intrapreneurship and Small Business Development in Urban and Rural Context	5	15	Core	2
2511	Research and Evidence	5	15	Core	2
2501	Financial Management	5	15	Core	2
2507	Business Strategy	5	15	Core	2
	<b>Total Credits: FdSc Business &amp; Enterprise</b>		<b>240</b>		

**Students studying the FdSc Business & Enterprise part time over 4 years will study the following modules in each year of study:**

<b>Module code</b>	<b>Module title</b>	<b>Level</b>	<b>Credit value</b>	<b>Core/ Elective</b>	<b>Semester</b>
<b>Year 1 / Level 4</b>					
1562	Entrepreneur in Action	4	15	Core	1

11558	Academic and Practical Skills	4	15	Core	1
1560	Global Business Environment	4	15	Core	2
1561	Business Idea Development and Validation	4	15	Core	2
<b>Year 2 / Level 4</b>					
1559	Business Finance and Accounts	4	15	Core	1
1551	Principles of Marketing	4	15	Core	1
1556	Business Informatics	4	15	Core	2
1557	People and Organisations	4	15	Core	2
<b>Year 3 / Level 5</b>					
2508	International Business	5	15	Core	1
2509	Marketing Management	5	15	Core	1
2510	Intrapreneurship and Small Business Development in Urban and Rural Context	5	15	Core	2
2501	Financial Management	5	15	Core	2
<b>Year 4 / Level 5</b>					
2505	Work-based Learning Project	5	15	Core	1
2500	Professional Sales Practice	5	15	Core	1
2511	Research and Evidence	5	15	Core	2
2507	Business Strategy	5	15	Core	2
	<b>Total Credits: FdSc Business and Enterprise</b>		<b>240</b>		

### Section 3 – Programme overview and Programme aims

The Business & Enterprise Foundation Degree programme provides an inclusive and flexible education in business management. It fosters the development of knowledge and understanding of the operation of all types of organisations, including start-ups, large corporations, social enterprises, and non-profits. Ultimately, the programme provides students with the skills and business acumen required to develop, organize and run a business enterprise, preparing them for a rewarding career as an entrepreneur or business innovator. It is also for students wanting to embark on a managerial career within a range of private, public, and third sector organisations.

The programme has been designed for vocational students from a range of professional and educational backgrounds, for example: apprenticeships, access courses, NVQs, and professional certificates and diplomas.

The programme will provide students with a solid background in the key principles and practices of sustainable business management. For example, how to effectively communicate sustainability strategies and goals to internal and external stakeholders; the role of innovative design, planning, and technology in facilitating sustainable business; why sustainability is good for business; the importance of good leadership in achieving change; implementing business models and processes for sourcing, producing, and consuming sustainably; how to be an effective change agent, overcoming barriers to change, obtain networking support, and create a personalised sustainability action plan, *etc.* These topics explore and examine the areas of finance, marketing, leadership, business strategy, and entrepreneurship, thus enabling students to familiarise themselves with the core issues

concerning planning, organising, and leadership for a range of different types of organisations.

This programme aims to:

1. Provide students with the knowledge and critical understanding of sustainable business management and enterprise practices
2. Equip students with the ability to apply their knowledge and skills to new situations enabling them to meet the evolving needs of the workplace;
3. Develop graduates with an understanding of the main methods of enquiry in sustainable business management and the ability to critically analyse information in order to propose solutions;
4. Provide students with the opportunity to develop entrepreneurial skills enabling them to pursue rewarding careers either as active employees or owners of a small business;
5. Assist students with the development of transferable intellectual, vocational and interpersonal skills appropriate to business careers, including self-awareness and critical, but constructive attitudes towards sustainability, entrepreneurship, innovation and change.

#### **Section 4 – Programme Sustainability**

The programme is aligned to the 17 Sustainable Development Goals as it has a strong emphasis on the development of sustainable entrepreneurial knowledge, skills and capabilities appropriate to starting, growing and sustaining a business. This will prepare students for launching their own business, or becoming successful managers to help businesses address the challenges faced now and in the future.

