

The Royal Agricultural University

Programme Specification:

MBA Food and Agriculture

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 Area	Land and Property Management
Entry Award(s)	PG Certificate Business Administration PG Diploma Business Administration (Food and Agriculture) MBA Food and Agriculture
Final Award and exit route(s)	MBA Food and Agriculture Postgraduate Diploma in Business Administration (Food and Agriculture) Postgraduate Certificate in Business Administration
Programme title	MBA Food and Agriculture
Location(s) of study	RAU Cirencester
Full time study	1 year
Part-time study	2 to 6 years
Language of study	English
Programme start month	September
Period of validation	September 2024 to August 2029
Name of Professional, Statutory or Regulatory Body	<i>Pending for September 2024:</i> Chartered Management Institute (CMI) Institute of Environmental Management and Assessment (IEMA) Chartered Institute of Water and Environmental Management (CIWEM)
Type of Accreditation	Programme Accreditation
Accreditation due for renewal	Not yet applicable
Entry requirements (this should be the standard University entry requirements unless otherwise approved by the Academic Board)	An Undergraduate Honours Degree (2:2 or above) from a UK university or overseas equivalent, or a professional qualification and/or experience considered to be equivalent to the above, plus a minimum of three years professional work experience at a management level (sector specific experience is not required). For information on international qualifications, please, see our country specific pages. For countries not listed please contact admissions@rau.ac.uk .
Non-standard application	We welcome applications from applicants with non-standard qualifications who are able to demonstrate knowledge, experience and skills developed in the workplace or elsewhere and which are relevant to the programme of study. Applicants will need to use their personal statement to provide further details supported by a CV. All non-standard applications will be considered by the Programme Manager on a case-by-case basis and applicants can expect that an interview may be required as part of the admissions process.
English language	If English is not your first language, you will need to reach the requirements outlined in our English language requirements for the level of study. For postgraduate taught programmes this is IELTS Academic min. overall 6.5 with no element below 5.5(or equivalent). English language

	tests usually have a validity of 2 years from the date the test is taken.
Interviews	Interviews are usually required for non-standard applications.
UCAS Code	N/A
Quercus Code	FOAG
HECoS Code	100517 – Agriculture 100079 – Business Studies
QAA Subject Benchmark Statement(s) and other reference points	Master's Degrees in Business and Management (March 2023) Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition (April 2024)
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 7
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.

MBA Food and Agriculture (180 credits)

Module code	Module title	Level	Credit value	Core/ Elective	Semester
Level 7					
4763	Responsible Leadership and People Skills	7	15	Core	1
4764	Sustainable Strategies for Business Excellence	7	15	Core	1
4769	Economics of Food Production	7	30	Core	1
4038A	Integrated Agricultural Systems	7	15	Core	1
4413	Research Skills	7	15	Core	1
4766	Financial Decision-Making Skills	7	15	Core	2
4414	Dissertation	7	45	Core	2
4203	Small Scale Farming and Local Food Supply	7	15	Core	2
4409B	Facing the Global Challenges in Food and Agriculture	7	15	Core	2
	Total Credits: MBA Food and Agriculture		180		

PG Diploma (120 credits) Business Administration (Food and Agriculture)

This Postgraduate Diploma in Business Administration (Food and Agriculture) enables students to achieve a sector-specific business diploma. Completion of the PG Diploma in Business Administration (Food and Agriculture) enables students to progress to the full MBA Food and Agriculture or to exit with the Diploma.

The accumulation of 120 credits at level 7 through the assessment of programme elements as detailed below:

Module code	Module title	Level	Credit value	Core/ Elective	Semester
Level 7					
4763	Responsible Leadership and People Skills	7	15	Core	1
4764	Sustainable Strategies for Business Excellence	7	15	Core	1
4769	Economics of Food Production	7	30	Core	1
4038A	Integrated Agricultural Systems	7	15	Core	1
4766	Financial Decision-Making Skills	7	15	Core	2
4409B	Facing the Global Challenges in Food and Agriculture	7	15	Core	2
4203	Small Scale Farming and Local Food Supply	7	15	Core	2
	Total Credits: PG Diploma Business Administration (Food and Agriculture)		120		

PG Certificate (60 credits) Business Administration

This Postgraduate Certificate in Business Administration enables students to embark on the first steps of an RAU MBA without committing to a particular sector. Completion of the PG Certificate in Business Administration enables students to progress either to the MBA Food and Agriculture or the MBA Water Management or to exit with the Certificate.

