

The Royal Agricultural University

Programme Specification:

BSc (Hons) Business Management

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

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

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 BSc (Hons) Business Management with Foundation Year BSc (Hons) Business Management with Professional Placement Year
Final Award and exit route(s)	BSc (Hons) Business Management BSc (Hons) Business Management with Foundation Year BSc (Hons) Business Management with Professional Placement Year Certificate of Higher Education Business Management Diploma of Higher Education Business Management
Programme title	BSc (Hons) Business Management
Location(s) of study	Royal Agricultural University, Cirencester
Full time study	3 years 4 years with Foundation Year or Professional Placement Year
Part-time study	6 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	Programme accreditation is in progress
Accreditation due for renewal	Quality assured annually
UCAS Code	N501 N502 (with Professional Placement Year) N503 (with Foundation Year)
Quercus Code	BM, BMP (with Professional Placement Year), BMZ (with Foundation Year)
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 4, 5 or 6
Approval at AQSC	2 July 2025
Version	V.1

Criteria	Detail
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>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:</p> <p>A-Level: (Example grades CCC) – minimum of 96 UCAS tariff points (to include at least two A-Levels or equivalent qualifications)</p> <p>C&G Advanced Technical/BTEC - Level 3 Extended Diploma (1080) at Merit-Merit-Merit</p> <p>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</p> <p>International Baccalaureate: 26 points</p> <p>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)</p> <p>Other level 3 qualifications will be considered.</p>

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.

Undergraduate programmes are normally of three years 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.

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. 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.

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		

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
4B001	Practical Business, Finance and Accounts	4	20	Core	1+2
4M002	Professional, Practical and Study Skills	4	20	Core	1+2
4B002	Introduction to Business and Management	4	20	Core	1+2
4A005	Farming Systems and Sustainability	4	20	Core	1+2
4B003	Entrepreneurship, Intrapreneurship and Enterprise	4	20	Core	1+2
4B004	Integrated Business Operations and Practice	4	20	Core	1+2
	Total Credits: Certificate of Higher Education		120		

Level 5

Module code	Module title	Level	Credit value	Core/ Elective	Semester
5M001	Industry Engagement	5	0	Core	1+2
5B001	Marketing Management	5	20	Core	1+2
5B005	People and Organisations	5	20	Core	1+2
5B002	International Business	5	20	Core	1+2
5B003	Financial Management	5	20	Core	1+2
5M002	Research and Evidence	5	20	Core	1+2
5B004	Business Strategy for Competitive Advantage	5	20	Core	1+2
	Total Credits: Diploma of Higher Education		240		

If applicable, 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

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 below)

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

Section 3 – Programme overview and Programme aims

Overview of the Programme

The Business Management programme is designed for aspiring leaders in the global business environment. It equips students with skills, such as strategic thinking and decision-making skills; communication and interpersonal skills; and analytical and problem-solving skills, to navigate and respond to the challenges and opportunities presented by globalisation.

Students will develop expertise in international business practices, risk management, and sustainable business models. The programme emphasises adaptability, critical thinking, and practical application of knowledge, preparing graduates to excel in private enterprises, public organisations, or entrepreneurial ventures.

This broad and forward-thinking programme is designed to develop versatile, innovative, and strategic business leaders. It stands out for its emphasis on adaptability and entrepreneurship, ensuring graduates can thrive in an era of globalisation, digital transformation, and emerging business models. By fostering critical thinking, leadership, and real-world problem-solving, the course prepares students for dynamic careers across multiple industries, from corporate management to start-ups and consultancy.

Across its three years of study, students will experience a curriculum designed to foster personal and professional growth:

Year 1: Building the foundation of Business Knowledge

In the first year, students develop a solid foundation in the core principles of business, management, and finance. Through modules such as Practical Business, Finance and Accounts, Introduction to Business and Management, and Entrepreneurship, Intrapreneurship and Enterprise, students gain essential knowledge of organisational structures, financial management, and innovation. Alongside these modules, they acquire critical academic and professional skills through Professional, Practical and Study Skills. This first year focuses on analytical problem-solving and introduces students to the internal and external factors that influence business operations, setting the stage for more complex studies in subsequent years.

Year 2: Development of Advanced Skills

The second year builds on the first year of study by expanding students' understanding of business processes and extending their perspective to include international contexts. Modules such as International Business, Financial Management, and Marketing Management enable students to analyse global markets and understand the challenges of operating in diverse cultural and economic environments. The Business Strategy for Competitive Advantage module introduces strategic decision-making tools, allowing students to apply theoretical frameworks to evaluate performance and identify opportunities for growth. Industry Engagement provides students with real-world exposure through networking opportunities and placements, ensuring they bridge the gap between theory and practice. This year emphasises critical evaluation and strategic thinking, preparing students to tackle complex business scenarios.