#### **Section 5 – Programme intended learning outcomes**

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1	Demonstrate an understanding of the trends and opportunities to grow a business.	1559, 1560,1562, 2508, 2510
2	Identify the functions and processes of organisations, including corporate behaviours and cultures.	1557, 2507
3	Apply knowledge and understanding of theoretical concepts and frameworks underpinning the development of business strategy.	1560, 2508, 2507
4	Analyse business performance using financial tools and frameworks to aid business decision making.	1559, 2501
5	Recognise personal entrepreneurial attributes in a venture, including resilience, open-mindedness, reflection, motivation, professional behaviours, and employability.	1562, 1561, 2500,1558

<b>Knowledge and Understanding</b>		
<b>Intellectual, Professional, Key skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1	Explore key drivers for business success, causes of failure and the importance of understanding the factors that affect organisations.	1560, 1556, 2507
2	Encourage self-development into professionally organized and interactive individuals by practicing skills of selection, assimilation, and communication.	1562, 1558, 2505
3	Develop abilities to evaluate business issues through a range of learning experiences using suitable tools and models.	1557, 1551, 1556, 2500
4	Utilise a variety of media to convey ideas and arguments effectively and demonstrate the ability to write and discuss using appropriate academic conventions.	1551, 1556, 2509
5	Explore appropriate solutions to complex and unpredictable business problems using quantitative and qualitative analyses.	1556, 2511
<b>Programme specific skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1	Identify the role of the entrepreneurial business leader and their mindset in developing, growing, and maintaining a business enterprise.	1562, 1559, 2510, 2500
2	Demonstrate awareness of Corporate Social Responsibility and promote businesses to make changes that benefit the environment and engage in ethical labour practices.	1557, 1551, 1560, 2508
3	Identify the role of research, data analysis and marketing in developing new products, services, and brands.	1558, 1556, 1551, 2511
4	Interpret financial and economic data using statistical software packages.	1556, 1560, 2511, 2501
5	Appraise the industry, market, and business climate to evaluate the current opportunities for business growth.	1560, 1551, 2509 2507
6	Recognise patterns and opportunities in business situations, evaluate issues, and make decisions in situations of ambiguity.	1560, 2505
7	Explore the role of leaders and how they can inspire change and enlist, guide, and facilitate others to achieve a common goal.	1562, 1557, 2507
8	Apply individual research skills to communicate and articulate understanding of international business issues.	1556, 2511
9	Be innovative while introducing new ideas; and be original and creative in their thinking.	1562, 1561, 2500, 2510

## **Section 6 – Approach to Learning and Teaching delivery**

The Foundation Degree Programme is undertaken at two Levels on the Framework for Higher Education Qualifications (FHEQ); Level four and five. As well as the 2-year full-time option, the programme can also be studied part-time over a 4-year period. The academic year is split into two semesters. Study is in modular units, each typically representing a

value of 15 credits. (Each 15-credit unit represents approximately 150 hours of student learning and assessment, up to a maximum of 40 hours of teaching).

The modules are delivered both from a theoretical and practical viewpoint with critical analysis and reflection being a key part of the students learning experience. The goal is to enable students to apply what they have learned across a variety of different situations, and to inculcate flexibility and a growth mindset with regards to professional development. Module teaching will therefore draw on real life examples as well as conceptual and critical thinking.

Using the RAU blended learning approach, for each teaching week, a module has a teaching allocation of three hours split between one-hour directed independent learning online, and two hours face-to-face teaching. Learning on the module relies on students doing relevant research and study in preparation for the two-hour face-to-face session. There is therefore an expectation that students will engage with material posted on the virtual learning environment (VLE, known as the module Gateway pages) ahead of face-to-face sessions. During the one-hour directed independent learning, students might be required to watch pre-recorded videos, read reference papers, evaluate case studies, engage with Q&A exercises *etc.* Based on this independent directed study, students are expected to contribute and share their thoughts/ideas/experiences in the discussions held during the two-hour face-to-face sessions. This approach to learning is designed to allow students to work individually at their own pace, which is regarded as an efficient and effective method of teaching and learning. Such Universal Design for Learning approach to teaching and learning design ensures all learners will be able to demonstrate their learning without unnecessary challenges unrelated to the academic content of the programme. For example, all learners can benefit from such learning and teaching design to access the teaching cognitively and physically.

Teaching is very much inspired by the student-centred approach. Care is taken to develop individual learning paths in collaboration with each student which best reflect their previous learning, skills gaps, and ambitions for the programme and future career aspirations.

Students have access to the Academic Support Tutor (AST) programme which provides high quality academic support for students. This includes timetabled group tutorials, and individual support for all students.

