# Royal Agricultural University

# The Royal Agricultural University

## Programme Specification:

### BSc (Hons) Business Management

### BSc (Hons) Business Management (Professional Placement Year)

### BSc (Hons) Business Management (Foundation Year)

**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

| | |
|---|---|
| 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<br>BSc (Hons) Business Management with Foundation Year<br>BSc (Hons) Business Management with Professional Placement Year |
| Final Award and exit route(s) | BSc (Hons) Business Management<br>BSc (Hons) Business Management with Foundation Year<br>BSc (Hons) Business Management with Professional Placement Year<br>Certificate of Higher Education<br>Diploma of Higher Education |
| Programme title | BSc (Hons) Business Management |
| Location(s) of study | The Royal Agricultural University |
| Delivery type | In Person |
| Full time study | 3 years |
| Part-time study | 6 years |
| Language of study | English |
| Programme start month | September |
| Period of validation | 2020 - 2026 |
| Name of Professional, Statutory or Regulatory Body | Chartered Management Institute (CMI) |
| Type of Accreditation | CMI Level 5 Certificate in Management and Leadership (5C30) |
| Accreditation due for renewal | September 2026 |
| Entry requirements for the BSc (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) | **Required:** GCSE minimum five GCSEs at Grade C/4 including English Language and Mathematics (or Maths Numeracy for Welsh applicants) plus satisfactory level 3 qualifications:<br><br>A-Level: (Example grades CCC) – minimum of 96 UCAS tariff points (to include at least two A-Levels or equivalent qualifications)<br><br>C&G Advanced Technical/BTEC - Level 3 Extended Diploma (1080) at Merit-Merit-Merit<br><br>C&G NPTC/C&G Advanced Technical/BTEC - Level 3 Diploma (720), Extended Certificate (360) and 90-Credit Diploma (540) acceptable when accompanied by other Level 3 qualifications<br><br>International Baccalaureate: 26 points<br><br>Access to Higher Education: 45 credits at level 3, of which a minimum of 15 must be awarded at Distinction and 15 at |

| | Merit or higher (Pass at Functional Skills level 2 are accepted in lieu of GCSE English & Mathematics) Other level 3 qualifications will be considered. |
|---|---|
| UCAS Code | N501 |
| Quercus Code | BM |
| HECos Code | 100078 – Business Management |
| QAA Subject Benchmark Statement(s) and other reference points | Business and Management (2019) [QAA Subject Benchmark Statements](#) |
| Academic level on Framework for Higher Education Qualifications (FHEQ) | Level 4, 5 and 6 |
| Approval at AQSC | March 2020 |
| Version | V.1 February 2022: Removal of elective module 3225, Negotiation Skills and Tactics. Replace with module 3242, Negotiation in Business. May 2022: Removal of 3319 Managing Change and Crisis in Organisations August 2022: Removal of module 2232 Entrepreneurship, Intrapreneurship and Small Business Development; replaced with 2258 Intrapreneurship and Small Business Development in Urban and Rural Contexts. V2. February 2023: Change in title to BSc (Hons) Business Management V4. June 2025: Remove 3315 as an elective module. |

## 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.

**Students enrolled to study the programme with the Integrated Foundation Year\* will study the following modules in their first year of study:**

**Level 0**

| Module code | Module title | Level | Credit value | Core/ Elective | Semester |
|---|---|---|---|---|---|
| 0IFY20 | Land-use and Management | 0 | 20 | Core | 1+2 |
| 0IFY21 | Countryside Evolution and Development | 0 | 20 | Core | 1+2 |
| 0IFY22 | Enterprise and Marketing | 0 | 20 | Core | 1+2 |
| 0IFY23 | Land-based Data Handling | 0 | 20 | Core | 1+2 |
| 0IFY24 | Food and Farming | 0 | 20 | Core | 1+2 |
| 0IFY25 | Developing your Skills | 0 | 20 | Core | 1+2 |

| | Total Credits: Integrated Foundation Year | | 120 | | |
|---|---|---|---|---|---|

*Full details about the Integrated Found Year (IFY) can be found on the IFY Programme Specification.