The accumulation of 60 credits at level 7 through the assessment of programme elements as detailed below:

Module code	Module title	Level	Credit value	Core/ Elective	Semester
Level 7					
4763	Responsible Leadership and People Skills	7	15	Core	1
4764	Sustainable Strategies for Business Excellence	7	15	Core	1
4766	Financial Decision-Making Skills	7	15	Core	2
4413B	Research Skills	7	15	Core	2
	Total Credits: PG Certificate in Business Administration		60		

MBA Food and Agriculture (180 credits) – Part time					
The accumulation of 180 credits through the assessment of programme elements as detailed below:					
Module code	Module title	Level	Credit value	Core/ Elective	Semester
Year 1					
4763	Responsible Leadership and People Skills	7	15	Core	1
4764	Sustainable Strategies for Business Excellence	7	15	Core	1
4766	Financial Decision-Making Skills	7	15	Core	2
4203	Small Scale Farming and Local Food Supply	7	15	Core	2
Year 2					
4038A	Integrated Agricultural Systems	7	15	Core	1
4769	Economics of Food Production	7	30	Core	1
4413	Research Skills	7	15	Core	1
4409B	Facing the Global Challenges in Food and Agriculture	7	15	Core	2
4414	Dissertation	7	45	Core	2
	Total credits: MBA Food and Agriculture		180		

Section 3 – Programme overview and Programme Aims

The MBA Food and Agriculture programme provides a robust business management education that emphasises responsible leadership and decision-making and their application to the food and agriculture sector. The programme develops leaders with the skills needed to shape the sector for a more sustainable future, whether as senior leaders, consultants, entrepreneurs, or policy advocates.

The food and agriculture sector faces many challenges as pressures from geopolitical instability which is affecting commodity and food prices including fertilizer and grain prices. climate change, declining soil fertility and decreasing natural resources which impacts our ability to produce enough food for a growing population. The MBA Food and Agriculture programme equips students with the leadership skills and specialist knowledge required to navigate dynamic business environments, enabling students to take a strategic role in shaping the food and agriculture sector.

Programme Aims

The overall aim of the MBA Food and Agriculture programme is to equip students with the leadership skills, knowledge and competencies to lead and innovate across the food and agriculture sector and related industries. The programme provides essential MBA learning, in content and in teaching approach, with a particular emphasis on how this advanced business knowledge may be applied to leadership and decision making in the food and agriculture sector. The following programme aims draw on QAA Subject Benchmark Statement: Master’s Degrees in Business and Management (March 2023) and QAA Subject Benchmark Statement: Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition (April 2024).

The MBA Food and Agriculture aims to:

- equip students with the relevant skills and attributes to become impactful, reflective and responsible leaders and highly competent business decision makers.
- enable students to systematically, creatively and innovatively apply knowledge and understanding of business, management and finance to complex and difficult issues.
- develop students with the ability to apply theory to practice from a critical and informed perspective in order to create innovative and sustainable solutions to global food and agriculture challenges.
- enable students to develop strategic decision-making skills within the context of a rapidly changing and uncertain business environment.
- provide the opportunity for students to explore strategies for effectively integrating the UN SDGs into organisational practices for sustainable business development
- provide the opportunity for students to make a strategic contribution to the transformation of food production and distribution.
- afford the opportunity for students to develop the competences, behaviours and attitudes required to lead the development of sustainable business strategies which will shape the future of the food and agriculture sector.
- equip students with the skills and competencies to design and undertake a research project, analyse results and present conclusions.

To achieve these aims the programme provides a tailored selection of business and sector-specific modules, some unique to the MBA programmes and some drawn from and shared with specialist RAU postgraduate programmes. MBA Food and Agriculture students will develop expertise in the following areas:

- ✓ Business (leadership, sustainable business strategy, and financial decision making comprise the essential core of the MBA curriculum)
- ✓ Sector (economics of food production, integrated agricultural systems, small scale farming and local food supply).
- ✓ Policy (global challenges in food and agriculture).
- ✓ Research (research skills and individual dissertation study)

Key features of the MBA are its practical relevance, reflection on one's own experience, and learning from peers. The practical emphasis of the programme, where the value of theory lies in its contribution to practice, builds on the previous professional experiences of the student cohort, but also that of RAU academics, researchers and professionals.

The rationale for the programme.

