

Programme Specification

BSc (Hons) Business Management (Top up)

1) Programme Information

Quercus code	<i>BMT</i>
Academic Year	For October 2020 entry
Valid entry routes	HND or DipHE in a related subject
Additional exit routes	BSc Business Management
Location(s) of Study	Royal Agricultural University, Cirencester Campus with visits to relevant enterprises examples 'off site'.
School	Real Estate and Land Management
Programme Manager	Matthew Rogers-Draycott
Awarding Body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
Admissions Body	The Royal Agricultural University
UCAS code(s)	BM1T
Entry Criteria (include IELTS if relevant)	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.
Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark	UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards. QAA Honours Degree Subject Benchmark Statements for General Business and Management (2019)
Details of accreditation by a Professional, Statutory and Regulatory Body (PSRB)	
Mode of delivery	Full-time (1 year) and part-time (2 years).

Language of study	English
Programme Start Month(s)	September
Academic Board approval date	23 March 2020
Valid from	September 2020

For Registry use only

Valid to	September 2026
Version	<p>V1.0 April 2020</p> <p>V2.0 December 2021- Removal of elective module 3317, International Marketing.</p> <p>V.3 January 2022- Addition to modules, 3321 and 3323.</p> <p>V.4 February 2022- Removal of elective module 3225, Negotiation Skills and Tactics. Replace with module 3242, Negotiation in Business.</p>

2) What are the aims and objectives of the programme?

Introduction

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

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

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

This programme aims:

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

Programme Features

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

UN Sustainable Development Goals

This programme has been designed to foster greater knowledge and awareness of the [UN Sustainable Development Goals](#). The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all" which was set in 2015 by the United Nations General Assembly and intended to be achieved by the year 2030, are part of UN Resolution 70/1.

Business has a critical role in achieving these goals and as further leaders of the rural economy, we believe our students should have the opportunity to understand the benefits to business they provide. According to a report by the Business & Sustainable Development Commission (January 2017), the SDGs could generate US\$12 trillion in business savings and revenue across four sectors by 2030: energy, cities, food and agriculture, and health and well-being. These goals are mapped (**Appendix 2**) to our modules to ensure that at each stage of the programme we are identifying how these goals can be developed as part of business strategy and managed within a small business.

United Nations Global Compact

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

Principles for Responsible Management Education

As signatories to [Principles for Responsible Management Education](#) (PRME), the Business School is committed to integrating corporate responsibility and sustainability within all operations. PRME is a United Nations initiative seeking to inspire and champion responsible management education, research and thought leadership globally. Issues such as corporate responsibility, sustainability and ethical behaviour are core to the principles of the Business School and as such are embedded throughout all our programmes.

3) What opportunities are graduates likely to have on completing the programme?

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

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

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

- Account Manager
- Banking Graduate
- Operations Manager
- Investment Analyst
- Project Manager
- Innovation Manager

The University and the School of Business and Entrepreneurship has links with a wide range of businesses, through our local Growth Hub, Chamber of Commerce, Enterprise partnership and 175 years of successful Alumni.

4) What should students expect to achieve in completing the programme?

Programme Intended Learning Outcomes

A. Knowledge and understanding

- A1** Identify business trends and design ventures to capitalise on these through the application of a range of tools and techniques.
- A2** Identify growth factors, functions and processes within an organisations including corporate behaviours and cultures which provide opportunity for business growth.
- A3** Demonstrate knowledge and understanding of the key academic theoretical concepts and frameworks underpinning the analysis and development of business strategy.
- A4** Evaluate organisationally performance using a range of business tools and frameworks.

A5 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.

B. Intellectual, Professional, Key skills

B1 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.

B2 Encourage self-development into professionally organized and interactive individuals by practicing skills of selection, assimilation and communication.

B3 Develop abilities to critically evaluate strategic issues through a range of learning experiences using suitable tools and models

B4 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.

B5 Synthesise appropriate solutions to complex and unpredictable business problems using quantitative and/or qualitative analysis.

C. RAU Graduate skills

C1 Recognise patterns and opportunities in complex situations, evaluate issues and make decisions in situations of ambiguity

C2 Explore the role of leaders and how they can inspire change and enlist, guide and facilitate others to achieve a common goal

C3 Apply individual research skills, argument formation, communication, and articulation support an analytical understanding of international business concerns.

C4 Numeracy, including the processing and analysis of financial and other numerical data and the appreciation of statistical concepts at an appropriate level

C5 Innovative, the application and how to introduce new ideas; and to be original and creative in their thinking

D. Programme Specific Skills

D1 Develop a critical understanding of the role of the entrepreneur

D2 Utilise different approaches to management and change

D3 To understand the role of marketing in developing new products, services and brands

- D4** 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
- D5** Provide informed insight into the dynamics of starting a business within a national contexts

5) How is the Teaching and Learning delivered in this programme?