**BSc (Hons) Business Management (360 credits)**

**Students enrolled to study the BSc (Hons) Business Management with/without professional placement year will study the following modules:**

**Level 4**

| Module code | Module title | Level | Credit value | Core/ Elective | Semester |
|---|---|---|---|---|---|
| 1443 | Business Finance and Accountancy | 4 | 15 | Core | 1 |
| 1414 | Principles of Marketing | 4 | 15 | Core | 2 |
| 1440 | Academic and Practical Skills | 4 | 15 | Core | 1 |
| 1415 | Global Business Environment | 4 | 15 | Core | 1 |
| 1236 | Entrepreneur in Action | 4 | 15 | Core | 2 |
| 1325 | Introduction to the Agri-Food Industry | 4 | 15 | Core | 1 |
| 1417 | Business Informatics | 4 | 15 | Core | 2 |
| 1418 | People and Organisations | 4 | 15 | Core | 2 |
| | **Total Credits: Level 4** | | **120** | | |
| | **Total Credits: Certificate of Higher Education** | | **120** | | |

**Level 5**

| Module code | Module title | Level | Credit value | Core/ Elective | Semester |
|---|---|---|---|---|---|
| 2023 | Financial Management | 5 | 15 | Core | 2 |
| 2027 | International Business | 5 | 15 | Core | 1 |
| 2032 | Marketing Management | 5 | 15 | Core | 1 |
| 2337 | Personal and Professional Development Skills and Employability | 5 | 15 | Core | 1 |
| 2317 | Industry Placement | 5 | 15 | Core | 1+2 |
| 2378 | Research and Evidence | 5 | 15 | Core | 2 |
| 2258 | Intrapreneurship and Small Business Development in Urban and Rural Contexts | 5 | 15 | Core | 1 |
| 2350 | Business Strategy | 5 | 15 | Core | 2 |
| | **Total Credits: Level 5** | | **120** | | |
| | **Total Credits: Diploma of Higher Education** | | **240** | | |

**Professional Placement Year (studied after Year 2 of the programme)**

| Module code | Module title | Level | Credit value | Core/ Elective | Semester |
|---|---|---|---|---|---|
| PPY | Professional placement year | 5 | 120 | Core | 1+2 |

**Level 6 – Select 2 elective modules**

| 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 |
| | **Total Credits: BSc (Hons) Business Management** | | **360** | | |
| | **Total Credits: BSc (Hons) Business Management with Professional Placement Year** | | **480** | | |

## Section 3 – Programme overview and Programme aims

This programme is aimed at students wishing to be a future leader in the global business environment and need an international perspective on their business and management practice. Globalization has made the business environment more competitive and challenging and therefore, businesses need employees with the skills to understand the new international realities and develop opportunities whilst understanding risk and sustainable business models.

The programme provides an international business management academic experience with a strong emphasis on development of global 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 are to:

1. To offer students a programme of international 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 international

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 the global economic environment which will provide students with the knowledge and skills they need for a career in the domestic and international arena;
- Accreditation by the Chartered Management Institute (CMI) gives students a professionally internationally recognised qualification (Level 5 Certificate in Management and Leadership) alongside their degree;
- 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;
- Throughout the course there are regular 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;
- Opportunity to study abroad without extending the length of the degree; and
- Use of 'real life' (live) projects in assessments gives practical application of the theory.

## Section 4 – Programme Sustainability

The undergraduate programme in Business Management is intricately aligned with the United Nations Sustainable Development Goals (SDGs), preparing students to become responsible and ethical leaders who can contribute to a sustainable future. Through a comprehensive curriculum, the programme integrates the principles of sustainability, ethical governance, and social responsibility across all aspects of business education, ensuring that graduates are equipped to address the complex global challenges outlined by the SDGs.

1. **SDG 1: No Poverty**
   The programme emphasises the role of business in poverty alleviation through inclusive economic growth, social entrepreneurship, and sustainable business practices. Modules on corporate social responsibility and ethical business models encourage students to develop strategies that create economic opportunities for marginalised communities.

