

# The Royal Agricultural University

Programme Specification:

## **BSc (Hons) Business Management (Top up)**

**2025-26**

### **PROGRAMME SPECIFICATION [ACADEMIC YEAR 2025/26]**

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 they take 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 Specifications.

## Section 1 – Material Programme Information

Criteria	Detail
Validating body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Subject Area	Land and Property Management (LPM)
Entry Award(s)	BSc (Hons) Business Management (Top up)
Final Award and exit route(s)	BSc (Hons) Business Management
Programme title	BSc (Hons) Business Management
Location(s) of study	Royal Agricultural University, Cirencester
Full time study	1 year
Part-time study	2 years
Language of study	English
Programme start month	September
Period of validation	September 2020 to August 2026
Name of Professional, Statutory or Regulatory Body	CMI L5 Certificate in Management and Leadership (5C30)
Type of Accreditation	Programme accreditation
Accreditation due for renewal	September 2026
Entry requirements (this should be the standard University entry requirements unless otherwise approved by the Academic Board, and include UCAS entry profile for UG programmes and IELTS)	<p>A Foundation Degree or an HND in a related subject, achieving 240 credits overall. GCSE: no specific English and Mathematics requirements.</p> <p>IELTS band score 6.0 overall or above with no less than 5.5 in each component of the 'academic' IELTS test.</p>
UCAS Code	BM1T
Quercus Code	BMT
HECos Code	100078 – Business Management
QAA Subject Benchmark Statement(s) and other reference points	Business and Management (March 2023).
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
Approval at AQSC	23 March 2020 (Academic Board)
Version	<p>V1.0 April 2020</p> <p>V2.0 December 2021- Removal of elective module 3317, International Marketing.</p> <p>V.3 January 2022- Addition to modules, 3321 and 3323.</p> <p>V.4 February 2022- Removal of elective module 3225, Negotiation Skills and Tactics. Replace with module 3242, Negotiation in Business.</p> <p>V5. February 2023: Remove 3084, replace with 3315;</p>

	V6. June 2025: Remove 3315 Managing Innovation, replace with 3320 Organising and Organisation. Remove 3325 Rural Entrepreneurship and 3332 Specialist Study. Add 3317 International Marketing
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## 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.

### BSc (Hons) Business Management (120 credits) (full time)

The accumulation of credits to include 120 credits at Level 6 through the assessment of taught modules as detailed below.

#### Level 6

Module code	Module title	Level	Credit value	Core/ Elective*	Semester
3320	Organising and Organisation	6	15	Core	1
3314	Strategic Management	6	15	Core	1
3316	Changing Consumer Behaviour	6	15	Core	2
3242	Negotiation in Business	6	15	Core	2
3300	Dissertation	6	30	Core	1 + 2
3041	Corporate Finance	6	15	Elective	1
3317	International Marketing	6	15	Elective	1
3340	Farm Business Consultancy	6	15	Elective	2
3323	Food Ethics and Governance	6	15	Elective	2
	<b>Total credits: BSc (Hons) Business Management</b>		<b>120</b>		

**\*Choose one elective module in each semester.**

### BSc (Hons) Business Management (120 credits) (part time)

The accumulation of credits to include 120 credits at Level 6 through the assessment of taught modules as detailed below.

#### Level 6 – Year 1

Module code	Module title	Level	Credit value	Core/ Elective*	Semester
3314	Strategic Management	6	15	Core	1
3242	Negotiation in Business	6	15	Core	2
3041	Corporate Finance	6	15	Elective	1
3317	International Marketing	6	15	Elective	1
3340	Farm Business Consultancy	6	15	Elective	2

3323	Food Ethics and Governance	6	15	Elective	2
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**\*Choose one elective module in each semester.**

## Level 6 – Year 2

Module code	Module title	Level	Credit value	Core/ Elective*	Semester
3320	Organising and Organisation	6	15	Core	1
3316	Changing Consumer Behaviour	6	15	Core	2
3300	Research Project / Dissertation	6	30	Core	1 + 2
	<b>Total credits: BSc (Hons) Business Management</b>		<b>120</b>		

**\*Choose one elective module in each semester.**

## Section 3 – Programme overview and Programme aims

This Business Management Top-up degree at Level 6 is designed for students who have a Higher National Diploma (HND), Foundation degree or equivalent qualification in a business-related subject. Students can complete the business top-up in 1 year full-time or 2 years part-time.

The programme seeks to provide an academic experience with a strong emphasis on development of business knowledge, skills and capabilities appropriate to the rapidly changing global, cultural and technological business environment.

The programme aims to develop an enquiring, critical and reflective approach to ideas and issues, enabling successful graduates to contribute proactively to: the world of private business, public or 'third' sector organisations, the main business-related professions, self-employment, and the wider society within which businesses operate.