Year 3: Leadership and Innovation

In the final year, students focus on advanced topics in strategy, innovation, and leadership. Strategic Management and Managing Innovation challenge students to craft and execute strategies that address real-world business challenges while maintaining a competitive edge. Modules such as Business Communication and Negotiating Skills refine essential soft skills such as effective communication, ensuring students are prepared for leadership roles. The

Research Project/dissertation allows students to conduct independent research on a business issue of their choice, showcasing their ability to analyse problems, synthesise evidence, and propose solutions.

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 the opportunity to visit a real enterprise, providing valuable first-hand insight into successful rural business operations.

Rationale for the Programme

This programme aligns with the Royal Agricultural University's (RAU) mission and strategy, particularly its goals of quality, reach, and sustainability:

1. Addressing Global Challenges

The programme equips graduates to thrive in industries shaped by climate change, sustainability demands, and technological advancement, echoing RAU's commitment to preparing students for global challenges in business and society.

2. Enhancing Employability

Accreditation by the Chartered Management Institute (CMI) enables graduates to earn a professionally recognised Level 5 Certificate in Management and Leadership, enhancing their employability and career prospects in competitive job markets. The programme's practical focus, including case studies from diverse businesses such as Amazon, Apple and Samsung to mention a few and work placements, ensures students are career-ready upon graduation.

3. Widening Participation

Through collaboration with Further Education (FE) colleges (providing taster sessions and guest lectures), and local employers, the programme supports the University's aim to attract students from diverse and underrepresented backgrounds.

4. Links to Research and Innovation

The curriculum integrates RAU's research strengths, such as sustainability and rural enterprise, through research-informed teaching, exposing students to cutting-edge concepts in global business.

Alignment with the University Mission and Values

The programme reflects RAU's mission to equip students to address pressing global challenges while fostering a commitment to sustainability, inclusivity, and innovation. Its emphasis on the UN Sustainable Development Goals ensures that students graduate with a

strong ethical foundation. Additionally, its collaborative teaching approach and diverse partnerships reflect RAU's core values of being resourceful, responsible, and inclusive.

The programme's focus on global perspectives, critical thinking, and sustainability ensures graduates are valued by employers worldwide as adaptive, innovative, and socially responsible professionals.

Section 4 – Programme Sustainability

The BSc (Hons) 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. 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 4: Quality Education

The programme incorporates diverse teaching and learning methods, including face-to-face teaching, opportunities to develop practical skills through work placements, and flexible study options (for example part-time study), ensuring accessibility for students from various backgrounds. In addition, the programme fosters critical thinking, leadership, financial literacy, and strategic decision-making, equipping students with the knowledge and adaptability needed for continuous professional growth and career advancement. Partnerships with local businesses, industry leaders, and entrepreneurs offer students hands-on experience, bridging the gap between academic learning and practical application, ensuring they are work-ready upon graduation.

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 and communities to drive sustainable development initiatives and create shared value. Partnership with local businesses and start-ups help to bridge the gap between academia and industry.

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 trends in domestic and international markets and design ventures to capitalise on these through the application of a range of tools and techniques.	5B002, 5B001, 5B004
2.	Apply knowledge to critically evaluate the processes and functions of organisations to understand corporate behaviours and cultures.	5B005, 5B004
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.	6B002, 5B004, 5B002, 6M001
4.	Critically appraise and evaluate organisational performance using business tools and frameworks establishing strategic direction with recognition of intended and unintended consequences.	4B001, 6B002, 5B003, 5B004
5.	Distinguish between personal attributes in the workplace such as resilience, open-mindedness, reflection, motivation, professional behaviours, and employability.	5M001, 4M002, 6B005, 5B005

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.	4B001, 5B003, 5B004, 6B002
2.	Encourage self-development into professionally organized and interactive individuals by practising skills of selection, assimilation and communication.	4M002, 5M002, 5M001, 6B005,
3.	Develop abilities to critically evaluate strategic issues through a range of learning experiences using suitable tools and models.	5B004, 6B002, 6B003, 6M001, 4B004

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.	4M002, 6M001, 5M002
5.	Synthesise appropriate solutions to complex and unpredictable international business problems using quantitative and/or qualitative analysis.	4B004, 5B004, 5M002, 5B002, 5B003

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	4B003, 6B006
2.	Utilise different approaches to international business management and approaches to risk and change management	5B002, 5B004, 6B003, 6B002
3.	Apply standard business tools in the evaluation of opportunities and threats within international trade, using current sources and data analysis	4B001, 4B004, 5B002, 5B004, 6B007
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.	4B001, 5B003
5.	Assemble a comprehension of the dynamics of international business within a range of interdependent national contexts	4B001, 4B004, 5B003, 6B001

Section 6 – Approach to Learning and Teaching delivery

The programme spans three years for full-time study, with study at three levels on the Framework for Higher Education Qualifications (FHEQ): Levels 4, 5, and 6. Additional pathways include a Foundation Year, extending the programme to four years, or a Professional Placement Year, offering three years of study with a year in industry to enhance practical experience.