2. **SDG 8: Decent Work and Economic Growth**
   Our curriculum promotes the creation of decent jobs and sustainable economic growth. Students explore how businesses can contribute to economic development

while ensuring fair labour practices, employee well-being, and equitable opportunities for all, including those in underrepresented groups.

3. **SDG 9: Industry, Innovation, and Infrastructure**
Innovation and sustainability are core themes in the programme, with students learning how to leverage technology and innovation to create resilient and sustainable business infrastructures. Modules on innovation management and food ethics and governance guide students in developing businesses that are adaptable and forward-thinking.

4. **SDG 12: Responsible Consumption and Production**
Students are taught to understand the impact of business on the environment and society, with a focus on sustainable supply chain management, waste reduction, and responsible production practices. The programme encourages the adoption of sustainable business models that minimise environmental impact and promote ethical consumption.

5. **SDG 17: Partnerships for the Goals**
Recognising the importance of collaboration, the programme encourages students to engage in partnerships that advance the SDGs. This includes collaborations with businesses, governments, NGOs, and communities to drive sustainable development initiatives and create shared value.

Through this alignment with the SDGs, the Business Management undergraduate programme not only equips students with the skills and knowledge to excel in the business world but also instils a deep sense of responsibility towards building a sustainable and equitable future. Graduates are prepared to lead businesses that contribute positively to society, the economy, and the environment, in line with the global objectives set forth by the United Nations.

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

**Knowledge and Understanding**

| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
|---|---|---|
| 1. | Identify trends in domestic and international markets and design ventures to capitalise on these through the application of a range of tools and techniques. | 1415 |
| 2. | Apply knowledge to critically evaluate the processes and functions of organisations to understand corporate behaviours and cultures. | 1418, 2027, 2032 |
| 3. | Demonstrate knowledge and understanding of the key academic theoretical concepts and frameworks underpinning the analysis and development of business strategy in organisations in a domestic or international context. | 1033, 1414, 1417, 2032 |
| 4. | Critically appraise and evaluate organisational performance using business tools and frameworks establishing strategic direction with recognition of intended and unintended consequences. | 1033, 1418, 2023 |

| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
|---|---|---|
| 5. | Distinguish between personal attributes in the workplace such as resilience, open-mindedness, reflection, motivation, professional behaviours, and employability. | 1440, 2316, 2314 |

## Intellectual, Professional, Key skills

| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
|---|---|---|
| 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. | 1236, 1325, 2314 |
| 2. | Encourage self-development into professionally organized and interactive individuals by practicing skills of selection, assimilation and communication. | 1440, 1418, 2316, 2314 |
| 3. | Develop abilities to critically evaluate strategic issues through a range of learning experiences using suitable tools and models | 1414, 1415, 1417, 2027, 2032 |
| 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. | 1033, 1417 |
| 5. | Synthesise appropriate solutions to complex and unpredictable international business problems using quantitative and/or qualitative analysis. | 2023, 2032, 2314 |

## 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 entrepreneur and small businesses owner in international trade | 1236, 2316 |
| 2. | Utilise different approaches to international business management and approaches to risk and change management | 1418 |
| 3. | Apply standard business tools in the evaluation of opportunities and threats within international trade, using current sources and data analysis | 1415, 2027 |
| 4. | Interpret financial and economic data using statistical and financial functions and procedures such as those which are routinely available in spreadsheets and other statistical/econometric software packages. | 1033, 1417, 2023, 2032 |
| 5. | Assemble a comprehension of the dynamics of international business within a range of interdependent national contexts | 1415, 1325 |

## Section 6 – Approach to Learning and Teaching delivery

The programme is normally of three years duration of full-time study (approximately 28 weeks per year). Study is undertaken at three levels on the FHEQ; Level four, five, and six (one for each year of study). However, it is possible to follow the programme on a part-time basis, over a longer time period, 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.

The option with a Foundation Year is normally four years of taught full-time study and the option with a Professional Placement Year is normally three years of taught full-time study with one year based in industry.

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 in year 3. Each 15-credit unit represents approximately 150 hours of student learning, endeavour and assessment up to a maximum of 40 hours of teaching.

