The Royal Agricultural University

Programme Specification:

BSc (Hons) Business Management (Top Up)

2027-28

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2027/28]

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.

When printed this programme specification becomes an uncontrolled document. Please visit the RAU's website for the most up to date version of the programme specification: https://www.rau.ac.uk/courses/undergraduate-

Section 1 – Material Programme Information

Criteria	Detail
Validating body	Royal Agricultural University
Teaching Institution	Royal Agricultural University
Subject Area	Land and Property Management (Business and Entrepreneurship)
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 2026 to August 2031
Name of Professional, Statutory or Regulatory Body	Chartered Management Institute (CMI)
Type of Accreditation	New programme accreditation is in progress
Accreditation due for renewal	Quality assured annually
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)	A Foundation Degree or an HND in a related subject, achieving 240 credits overall. GCSE: no specific English and Mathematics requirements. IELTS band score 6.0 overall or above with no less than 5.5 in each component of the 'academic' IELTS test.
UCAS Code	BM1T
Quercus Code	BMT
HECos Code	100078 – Business Management
QAA Subject Benchmark Statement(s) and other reference points	Business and Management (including Masters) (March 2023).
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
Approval at AQSC	2 July 2025
Version	V1

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.

The BSc (Hons) Business Management (Top-Up) programme is normally 1-year duration of full-time study (approximately 30 weeks per year). Study is undertaken at three levels on the FHEQ; Levels 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 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 on the RAU website.

A credit system ensures a balanced workload across the programme, with each credit point requiring approximately 10 hours of student work. Thus a 20-credit module will require a notional input of 200 hours of work, and a complete academic year of 120 credits will require 1200 hours of work or approximately 40 hours per week.

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
6B002	Strategic Management	6	20	Core	1+2
6B003	Managing Innovation	6	20	Core	1+2
6M001	Research Project	6	40	Core	1+2

Plus two elective modules (one from each group)

Group 1

Module code	Module title	Level	Credit value	Core/ Elective	Semester
6B004	Organisations in a Changing World	6	20	Elective	1+2
6L005	Rural Land and Business Management	6	20	Elective	1+2
6B005	Business Communication and Negotiation Skills	6	20	Elective	1+2

Group 2

Module code	Module title	Level	Credit value	Core/ Elective	Semester
6B001	Changing Consumer Behaviour	6	20	Elective	1+2
6B006	Rural Entrepreneurship	6	20	Elective	1+2
6B007	Corporate Finance	6	20	Elective	1+2
	Total Credits: BSc (Hons) Business Management		**120**		

Students wishing to study the programme part-time, will study the following core modules in Year 1 and Year 2, and will be able to choose their electives to complete a total of 60 credits in each year of study:

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.

Year 1 (one core module plus two elective modules)

Module code	Module title	Level	Credit value	Core/ Elective	Semester
6B002	Strategic Management	6	20	Core	1+2
6B004	Organisations in a Changing World	6	20	Elective	1+2
6L005	Rural Land and Business Management	6	20	Elective	1+2
6B005	Business Communication and Negotiation Skills	6	20	Elective	1+2
6B001	Changing Consumer Behaviour	6	20	Elective	1+2
6B006	Rural Entrepreneurship	6	20	Elective	1+2
6B007	Corporate Finance	6	20	Elective	1+2

Year 2

Module code	Module title	Level	Credit value	Core/ Elective	Semester
6B003	Managing Innovation	6	20	Core	1+2
6M001	Research Project	6	40	Core	1+2
	Total Credits: BSc (Hons) Business Management		**120**		

Section 3 – Programme overview and Programme aims

This programme is designed for students holding a Higher National Diploma (HND), Foundation degree or equivalent qualification in a business-related subject, providing a route to an honours degree. It uniquely blends academic theory with practical insights, helping students refine their strategic decision-making and leadership skills while preparing them for senior roles in business or further study. Its focus on contemporary business challenges and professional development ensures graduates leave with a competitive edge in the job market.

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 delivers this emphasis through a combination of up-to-date curriculum design and practical learning opportunities. Modules are continuously updated to reflect the latest trends and challenges in the global business landscape, incorporating emerging themes such as sustainability, and the influence of cultural diversity on business practices.

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.

5. To equip students with the skills to develop and implement entrepreneurial strategies in response to dynamic market demands and technological advancements.
6. To prepare students to critically assess and leverage marketing tools, understanding their role in shaping consumer behaviour, driving growth, and supporting the broader objectives of business strategy.

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;
- 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.