The programme adopts a modular structure, where each module typically holds a value of 20 credits, representing approximately 200 hours of student learning, including at least 48 hours of face-to-face teaching. These teaching hours are distributed across lectures, seminars, workshops, and practical sessions, designed to balance theoretical knowledge and practical application. In the final year, students are given the opportunity to pursue elective modules, tailoring their learning to align with personal interests or career goals. Additionally, first-year students follow an identical curriculum to those enrolled in the BSc (Hons) Agri-Business Management, offering a pathway to transfer between programmes (subject to the approval of the programme leader) to best suit their evolving interests and aspirations.

The programme employs a comprehensive and inclusive approach to learning and teaching, designed to cater to diverse student needs, foster critical thinking, and ensure the achievement of learning outcomes. Central to the programme is the use of varied teaching methods that combine theoretical instruction with practical application, ensuring students are well-prepared for both academic success and professional careers.

Lectures provide the foundation of the learning experience, introducing core concepts, theories, and frameworks essential to understanding the subject. These sessions are complemented by digital resources, including pre-lecture readings, recorded lectures, and supplementary materials hosted on the Virtual Learning Environment (VLE). This blended approach allows students to engage with the content at their own pace, ensuring accessibility for all. The lectures set the stage for more interactive forms of learning, such as seminars and group discussions, which encourage active participation and peer-to-peer learning. These sessions provide students with the opportunity to explore complex topics in depth, exchange diverse perspectives, and refine their ability to articulate arguments clearly and effectively.

The programme emphasises experiential learning through work-based opportunities. Work Placement and Professional Placement Years enable students to bridge the gap between academic theory and practical application. These experiences provide valuable insights into industry practices, allow students to build professional networks, and enhance employability. Regular guest lectures from companies like Dentsu, Hazlewoods and Macro to mention a few, alongside industry-led workshops, further enrich the curriculum by offering real-world perspectives and highlighting current trends and challenges in global business.

Workshops and practical sessions play a crucial role in applying theoretical knowledge to real-world scenarios. Students engage in activities such as case study analysis, which not only deepens their understanding but also enhances their problem-solving skills. These sessions are supported by access to software such as SPSS and tools such as Technology Enhanced Active Learning (TEAL), equipping students with the technical competencies required in modern business environments.

Technology-enhanced learning is integral to the programme's delivery. The VLE (Gateway) acts as a central hub, offering resources such as interactive quizzes, discussion forums, and e-portfolios, allowing students to document their skills and achievements.

Overall, the programme's structured approach ensures that students develop the theoretical understanding, practical skills, and professional attributes required to thrive in a dynamic global business environment.

Section 7 – Approach to Assessment

Assessments are designed to appraise individual capabilities fairly and consistently. We use clear, descriptive assessment guidelines, which 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.

From one level to the next assessments are designed to test increasingly 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, presentations and various technique-oriented assessments are used to test these skills.

The final year Dissertation requires students to conceive, justify, design in detail and execute a substantial piece of academic research. It offers the opportunity to produce work of a calibre suitable for submission to both practitioner and academic journals in the field of business and management.

At every level of study, 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. A good command of written and spoken English is vital for work placements and 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.

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 and to use feedback to develop further work. The University's criteria for assessment of projects, essays and examination provide helpful information to enable students achieve the best to their abilities.

Overall, the programme is assessed through*:

	Learning and Teaching			Assessment		
	Directed	Independent	Placement	Exam	Coursework	Practical
Year 1	30.00%	70.00%	0.00%	0.00%	95.00%	5.00%
Year 2	21.28%	52.99%	25.74%	6.67%	93.33%	0.00%
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:

Award	Overall Score
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 – Industry Engagement (5M001) and Professional Placement Year (PPY)

All RAU degrees, including those with a 52-week Professional Placement Year, feature a 12-week industry placement. Employers have consistently expressed their desire to employ graduates who are able to evidence successful periods of prolonged work experience in relevant positions in agricultural businesses and related allied industries and the ability to reflect on individual skills, their own performance and the decision making and performance of the business.

The ability to reflect on personal and business performance is a key graduate skill required within industry. Many practitioners within the agricultural industry demonstrate their ability to reflect daily on a range of management decisions and business performance but seldom take the time to also reflect on personal performance and career aspirations.

The module enables students to reflect on the skills and experiences they have gained during the time spent in the industry and in higher education.