Students registered on this degree programme follow an identical year one curriculum to students registered on the BSc (Hons) Agri-Food Business Management and BSc (Hons) Rural Entrepreneurship & Enterprise degrees.  With the approval of the Programme Leader, interested students may transfer to the other programmes for their second and final year.

The programme has a number of business subject themes which are developed throughout the degree programme. The table below provides a synopsis of these themes and the modules used to develop them.

### Section 7 – Approach to Assessment

Assessments are designed to appraise individual capabilities fairly and consistently. We use clear, descriptive assessment guidelines (made available to students) to grade coursework and examinations and to aid classification. Lecturers communicate their expectations clearly to students and use explicit schema to facilitate consistency of marking within and between modules and to ensure good feedback on individual performance. All examinations and coursework assessments that contribute to degree classifications are subject to scrutiny by the External Examiners.

From one level to the next assessments are increasingly designed to test 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.

The final year Dissertation Project is the capstone demonstration of these various skills, requiring students to conceive, justify, design in detail and execute a substantial piece of academic research. For the most able students, the Dissertation Project can generate work of a standard appropriate for submission to practitioner and academic journals in business and management.

At every Level we place high value 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 work placements and for 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.

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

**Assessment methods and writing:**

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 1 | 27.00% | 73.00% | 0.00% | 0.00% | 2.50% | 97.50% |
| Year 2 | 16.00% | 55.43% | 28.57% | 0.00% | 3.75% | 96.25% |
| Year 3 | 20.33% | 79.67% | 0.00% | 0.00% | 2.50% | 97.50% |

*based on 3041 and 3340 electives*

## 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'sachievement 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, the tutor adds comments; usually about the strengths and weaknesses of the piece as well as advice about improving the work. 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 – Placement module (2317) and Professional Placement Year (PPY)

All RAU degrees, including those with a 52-week Professional Placement Year, feature a 12-week industry placement.

### The Work Placement (2317)

In the second year of the programme, students are required to undertake a 15-week self-employment placement (or in an organisation) between end of March / early April and September of that year.

For students enrolled on the BSc (Hons) with Professional Placement Year students are also required to undertake 120 credits (1200 hours, i.e. 35 weeks with a minimum 35 hrs per week, professional placement year.  The Professional Placement Year (Module Code: PPY) is taken between Levels 5 and 6 of the academic programme from September of that year, having competed the placement requirement for 2317.

### Approval process

It is the University's responsibility to ensure that learning opportunities during a placement are appropriate.  However, it is at the same time obviously desirable that students secure a self-placement (or in an organisation) which is suitable for their needs as well as amenable to them.  For this reason, as well as for others, the **responsibility** for developing and securing a placement rests with the individual student.  However, to ensure that the University's responsibilities are carried out, all placements are subject to **approval** by the University, **in advance** of the placement commencing.

This means that no placement can be considered to be in place and accepted until such time that appropriate checks have been made, and the placement has been approved for this purpose, by the placement coordinator.  Students must submit relevant details of their desired placement on the appropriate form (including dates, name of organisation, outline job description, and so on) well in advance of the placement commencing, and at least by the date laid down, to ensure that checks can be carried out, and in case subsequent difficulties emerge.

Criteria for approval will include:

- The nature and function of the placement organisation, in relation to the student's learning programme (considering the student's pathway, for example).

- The placement organisation's ability to provide appropriate learning opportunities, (which must include the likely nature of the tasks and responsibilities that students may be expected to undertake during the work-based placement)

- Whether and how the University is able to support students on placements, and;

- The extent to which the placement organisation can fulfil its responsibilities under Health & Safety legislation.

It is in the interests of students, as well as the RAU, in this approval process, if students are able to gain an outline job description indicating the likely content of the job role during the placement, and submit this for approval.

The University must be in a position to assess whether placement providers know what their responsibilities are during the period of placement learning, both in terms of the provision of learning opportunities, and in relation to their role on the assessment of students, and thus have the organisation and prospective job role approved, before any placement commences.