### This programme aims:

1. To offer students a programme of business and management studies that is attractive, stimulating and designed to meet their evolving needs and aspirations, academically and vocationally;
2. To equip graduates with the broad business management background and the analytical and conceptual skills, knowledge and understanding of business administration and management processes required by professional managers to respond and address the problems of complex, fast-changing organisations;
3. To help students develop transferable intellectual, vocational and interpersonal skills appropriate to such careers, including self-awareness and critical, but constructive attitudes towards sustainability, innovation and change; and
4. To help students develop the capacity and the desire to engage in lifelong learning in whatever direction their careers may subsequently develop.

### Programme Features

- A focus on business management which will provide students with the knowledge and skills they need for a career in business;

- The programme draws on current academic theories and concepts across the portfolio of modules to deliver a student centric curriculum;
- A programme wide developmental approach to the implementation of the UN Sustainable Development Goals and UN Global Compact, please refer to the section below for more detail on these and our reasons for mapping to them;
- Opportunities to engage with a range of practising managers, organisations, employers and entrepreneurs and take part in work related experiences and internships;
- Programme of guest speakers which will enhance students' learning and links with the business community; and
- Use of 'real life' (live) projects in assessments gives practical application of the theory.

## **Section 4 – Programme Sustainability**

### **UN Sustainable Development Goals**

This programme has been designed to foster greater knowledge and awareness of the [UN Sustainable Development Goals](#). The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all" which was set in 2015 by the United Nations General Assembly and intended to be achieved by the year 2030, are part of UN Resolution 70/1. Business has a critical role in achieving these goals and as further leaders of the rural economy, we believe our students should have the opportunity to understand the benefits to business they provide. According to a report by the Business & Sustainable Development Commission (January 2017), the SDGs could generate US\$12 trillion in business savings and revenue across four sectors by 2030: energy, cities, food and agriculture, and health and well-being. These goals are mapped (Appendix 2) to our modules to ensure that at each stage of the programme we are identifying how these goals can be developed as part of business strategy and managed within a small business.

### **United Nations Global Compact**

The United Nations Global Compact (UNGC) is a [United Nations](#) initiative launched in 1999 to encourage businesses worldwide to adopt sustainable and socially responsible policies. The UNGC initiative has around 13000 corporate participants in over 170 countries. The UNGC is a principle-based framework for businesses, stating ten principles in the areas of human rights, labour, the environment and anti-corruption. These ten principles have been embedded into our curriculum and used to inform our teaching material, such as case studies and assessments. The UNGC is mapped (Appendix 3) to our modules to ensure that at each stage of the programme we are identifying how this initiative is developed as part of business strategy and management practice.

### **Principles for Responsible Management Education**

As signatories to [Principles for Responsible Management Education](#) (PRME), the University is committed to integrating corporate responsibility and sustainability within all operations. PRME

is a United Nations initiative seeking to inspire and champion responsible management education, research and thought leadership globally. Issues such corporate responsibility, sustainability and ethical behaviour are core to the principles of the University and as such are embedded throughout all our business programmes.

## **Section 5 – Programme intended learning outcomes and learning, teaching and assessment methods**

### **Knowledge and Understanding**

<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
1.	Identify business trends and design ventures to capitalise on these through the application of a range of tools and techniques.	3314
2.	Identify growth factors, functions and processes within an organisation including corporate behaviours and cultures which provide opportunity for business growth.	3316
3.	Demonstrate knowledge and understanding of the key academic theoretical concepts and frameworks underpinning the analysis and development of business strategy.	3314
4.	Evaluate organisationally performance using a range of business tools and frameworks.	3242
5.	Demonstrate awareness and critical analysis of the importance of personal attributes in the workplace such as resilience, open-mindedness, reflection, motivation, professional behaviours, and employability.	3300

### **Intellectual, Professional, Key skills**

<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
1.	Develop commercial acumen using the key drivers for business success, causes of failure and the importance of understanding external and internal factors that affect organisations in dynamic situations.	3314, 3242, 3317
2.	Encourage self-development into professionally organized and interactive individuals by practicing skills of selection, assimilation and communication.	3340
3.	Develop abilities to critically evaluate strategic issues through a range of learning experiences using suitable tools and models	3041, 3314, 3340
4.	Utilise a variety of media including information technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.	3300
5.	Synthesise appropriate solutions to complex and unpredictable business problems using quantitative and/or qualitative analysis.	3300, 3041, 3340

## Programme specific skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1	Develop a critical understanding of the role of the role of the entrepreneur	3320, 3323
2	Utilise different approaches to management and change	3314
3	To understand the role of marketing in developing new products, services and brands	3317
4	Analyse the role of innovation in maintaining strategic fit and competitive advantage in organisations and the contribution of intellectual property management in new product/service development	3320, 3314

## Section 6 – Approach to Learning and Teaching delivery

The programme is normally of one-year duration of full-time study (approximately 28 weeks per year). However, it is possible to follow the programme on a part-time basis, over a period of two years, by gaining credits for the modules taken and achieved year-by-year. The time limits appropriate to part-time study are indicated in the [University Academic Regulations](#) available from the RAU website.