The 12-week module is assessed through a reflective portfolio of evidence. This module aims to support students to become reflective practitioners in their selected subject area. It builds on the development of knowledge and understanding gained across modules within the applied programme of study to enable the application of theory into practice and reflection of their own and an organisation's practice in the workplace.

Students will be required to produce an industry experience portfolio recording progress on your individual role and responsibilities covering 444 hours of work-based engagement. Reflection on personal development should be included within the portfolio and students should draw on knowledge and skills attained throughout their course of study to help them

complete their portfolio. The period of work-based learning will also provide the opportunity for students to critically reflect upon the practical application of knowledge and research gained on their programme of study into a real-world context to enable evaluation of working practices.

The Professional Placement Year is assessed through a reflective portfolio which includes a case study and a professional skill assessment which is undertaken by a nominated supervisor at the placement host organisation.

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 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 Industry Engagement module and its role in Year 2

The industry engagement 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 their link tutor.

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.

During placements

It is important that students keep in touch with the 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 the placement team. The purpose of the visit is to ensure that all is satisfactory from the viewpoint of both the 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.

Students are encouraged to keep in touch with their link 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.



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 environment and regeneration, demonstrating an understanding of global complexity and system 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 BSc (Hons) Business Management programme is designed to prepare students for successful progression into the labour market, postgraduate study, and entrepreneurial ventures, equipping them with the skills, knowledge, and competencies necessary to achieve high levels of employability and long-term career success. This comprehensive programme ensures that graduates are well-prepared to take on managerial and professional roles or further their education in specialised fields, while embodying the University's Graduate Framework values of being collaborative, open-minded, resourceful, responsible, and inclusive.

1. Preparation for Graduate Employability

The programme places a strong emphasis on developing essential graduate attributes such as critical thinking, problem-solving, leadership, and effective communication, which align closely with the collaborative and resourceful values of the Graduate Framework. Students are immersed in real-world business scenarios through case studies, work placements, and project-based learning, fostering a mindset of professionalism and adaptability. This hands-on approach reflects the University's commitment to ensuring students are equipped with practical skills and industry-relevant knowledge.

Key features of employability include work-based learning opportunities, which provide students with direct links to potential employers, and industry-relevant modules that develop technical skills such as data analysis, digital marketing, financial management, and strategic planning. These opportunities encourage students to adopt a responsible and proactive approach to their professional development, preparing them for the challenges of an evolving business landscape.

2. Preparation for Postgraduate Study

The rigorous academic framework of the programme fosters advanced analytical and research skills, empowering students to critically engage with complex business issues. This focus on intellectual development aligns with the University's value of being open-minded, encouraging students to explore diverse perspectives and innovative approaches to academic inquiry.

Modules on research methods and the opportunity to undertake an independent dissertation provide students with a foundation for further academic pursuits. The final year dissertation challenge students to think deeply about specific business issues, while academic mentorship ensures they receive personalised guidance and support as they prepare for postgraduate study. These experiences reinforce the value of academic curiosity and lifelong learning, which are at the core of the Graduate Framework.

3. Preparation for Enterprise and Entrepreneurship

The programme is designed to inspire entrepreneurial thinking, equipping students with the creativity, resilience, and innovation required to start their own ventures or drive change within existing organisations. Reflecting the University's emphasis on resourcefulness and responsibility, students learn how to generate ideas and navigate uncertainty.

Dedicated modules on entrepreneurship and innovation guide students through the process of launching and managing a business, while access to the University's enterprise programme (Ignite) and funding opportunities provides practical support for aspiring entrepreneurs. Networking events and collaborations with industry leaders further enhance students' entrepreneurial skills and help them develop the confidence to thrive in competitive environments.

4. Links with Employers and Professional Bodies

The programme's strong ties to employers and professional bodies reinforce its relevance and ensure alignment with industry standards. These connections reflect the University's collaborative approach, fostering partnerships that provide students with invaluable insights into the business world.

Accreditation from professional bodies enhances the credibility of the qualification and gives graduates a competitive edge in the job market. Guest lectures and recruitment events, facilitated through employer partnerships, provide students with opportunities to engage directly with industry experts and build professional networks. By embedding the values of inclusivity and open-mindedness, the programme ensures students are prepared to work in diverse, globalised environments.

Graduate Destinations

Upon completion of the programme, graduates will gain skills in strategic thinking, financial analysis, critical decision-making, and effective communication, alongside expertise in managing innovation and understanding consumer behaviour. Graduates will be well-positioned for roles in:

- **Global Corporations:** Strategic planning, international marketing, or supply chain management.

- **Entrepreneurship:** Establishing and managing sustainable business ventures.
- **Public and Third Sector Organisations:** Advising on international development, policy, and sustainability initiatives.
- **Advanced Study:** Opportunities for further education, including postgraduate degrees in business or sustainability-focused disciplines.

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. 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 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