Staff teaching on the programme will be a mix of practitioners and academics, providing a balance of delivery to provide students with the best foundation for practice. This approach reinforces the key goal of combining theory and practice. Guest lecturers and business visits will also form part of the delivery to provide diversity to the teaching and contextualise the material provided. For example, the programme students will visit a couple of businesses with a purpose to understand some real-life challenges/issues that businesses are facing today. These visits will be embedded into a couple of module assessments.

In addition, the programme students will have the opportunities to get involved into the RAU extra curriculum activities throughout their study. For example, teaching will be scheduled on Mondays and Tuesdays to provide students with flexibility to attend the RAU Enterprise and Employability workshops at Cirencester on Wednesdays. Students who would like to practice their business management skills during the course are encouraged to join the RAU Cotswold Hills Wine social enterprise project.

## Section 7 – Approach to Assessment

Assessments are designed to appraise individual capabilities fairly and consistently. We use clear, descriptive marking criteria (made available to students during the induction week) to grade coursework and aid classification. Lecturers communicate their expectations clearly to students and use explicit schema to facilitate consistency of marking within and between modules, whilst ensuring good quality feedback on individual performance.

The Programme assessment design prioritizes practical skills and real-world application over traditional academic assessment methods. Modules are assessed through a variety of assessment types including presentations, skills portfolio, written essay/ practical reports, marketing plans, and literature reviews. Authentic assessment is emphasised throughout the programme. The Programme students will benefit more from hands-on learning experiences and assessments that simulate workplace scenarios.

From one study Level to the next, assessments are designed to increasingly test student analytical and other cognitive capabilities in relation to particular module aims and content. Coursework assignments such as individual essays, reports, case study analyses, individual and group-based reports and presentations, and various technique-oriented assessments are used to test these skills. These assessment types allow students to showcase their abilities in ways that suit their learning styles and strengths.

At every Level a high value is placed on students being able to demonstrate effective communication in its various forms. This priority is reflected not only in how assignments are specified, but also in how they are marked - good command of written and spoken English is vital for successful graduate employment. In order to encourage time management skills, students are set tasks to predetermined deadlines and are penalised for non-conformance.

Some modules have a teamwork requirement and in some there are group assignments, assessed via presentations and reports. All group assignments allow for an element of individual assessment, in order to recognise differences in individual performance where appropriate. Peer feedback can also play a significant part in team activities and is encouraged.

The Work-based learning module is assessed through a graded portfolio report requiring a reflective, critical and conceptually grounded analysis of the placement context and experience.

Assessment briefs and the marking of student work is subject to scrutiny by internal moderators at the University and the External Examiner.

Overall, the programme is assessed through:

	Learning and Teaching			Assessment		
	Directed	Independent	Placement	Exam	Practical	Coursework
Year 1	25.33%	74.67%	0.00%	0.00%	8.75%	91.25%
Year 2	21.67%	70.00%	8.33%	0.00%	7.50%	92.50%



## Section 8 – Course work grading and feedback

Assessment is an integral part of the learning experience of students. All University programmes are assessed by a range of assessment activities, each developed to provide the most appropriate means of demonstrating the student's achievement of a specified learning outcome. An assessment may assess more than one learning outcome.

The University operates standard pass criteria which can be found in the RAU Academic Regulations (paragraphs 137 – 153).

Candidates for the award of a Foundation Degree who have achieved the required credits as specified above and whose average score in the final assessment is 40% or greater will be awarded a Foundation Degree. The final assessment will normally comprise the results of level 4 weighted at 30% plus the results of level 5 weighted at 70%. The normal basis for awards will be the overall average score in the final assessment, graded as follows:

Distinction	70% or above
Merit	60% - 69%
Pass	40% - 59%
Fail Below	40%

In addition to assigning a percentage mark to the work, tutors provide written feedback for all assessments which normally includes the strengths and weaknesses of the piece as well as advice about improving the work. Individual feedback is provided within 20-working days of the deadline for submission. All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners. Students must ensure they retain all coursework in case the External Examiner(s) wishes to see it.

## Section 9 – Work-based Learning Project

The aim of the Work-based Learning Project module is to provide opportunities for students to integrate their work-based experience with their academic studies. For the learning experience students undertake a period of work (100 hours) alongside an industry mentor at a named workplace. At the start of Semester 1 of year 2 (year 3 if part-time), the aims, objectives, principles and expectations of the work-based learning project will be developed. Once complete, the module leader will organise a series of one-to-one meetings with students in order to specify a programme of study appropriate to the needs of the individual. This experience will also support students in putting theory into practice within a real work setting in the business sector, the delivery of the taught element of the module include:

- Preparation for the work-based placement,
- Recruitment
- Interview skills
- Personal preparation review
- Job profiles and expectations
- University/employer expectations of placement students in a professional work environment.