There is a need to develop responsible leaders with the knowledge and flexibility to respond to complex problems arising from the ongoing climate emergency and global food and agricultural challenges. The programme merges business and industry acumen with specialised knowledge of the global agri-food system, preparing future leaders to drive sustainable change within the sector while accounting for equality, diversity and inclusivity. The RAU's strengths in applied research, land management, and innovation and enterprise are ingrained into the programme; students benefit from our network of industry contacts, our links to the agricultural community, the RAU Enterprise Programme and our social enterprise Cotswold Hills Wine (<https://www.cotswoldhills.org.uk/>). There will also be opportunities to visit [Farm 491](#), RAU's technology incubator and innovation space where

agri-food entrepreneurs are supported to build businesses with the potential to create impact and drive change in the agricultural sector.

Graduate destinations

The MBA prepares students for senior leadership roles in the food and agriculture sector. Graduates of the programme will be able to accelerate an existing career to obtain more senior roles in strategic leadership, work in government or environmental consultancy. Graduates may consider further research or consultancy or redefine their career through launching a new enterprise.

Section 4 – Programme Sustainability

The programme has been designed to foster greater knowledge and awareness of the UN Sustainable Development Goals. These goals are mapped to all taught modules ensuring at each stage of the programme students can identify how these goals can be developed as part of business strategy and managed within a business.

The programme adopts pedagogies of 'Education for Sustainable Development (ESD)' –i.e **participatory** and **active** learning approaches, prompting critical reflection on experiences, to develop leaders who can contribute to a more sustainable future. ([See Advance HE /QAA Education for Sustainable Development Guidance, Executive Summary, March 2021](#))

A number of themes cut across the programme, namely:

- equality, diversity and inclusion
- education for sustainable development
- employability, entrepreneurship and enterprise education.

The MBA programme is fully aligned with the Principles of Responsible Management Education (PRME). PRME recognises that business, business schools and management-related higher education institutions “play a key role in shaping the mindsets and skills of future leaders and can be powerful drivers of corporate sustainability. PRME's vision is to realize the Sustainable Development Goals through responsible management education” (<https://www.unprme.org/>)

Section 5 – Programme intended learning outcomes

This career development 'sectoral MBA' (QAA 2023, 1.26) combines the essential core modules of a Business Administration master's level degree (MBA) with sector specific modules. As such the learning outcomes below are based on the QAA Subject Benchmark Statement: Master's Degrees in Business and Management (March 2023) and draw on the QAA Subject Benchmark Statement: Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition (April 2024).

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s

1.	Business Administration in the Food & Agriculture sectors Demonstrate a detailed and holistic understanding of business administration and how this can be applied to address complex problems within the food and agricultural sectors.	All
2.	Responsible Leadership Demonstrate a systematic understanding of responsible, inclusive and ethical leadership and management practices, particularly in relation to social, cultural, legal, economic and environmental issues.	4763
3.	Strategic decision making within a changing business environment Develop sustainable business strategies to meet stakeholder interests and to help maximise the achievement of strategic objectives, grounding new knowledge and understanding within existing professional experience.	4764
4.	Finance and accounting for strategic business decision making Develop an understanding of the requirements of financial statements and reporting and the ability to analyse and evaluate financial data to inform strategic business decision making.	4766
5.	Food and Agriculture systems, markets and economies Develop deep knowledge and critical understanding of the food and agriculture sector, including markets, consumers and economies and the emergence of new techniques and innovative technologies to address the challenges of current production systems, both large and small scale.	4769, 4038A, 4203, 4409B.
6.	The policy environment Demonstrate a critical understanding of the policy environment in which the agri-food industry operates in order to initiate change in the sector.	4409B
7.	Research Investigation Demonstrate knowledge of a range of research competencies related to data collection and analysis that enable the student to design, undertake and evaluate independent research in organisational and industry settings.	4413B,4414
Intellectual, Professional, Key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Critical assessment and strategic solutions Critically evaluate the latest advancements, innovations, and challenges in the industry, assess complex scenarios and propose strategic solutions. Expertly navigate the intricacies of food and agriculture businesses, integrating sustainable practices, and aligning strategies with global trends.	All