**The Placement Module and its role in Year 2**

The compulsory work placement module is a very important element of the Year 2 programme. It has a large and important educational value, in terms of the ability to provide a bridge or link for the learning aims of many individual programme modules, between the formal 'academic' activities, in-university, and the specific practical work-based experience and organisational reality to which they often ultimately relate. It is especially important in the whole programme as it represents an opportunity for students to locate their final year dissertation topic (with the agreement of the employing organisation) in a real-world organisation, and thus focus the research study on an area where empirical data-gathering is feasible. Students are strongly encouraged to consider this aspect in advance, and discuss this with the link tutor (see below).

Failure to secure a work placement, or to submit a satisfactory report within the time scale laid down (normally mid-October in each academic year), will normally result in a failure in the 15-credit module, and thus a failure in Year 2.

The placement opportunities are generally viewed very favourably by potential employers and provide you with the chance to experience real organisational life at first hand. It is not uncommon, in some situations, for students to find that a placement may also result in a job offer, for take-up after graduation. It is particularly important that students undergoing placements keep alive to the possibility of using their experience as the basis for a research project in Year 3, and thus basing a dissertation on a 'real-life' organisation.

The opportunity is open to wide ranging possibilities of type of organisation, and also country of placement. It is certainly important for students to remember the many types of organisation that may usefully provide opportunities; including those in the public and private sector, the for-profit and not-for-profit organisations, charities, co-operatives, and so on.

The Placement Coordinator is assisted by the subject Academics. Their role is specifically to provide support for students during the search process, and while the placement is underway, and he will be pleased to talk to students about possible placements. It is important for students to give thought to the placement in good time in order to arrange the best possible opportunity.


**Prior to placement**

Before placements commence, it is important that students familiarise themselves with the guidance available in the module handbook.  In particular, they must be aware of your responsibilities and rights

Responsibilities include those:

- As representatives of the University as a Higher Education Institution (as the placement provider might well be asked to offer equivalent opportunities to other students in future years)

- Towards the placement provider; their customers or clients; and to their other employees.  In effect students are acting as employed persons within the organisation, subject to the normal employer/ employee mutual obligations, to fulfil the contract of employment.

- For managing their learning & professional relationships

- For recording progress and achievements (very important in terms of the final reporting process, as documented in the module handbook and assessment brief)

- For alerting both the placement provider and the Royal Agricultural University to any problems experienced during the placement.  In the latter case, the expectation is that students maintain an ongoing communication with the University, in most cases through the designated tutor.

Students should be aware of their rights;

- To a safe working environment, with all that this entails

- To be treated in accord with the law, for example in relation to discipline and grievance issues, redundancy, and equal opportunities.

Before placements commence, all students will be called to a pre-placement advice session, to begin the process of providing them with appropriate guidance and support in preparation for, during, and after their placements.


**During placements**

It is important that students keep in touch with University throughout their placement period, and for this purpose all students are allocated a tutor who will provide for liaison, and a point of contact during the placement.  This tutor will normally visit the student on at least one occasion during the period of the placement, normally before the end of July.  For the PPY contact will be scheduled as; X3: 1-1 tutorial in person/online with academic teaching team 3 x 30 mins and 3 x 15 mins online interactions by placement team The purpose of the visit is to ensure that all is satisfactory from the viewpoint of both student and placement provider, to counsel all parties if difficulties emerge, and to remind students of the requirements of the reporting process required of students to fulfil the module criteria.  In some rare instances no visit will be possible, in which case alternative arrangements will be made to fulfil this function of monitoring.

The student is encouraged to keep in touch with this tutor throughout the placement period, by email or telephone as appropriate, both before and after the visit.  If all is going well a

weekly email may well be sufficient.  Thus, it is crucial that all student email addresses, mobile telephone numbers, etc., that are relevant to the placement period, are recorded by University and maintained as up-to-date as possible.  However, if problems occur during placements, as sometimes happens, please ensure you make contact as soon as possible, if necessary with the Programme Leader, or the Placement Coordinator, if the link tutor is not available at the time.  Students must not wait for a visit if the problem is an urgent one.

## Section 10 – 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.

**The RAU Graduate** We inspire our Graduates...

**RAU VALUES**

Collaborative, Open-minded, Resourceful, Responsible & Inclusive.