Students are encouraged to source their own placement based upon existing experience or employment; practice areas of interest that may support future plans and study. Other factors students may wish to take into consideration is their location and travel arrangements. Students should source their work placement at the beginning of their studies if studying full time and in their third year if studying part time. If students are already in work, this placement will need to be in addition to their placement of employment in order to widen their scope and improve their critical thinking.

The module leader will offer to help those students who have difficulty in securing the placement. The programme of work for each placement will be agreed jointly by the module leader and the external host prior to commencement of the placement. Self-motivated learning will be encouraged throughout the project. The student and all staff involved in supervision will be made aware of the remit of the learning project and expectations of the student by provision of a detailed module handbook.

Work-based learning is assessed through a graded piece of reflective writing providing a critical evaluation of the placement contact, reflective practice, and skills development and enhancement. Students are required to demonstrate those employability skills within the RAU Graduate Framework. For example, Professional Approach; Innovative Business Thinker; Sustainable and Environmental Mindset and Technically Skilled.

## **Section 10 - Progression**

This is a two-year Foundation degree (FdSc) programme which can be a standalone qualification. As such, it provides graduates with the knowledge and skills needed to address shortages in business and enterprise skills within the labour market. While studying the course, the Programme students who would like to set up their own businesses are encouraged to attend the Grand Idea competition organised by the RAU Enterprise and Employability, to pitch their business concept and business plan in the hope of winning a cash investment. Prior to the competition, students will have the opportunity to get the Business Start-up support, including a grant to test their business idea, as well as access to an external business mentor (proof of concept), who usually provides at least 10 hours support to help students develop their businesses.

Graduates will be equipped with the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making. They will also be able to undertake further training, develop existing skills and acquire new competence.

On successful completion of the FdSc Business & Enterprise programme graduates also have the opportunity to progress onto a BSc (Hons) 'Top-Up' Business Management course, delivered at the Cirencester campus.

Upon successful completion of the FdSc Business & Enterprise programme, our graduates will be able to pursue careers with nationally and internationally recognised organisations and in roles such as:

- Project manager
- Account manager
- Sales manager
- Supply Chain Manager

- Contracts manager
- Senior Data Scientist
- Operations Manager
- Business Owner

## Section 11 – Student support, wellbeing and counselling

The [University](#) is offering a wide range of support to all RAU students including practical advice & guidance as well as emotional support.

### **Disability & neurodiversity support**

We support students with a range of disabilities, learning difficulties, and other health and mental health conditions, helping them to access funding via the [Disabled Students Allowance](#).

When you tell us about a disability, you will be offered support based on your specific needs which can include:

- **Alternative exam arrangements** such as extra time, rest breaks, or a smaller room.
- **Access to support workers** such as study skills tutors, specialist mentors, readers and scribes.

### **Mental health Support**

We are also here to support students with the ups and downs of university life, offering drop-in sessions, providing expert advice and support for students in crisis or with more complex needs, and together the team runs events and campaigns throughout the year to encourage positive wellbeing.

We also can help students to access external counselling sessions and these are generally delivered in collaboration with our long-term partners at Cotswold Counselling.

### **Academic Support Tutor Programme**

Students have access to the Academic Support Tutor (AST) programme which provides high quality academic support for students. ASTs provide timetabled group tutorials, and individual support for students most at risk. Group tutorials focus on providing high quality academic support at the appropriate academic level; advice and guidance in relation to the course; and advice about making study choices on the course (commensurate with the supporting AST Handbook). Individual support focus on student continuation (commensurate with The Team around the RAU Student spheres of integration student retention model) and may be in person or online.

## Section 12 – Enhancing the Quality of Learning and Teaching

The programme is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 6 years. This process ensures that the programme engages with the applicable

national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All programmes are monitored on an annual basis where consideration is given to:

- External Examiner Reports
- Key statistics including data on retention and achievement
- Results of Student Satisfaction Surveys
- Feedback from Student Delegates from programme committees
- Feedback from Student-Staff Liaison committees
- Annual Programme Monitoring