2.	Responsible Leadership Lead responsibly, confidently and effectively, proactively initiating change to shape the future of the food and agricultural sector, managing and motivating others, nurturing equality, diversity and inclusion.	4763
3.	Managing complexity, innovation Challenge preconceptions, transcending subject and functional boundaries to manage complex, unstructured business problems in a creative, innovative and sustainable manner.	All
4.	Commercial acumen and entrepreneurship Demonstrate commercial acumen and entrepreneurship, based on an awareness of the key drivers for achieving business success in sustainable ways and an awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the relevant field of the business.	All
5.	Numeracy & Statistical Literacy Make appropriate use of use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena. Understanding of the application of statistical tools to research questions, and the ability to understand and reason with statistics and data.	4769 4766 4413B, 4414
6.	Problem solving and critical analysis Synthesise and critically appraise information to determine the cause of a problem, identifying assumptions, detecting false logic or reasoning and evaluating possible solutions before developing sustainable solutions.	All
7.	Research, evaluation and application Conduct research and enquiry into business and management issues either individually or as part of a team, using appropriate methodologies, including digital research methods, and to use that research for evidence-based, responsible and ethical decision-making.	4769 4413B, 4414
8.	Communication and networking Effectively communicate complex ideas and arguments, using a range of media (including digital media) and technology, drawing on the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in cultivating business networks.	All
9.	Relationship building and teamwork Build relationships and influence across private, public and non-profit organisations and operate effectively in a variety of team roles, selecting and building teams and recognising and using individuals' contributions in group processes.	All
Programme specific skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s

1.	Provide impactful, reflective and responsible leadership and business decision-making in the food and agriculture sector.	All
2.	Systematically, creatively and innovatively apply knowledge and understanding of business management to complex and difficult issues in the food and agriculture sector.	All
3.	Convert theory into practice from a critical and informed perspective in order to create innovative and sustainable solutions to global food and agriculture challenges	All
4.	Critically assess uncertainty in dynamic business environments and make strategic decisions in uncertain and challenging situations for the food and agriculture sector.	All
5.	Lead on the development of sustainable business strategies that contribute to the shaping and transformation of future food production, distribution and consumption practices.	All
6.	Utilise knowledge of the policy environment to affect change in the food and agriculture sector.	4409B
7.	Design and undertake a research project which investigates an issue within the food and agriculture sector.	4413B,4414

Section 6 – Approach to Learning and Teaching delivery

An important feature of the MBA is the grounding of new knowledge and understanding within the existing professional experience of learners. The approach to teaching and learning on the MBA programme is therefore distinguished by its emphasis on professional development through reflection on prior experience and linking this experience to current developments in business and management theory.

The programme brings together learners from different backgrounds with diverse experiences to critically reflect on their experiences, and to work collaboratively to deepen knowledge, to support the co-creation of new knowledge and to prompt change through innovation and creativity. Teaching is problem-based, utilising peer to peer learning to encourage the development of innovative solutions to national and global challenges.

The MBA adopts a flipped learning model, introducing learning material to students via the Virtual Learning Environment (VLE) before class, ensuring that classroom time is used to full advantage to expand and deepen understanding. Learning materials published on the VLE may include topic introductions, lectures, recorded elements, demonstration videos, readings from journals, book chapters, articles, webpages etc. designed to ensure that students are well prepared for classroom sessions. Preparatory materials may be presented through multiple modes; text-based, visual or aural. The MBA in Food and Agriculture applies a Universal Design for Learning (UDL) approach, recognising the diversity of various learners' abilities and experiences through the provision of multiple ways for students to engage with their module, courses and programme materials. The MBA in Food and Agriculture UDL strategies include:

- Providing multiple means of representation and supporting materials (diagrams, illustrations, glossary of terms, etc.) using a variety of modalities and adjustable formats.

- Providing multiple modes of action and expression. Offering a wide range of assessments for students to demonstrate learning and frequent opportunities for feedback on progress.
- Providing multiple means of engagement. Encouraging learners' autonomy with choice of topics within the varied assignment formats.

As a career development programme, classroom sessions draw on activities that promote interaction, with student-led workshops or debates and opportunities for peer-to-peer partnerships where work experiences and networks can be shared. These sessions focus on the building skills and applying knowledge through the use of case studies, simulations and/or experiential learning, discussions, team-based activities, problem solving and presentations. Classroom discussions will prompt students to recognise linkages, relationships and interactions between concepts drawn from different disciplines, to question existing systems and to co-ordinate action.

MBA programmes are historically embedded within a western tradition of management, first taught by Harvard Business School in early 1900s.

Recognising these origins and the continued dominance of western thinking in management education more widely, the programme seeks to ensure that our modules draw on insights from cross-cultural management theory to offer different perspectives.

All MBA students study module 4763 Responsible Leadership and People Skills and 4764 Sustainable Strategies for Business Excellence at the start of the programme and these programmes explicitly addresses EDI.