Students also have the opportunity to undertake two elective modules, tailoring their education to specific interests or career goals by choosing one module from each group of elective modules. The electives span diverse fields, including entrepreneurship and business strategy, land policy and governance, as well as finance and ethical management, but are grouped to provide diverse study.

The Rural Entrepreneurship elective, includes a visit to a real enterprise, providing valuable first-hand insight into successful rural business operations.

Section 4 – Programme Sustainability

The BSc (Hons) Business Management (top-up) 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. Graduates are being 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.

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 that cover topics 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 entrepreneurship 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 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.

Section 5 – Programme intended learning outcomes

On successful completion of the named award, students will be able to demonstrate the following Learning Outcomes (LOs):

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Identify business trends and design ventures to capitalise on these through the application of a range of tools and techniques.	6B003, 6B002 6B004
2.	Identify growth factors, functions and processes within an organisation including corporate behaviours and cultures which provide opportunity for business growth.	6B001
3.	Demonstrate knowledge and understanding of the key academic theoretical concepts and frameworks underpinning the analysis and development of business strategy.	6B002
4.	Evaluate organisationally performance using a range of business tools and frameworks.	6B007, 6B002, 6M001
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.	6M001, 6L005

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.	6B007, 6B002
2.	Encourage self-development into professionally organized and interactive individuals by practicing skills of selection, assimilation and communication.	6M001
3.	Develop abilities to critically evaluate strategic issues through a range of learning experiences using suitable tools and models	6B002, 6B003, 6M001
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.	6B005, 6M001,
5.	Synthesise appropriate solutions to complex and unpredictable business problems using quantitative and/or qualitative analysis.	6M001, 6B007

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	6B006, 6B001
2.	Utilise different approaches to management and change	6B003, 6B002
3.	To understand the role of marketing in developing new products, services and brands	6B001, 6B006
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	6B003, 6B002
5.	Provide informed insight into the dynamics of starting a business within a national context	6B006

Section 6 – Approach to Learning and Teaching delivery

The BSc (Hons) Business Management (Top-Up) is designed to provide students with a comprehensive and inclusive educational experience, enabling them to achieve learning outcomes and prepare for professional success. It can be completed as a one-year full-time course or a two-year part-time course, offering flexibility to accommodate diverse student needs. The programme aligns with the University's Academic Regulations, with specific guidelines for time limits on part-time study available on the RAU website.

The programme adopts a modular structure, with each module typically worth 20 credits, representing approximately 200 hours of student learning. This includes at least 48 hours of face-to-face teaching, delivered through a mix of lectures, seminars, workshops, and practical sessions. This combination balances theoretical knowledge with hands-on application, ensuring a robust learning experience. Additionally, the programme allows students to pursue elective modules, particularly beneficial for tailoring their learning journey to align with personal interests and career aspirations.

Lectures form the foundation of the learning experience, delivering core concepts, theories, and frameworks. These are complemented by digital resources, including pre-lecture readings, recorded sessions, and multimedia content hosted on the Virtual Learning Environment (VLE). This blended learning approach ensures that students can access materials in formats suited to their needs and engage with content at their own pace. Lectures are further supported by interactive seminars and group discussions, which encourage critical thinking, collaborative problem-solving, and the exploration of complex topics from multiple perspectives.

Workshops and practical sessions are integral to the programme, allowing students to apply theoretical knowledge in real-world scenarios. For example, students may work on business case studies, conduct market analyses, or participate in simulations designed to mirror industry challenges. These hands-on activities not only enhance understanding but also build key transferable skills, such as teamwork, communication, and decision-making.

The VLE (Gateway) serves as a hub for accessing resources, including interactive quizzes, discussion forums, and self-assessment tools. The integration of these technologies ensures alignment with UDL principles, offering content in multiple formats—such as text, video, and audio—to accommodate diverse learner preferences and accessibility needs.

Assessment strategies are varied and aligned with the programme's learning outcomes to ensure comprehensive evaluation of student progress. Assessments include essays, reports, case study analyses, and group presentations, testing theoretical understanding, practical application, and communication skills. Formative assessments, such as quizzes and in-class activities, provide timely feedback, helping students refine their knowledge and approach to learning. Summative assessments, on the other hand, evaluate their ability to synthesize concepts and apply them in business contexts.

The programme's structured and flexible approach ensures that students develop not only a solid theoretical foundation but also practical skills and professional attributes required to succeed in the competitive global business landscape. By integrating UDL principles, leveraging digital technologies, and providing opportunities for active and experiential learning, the programme equips students to thrive in a dynamic and inclusive academic environment.