**PROFESSIONAL APPROACH**

To be **reflective, self-aware team members** with excellent communication skills approaching new challenges with flexibility and confidence.

**SUSTAINABLE MINDSET**

To commit to **environmental sustainability and regeneration**, demonstrating an understanding of global complexity and systems thinking.

**INNOVATIVE THINKER**

To have **commercial acumen and curiosity**, seeking innovative solutions to the real-world.

**TECHNICALLY SKILLED**

To enter the workplace as **technically and digitally skilled practitioners** who value practical knowledge and scientific evidence.

## Section 11 – Progression

The undergraduate Business programme is meticulously designed to prepare students for successful progression into the labour market, equipping them with the skills, knowledge, and competencies necessary to achieve high levels of graduate employability, pursue postgraduate study, and embark on entrepreneurial ventures. This comprehensive approach ensures that graduates are well-prepared to take on managerial and professional roles or further their education in specialised fields.

### 1. Preparation for Graduate Employability

The programme emphasises the development of core business competencies, including critical thinking, problem-solving, leadership, and effective communication, all of which are crucial for success in the modern workplace. Students are exposed to real-world business scenarios through case studies, work placements and project-based learning, enabling them to apply theoretical knowledge in practical settings. Furthermore, the curriculum is regularly updated to reflect the latest industry trends and demands, ensuring that graduates possess relevant and up-to-date skills.

**Key Features:**

- **Work-Based Learning:** Students engage in internships, placements, and industry projects that provide hands-on experience and foster strong links with potential employers.

- **Industry-Relevant Skills:** Modules are designed to develop both soft and technical skills that are in high demand, such as data analysis, digital marketing, financial management, and strategic planning.

### 2. Preparation for Postgraduate Study

The programme's rigorous academic framework provides a strong foundation for those wishing to pursue postgraduate studies. It fosters advanced analytical and research skills, preparing students for further academic inquiry and specialised study in business or related disciplines.

**Key Features:**

- **Research Methodology:** The curriculum includes modules on research methods, equipping students with the ability to conduct independent research, which is essential for success in postgraduate education.

- **Capstone Projects:** Final-year students undertake research dissertations that allow them to explore specific business topics in depth, laying the groundwork for postgraduate study.

- **Academic Mentorship:** Students receive guidance from experienced faculty members who support their academic development and provide advice on postgraduate opportunities.

### 3. Preparation for Enterprise and Entrepreneurship

The programme encourages entrepreneurial thinking and provides the tools necessary for students to start their own businesses or innovate within existing organisations. It cultivates a mindset of creativity, resilience, and innovation, essential for entrepreneurial success.

**Key Features:**

- **Entrepreneurship Modules:** Dedicated modules on entrepreneurship and innovation help students understand the process of starting and managing a business, from idea generation to market launch.

- **Business Incubation Support:** The university has a well-developed enterprise and entrepreneurship programme, which provides access to funding opportunities for students interested in launching their own ventures.

- **Networking Opportunities:** Students are encouraged to build professional networks through events, workshops, and industry collaborations that connect them with entrepreneurs and business leaders.

### 4. Links with Employers and Professional Bodies

The programme has been developed in close consultation with industry partners, employers, and professional bodies, ensuring that it meets the needs of the business community and aligns with professional standards.

**Key Features:**

- **Professional Accreditation:** The programme offers accreditation from recognised professional bodies, enhancing the credibility of the qualification and providing graduates with a competitive edge in the job market.

- **Employer Partnerships:** Strong relationships with employers lead to collaborative opportunities such as guest lectures, workshops, and recruitment events, offering students direct access to industry experts and potential job opportunities.

Through its comprehensive and forward-thinking approach, the undergraduate Business programme equips students with the skills, knowledge, and experience required to excel in the labour market, pursue further education, and innovate in the world of business. By maintaining strong ties with industry and professional bodies, the programme ensures that

graduates are not only prepared for immediate employment but are also positioned for long-term career success and leadership in a rapidly evolving global business environment.

## Section 12 – 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. ATS 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 13 – 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