Study is in modular units, each typically representing a value of 15 credits, although modules are sometimes grouped in specific cases into larger units (30 credits) according to the subject or the nature of the learning. The overall programme consists of a specific group of these full modules and double modules, with the opportunity for students to pursue, also, an appropriate elective choice at level 6 (see Section 2). Each 15-credit unit represents approximately 150 hours of student learning, endeavour and assessment up to a maximum of 40 hours of teaching.

A summary of the overall structure of the programme showing elective choices where appropriate, can be found in Section 2. Students registered on the programme must choose two electives from the list shown in the table.

## Section 7 – Approach to Assessment

A variety of methods of assessment is used to assess progress on the programme. The methods most commonly used are un-timed coursework assessments, and timed, unseen examinations. Other forms of assessment such as oral presentations, practical skills tests, timed coursework assessments, "seen examinations, case study and "open book" examinations may also be used.

It is vital that students learn and get to know how to do well in these various assessments in the programme. The University's criteria for assessment of projects, essays and examination contain helpful information about the kind of things that are looked for by examiners.

Overall, the programme is assessed through:

	Learning and Teaching			Assessment		
	Directed	Independent	Placement	Exam	Practical	Coursework
Year 3	18.51%	81.49%	0.00%	0.00%	2.50%	97.50%

## 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 116 – 124).

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

First Class Honours	70% and above
Second Class Honours upper division	60% - 69%
Second Class Honours lower division	50% - 59%
Third Class Honours	40% - 49%
Fail	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 – RAU Graduate Framework

At the RAU we have chosen five values to underpin our learning community. These are the values which we will all work by and for which we want the RAU to be known for. We aim for our graduates to be:

### Collaborative

We believe in the power of working together. We are stronger as a community of practice - inspiring each other, identifying shared goals, and providing reciprocal support leads to greater success.

### Open-minded

We are receptive to new ideas and we value the diversity of experiences and skills. We are committed to listening to everyone across the RAU community.

### Resourceful



We adopt creative approaches to achieve our goals while setting higher standards, promoting professionalism and sustainability.

### Responsible

Individually and collectively we take accountability for our actions working with integrity to achieve the highest ethical standards.

### Inclusive

We acknowledge the fundamental value and dignity of all individuals and are committed to maintaining an environment that seeks to eliminate all forms of discrimination and respects diverse traditions, heritages, and experiences.



## Section 10 – Progression

The Royal Agricultural University has a strong reputation for developing highly-skilled, sought-after, employable graduates from within the rural economy and also from a diverse range of backgrounds.

The RAU's business programmes are Business School committed to developing employable graduates, and the curriculum has been designed to enhance employability. Employability is seen as an intrinsic aspect of all degree programmes in the School and development of essential graduate attributes is embedded in the keystone modules Academic Skills and Professional Practice.

The Business Management core modules emphasise themes of: creativity, innovation, using one's initiative, dealing with ambiguity and risk management. We pride ourselves on being able to help our students acquire the skills they need to foster their initiative and creativity as responsible global citizens. Our graduates have gone on to pursue careers within companies worldwide and within the following roles:

- Account Manager
- Banking Graduate
- Operations Manager

- Investment Analyst
- Project Manager
- Innovation Manager

The University has links with a wide range of businesses, through our local Growth Hub, Chamber of Commerce, Enterprise partnership and 180 years of successful Alumni.

## **Section 11 – Student support, wellbeing and counselling**

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

### **Disability and Neurodivergent support**

We support disabled & neurodivergent students and students with long-term health conditions. These disabilities include dyslexia, mental health diagnoses, ADHD, autism, mobility challenges, sensory impairments and many more. Students are encouraged to make contact with Student Services as early as possible by emailing: [studentservices@rau.ac.uk](mailto:studentservices@rau.ac.uk). 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.
- Access to assistive technology (AT), which helps remove barriers to learning, communication and participation. The AT can help students who face difficulties with taking notes, organisation and time management.

### **Mental Health Support**

Student Services has a dedicated team who are here to support you with the emotional challenges that can crop up during university life. They take a wide-ranging approach to mental health support, and the team ensure they are available for informal chats as well as providing in-depth support for students with emerging or existing mental health conditions.

The team also offer mental health support in the form of daily drop-in sessions, weekly group Time to Talk sessions, mental health workshops, awareness and campaign days and 1:1 confidential meetings for when students face challenges to their wellbeing.

Student Services can also refer students for counselling sessions with an external agency if they are required. They can also signpost you to our Student Assistance Programme, providing 24/7 care, support and advice.

## **Academic Support Tutor Programme**

All 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 who are 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 (in line with the AST Handbook). Individual support focuses on continuation 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 the Student Satisfaction Surveys
- Feedback from Student Delegates from programme committees
- Feedback from Student-Staff Liaison committees
- Annual Programme Monitoring