Section 7 – Approach to Assessment

Assessments are designed to appraise individual capabilities fairly and consistently. 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. We use clear, descriptive assessment guidelines that are 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 assessments that contribute to degree classifications are subject to scrutiny by the External Examiner.

The Dissertation Project is the opportunity for students to bring together these various skills, requiring them to conceive, justify, design in detail and execute a substantial piece of academic research. The Dissertation Project can generate work of a standard appropriate for submission to practitioner and academic journals in business and management.

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.

Assessment methods and writing:

Assessment methods are varied to align with learning outcomes and provide students with opportunities to demonstrate their knowledge and skills in diverse formats. These include essays, reports, and projects, which test critical thinking and analytical abilities, as well as practical assessments, such as case studies and group presentations, which emphasise problem-solving and teamwork.

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	Coursework	Practical
Year 3	22.33%	77.67%	0.00%	0.00%	100.00%	0.00%

* Based on electives 6B005 and 6B007

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

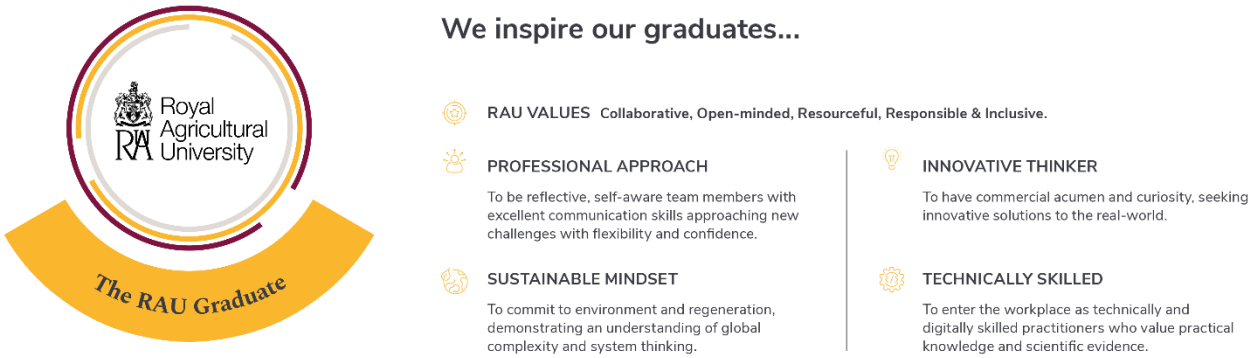
We adopt creative approaches to achieve our goals while setting higher standards, promoting professionalism and sustainability.

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 top-up 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 175 years of successful Alumni.

The Royal Agricultural University has a strong reputation for developing highly skilled, sought-after, and employable graduates, not only within the rural economy but also from a diverse range of backgrounds. The university is deeply committed to developing graduates who embody the key attributes of employability, and the curriculum has been purposefully designed to enhance these skills. Employability is viewed as an intrinsic element of all degree programmes within the university, with essential graduate attributes embedded in modules such as Academic Skills and Professional Practice.

The Business Management Top-Up Programme core modules emphasize themes such as creativity, innovation and using one's initiative. These align closely with the University's Graduate Framework, which shapes our learning community by fostering five key values: collaboration, open-mindedness, resourcefulness, responsibility, and inclusivity.

Through the focus on collaboration, students are encouraged to work effectively in teams, inspiring and supporting one another to achieve shared goals. The curriculum promotes open-mindedness by challenging students to engage with diverse perspectives and value the variety of experiences they encounter. Resourcefulness is fostered through modules designed to push creative boundaries, encouraging students to think critically and adopt innovative approaches to complex business challenges, always with professionalism and sustainability in mind. Responsibility is embedded across all learning, ensuring students take accountability for their decisions and act with integrity, particularly when addressing ethical dilemmas or managing risks in a business context. Finally, the emphasis on inclusivity ensures that students understand the importance of respect for diverse traditions and experiences, which is essential for success in the global business environment.

The RAU prides itself on preparing students to thrive as responsible global citizens with the initiative, creativity, and skills to adapt to a rapidly changing world. Graduates have pursued careers in a wide range of sectors globally, taking on roles such as Account Manager, Banking Graduate, Operations Manager, Investment Analyst, Project Manager, and Innovation Manager. These roles reflect the versatility of the skills acquired during the programme.

The University's strong links with businesses further enhance graduate employability. Through partnerships with the local Growth Hub, Chamber of Commerce, Enterprise Partnership, and a 175-year network of successful alumni, students benefit from practical insights, networking opportunities, and career support. These connections ensure that graduates are equipped with both the skills and professional networks needed to succeed in their chosen careers.

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 . 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 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