The student cohort that the MBA attracts, with experience at managerial level, bring with them diverse cultural perspectives on business and the teaching approach and class environment is designed to bring this to the fore in peer to peer learning and group work. EDI is considered in the development of reading lists and the choice of invited speakers and features as a standing item on programme management meetings

Here at the RAU, we are always looking for ways to support our students. We recognise that a number of our UK domiciled students may be working or have caring responsibilities alongside studying which can sometimes make it difficult to attend all lectures in person. As such we have the ability for you to join lectures and seminars through a live stream, and if you are unable to do this, recordings of lectures will be available after they have been held. Please note that this type of study participation is only available to registered UK based students due to UKVI visa restrictions.

Section 7 – Approach to Assessment

The MBA offers a diverse assessment portfolio, with the emphasis on authentic assessments which have value in the workplace and support the career development of students and on methods which are inclusive and accessible to students from varying backgrounds (QAA 2023). Business modules which provide generic business administration content also provide opportunities for students to tailor assessments to the sector or sector-based challenge of choice.

The assessment method depends on the learning outcomes of each module, and may include: the application of knowledge to specific scenarios, reflections on personal experience, case studies, learning journals, presentations, professional reports, policy

reviews, critiques, simulations and practical activities, creation of new media content (e.g. video, podcast). The dissertation is assessed through the submission of a research- informed project at the end of the MBA

Modules of 15 credit are normally assessed through one summative assessment or a maximum of two, modules of 30 credit may be assessed through two or three assessment components. Assessments may be individual or group work and may be written, visual or spoken. Formative assessments during the module provide opportunities for informal feedback from academic staff or peers.

Assessment details for each module are included in module reference sheet and fully explained in assessment briefs published at the start of each semester. Word counts, or their equivalents, are expressed in the module reference sheets and each module has followed an indicative module assessment weighting of approximately 3000 words assessment per 15 credit module or its equivalent.

Specific marking criteria for each assessment tasks is published in the assessment brief and is aligned with the RAU generic level 7 (postgraduate) grade descriptions available via the VLE.

Feedback may be written or verbal and is future-oriented and constructive in approach.

Overall, the programme is taught and assessed through:

	Learning and Teaching			Assessment		
	Directed	Independent	Placement	Exam	Practical	Coursework
Year 1	19.9%	80.1%	0.0%	0.0%	5.0%	95.0%

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).

The normal basis for awards will be the overall average score in the final assessment, graded as follows:

Distinction weighted average of	70% and above
Merit weighted average of	60% - 69%
Pass weighted average of	40% - 59%
Fail average	0% - 39%

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 - Progression

The MBA is a post-experience, career development programme which is suitable for learners with a minimum of three years professional work experience at a management level (sector specific experience is not required). As such it is expected that graduates of the programme will be able to use the programme to accelerate an existing career to obtain more senior roles in strategic leadership or to move into a leadership role within the food and agriculture sectors. Students may consider consultancy roles or redefine their career through launching a new enterprise. The MBA may also provide a route to postgraduate research degrees, such as a PhD, DBA or DPA (a professional doctorate), subject to qualifications and experience.

The development of the MBA is informed by the requirements of accrediting bodies to facilitate student progression to further professional qualifications. The MBA Programme Team will seek accreditation from the following professional bodies (summer 2024):

- Chartered Management Institute (CMI)
 - On successful completion of the MBA students will be awarded a Level 7 Diploma in Strategic Management and Leadership from the Chartered Management Institute
- Institute of Environmental Management and Assessment (IEMA)
 - On successful completion of the MBA students will be eligible to use the professional suffix GradIEMA. Graduate members of IEMA are, in addition, able to more easily upgrade to the next professional level of IEMA Practitioner membership, having already covered the knowledge requirements of the IEMA Practitioner standard within the MBA.
- Chartered Institute of Water and Environmental Management (CIWEM)
 - Students are eligible for free student membership of CIWEM.

The programme has been designed to foster greater knowledge and awareness of the UN Sustainable Development Goals and to be aligned with the Principles of Responsible Management Education (PRME) in its teaching and assessment. As a consequence, the programme equips MBA graduates to become responsible leaders who are able to realize the UN SDG's in their businesses or organization.

Section 10 – 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 11 – 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 the Student Satisfaction Surveys
- Feedback from Student Delegates from programme committees
- Feedback from Student-Staff Liaison committees
- Annual Programme Monitoring