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

Study is in modular units, each typically representing a value of 15 credits, although modules are sometimes grouped in specific cases into larger units (30 credits) according to the subject or the nature of the learning. The overall programme consists of a specific group of these full modules and double modules, with the opportunity for students to pursue, also, an appropriate elective choice at level 6 (see Section 7). Each 15 credit unit represents approximately 150 hours of student learning, endeavour and assessment up to a maximum of 40 hours of teaching.

A summary of the overall structure of the programme showing elective choices where appropriate, can be found in Section 7. Students registered on the programme must choose two electives from the list shown in the table.

Part Time Study

Students may study the programme part time over two years (4 semesters). Each semester the student must take one core module. Student have the option to take two electives over the programme.

6) What is the Programme Assessment Strategy?

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.

Assessments are designed to test analytical and other cognitive capabilities in relation to particular module aims and content. The programme assessment map is provided in **Appendix 2**. 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 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.

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.

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.

Coursework grading and feedback:

When work is submitted for assessment, tutors award the work a percentage mark based on the University marking criteria. The percentage marks correspond to the final degree classification as follows:

Percentage score	Class
70+	First class
60 – 69	Second Class Upper Division (2:1)
50 – 59	Second Class Lower Division (2:2)
40 – 49	Third class
35 – 39	Borderline fail
less than 35	Fail

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.

Regulations

All assessment decisions are governed by the University's Regulations; students who wish to see the full regulations may simply ask the Programme Manager, and they are also available on the [University website](#).

Diversity

This programme is inclusive with particular regard to teaching, learning and assessment, in accordance with University regulations and the [Equality Act 2010](#). Students are encouraged to disclose any impairment to the Disability Officer so that the appropriate support can be provided. Students have the right to request that the nature of their impairment be treated as confidential.

7) What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the programme, as laid out in Section 6. Programmes are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded **the qualifications**:

A. BSc (Hons)

The accumulation of 360 credits (or more) to include a minimum of 120 at level 6 through the assessment of taught modules as detailed below.

Description	Credits
CORE MODULES:	
3314 Strategic Management	15
3315 Managing Innovation	15
3316 Changing Consumer Behaviour	15
3084 Entrepreneurship	15
3300 Dissertation	30
ELECTIVE MODULES:	
Two from:	
3321 Contemporary Challenges in Managing, Leading and Organising	15
3041 Corporate Finance	15
3318 Inspiring Change in Policy and Practice	15
3242 Negotiation in Business	15
3319 Managing Change and Crisis in Organisations	15

3082 International Business Issues	15
3323 Food Ethics and Governance	15
TOTAL:	120

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

Pass Criteria

The University operates standard pass criteria which can be found in [the RAU Academic Regulations; \(paragraphs 137 – 153\)](#).

Programme Intended Learning Outcomes (ILO) Chart

The table below demonstrates how the module assessments (A1, A2 and A3) map to the programme learning outcomes as detailed in section 4.

		Knowledge and Understanding					Intellectual, Professional, Key skills					RAU Graduate skills					Programme Specific Skills				
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
3041	Corporate Finance				A2	A1			A2		A2	A1								A1	
3318	Inspiring Change in Policy and Practice					A1			A1							A1					A1
3314	Strategic Management			A1	A1		A1		A2	A2	A2			A1	A1		A2		A1		A2
3242	Negotiation in Business	A1		A1		A2	A1	A2			A1	A2	A1	A1	A1	A2				A1	
3315	Managing Innovation	A1			A1		A1		A1				A1	A1	A1				A1		A1
3316	Changing Consumer Behaviour		A1		A1				A2		A1			A1						A2	
3319	Managing Change and Crisis in Organisations	A1	A2			A2		A2						A1				A1	A2		
3082	International Business Issues	A1			A1		A1		A1					A1				A1			A1
3084	Entrepreneurship	A1	A1	A2			A1	A1		A2		A1		A1	A2		A1			A2	
3300	Dissertation					A2		A1	A1	A1	A2			A2							
3321	Contemporary Challenges in Managing, Leading and Organizing			A3	A4	A5		B1		B4		C1	C2						D2		
3323	Food Ethics and Governance			A3						B4		C1									

8) How will the University assure the quality of the provision?

New programme proposals are reviewed by a Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who acts as advisor to the Panel. Proposals are reviewed in line with the QAA's UK Quality Code, Advice and Guidance: Course Design and Development and in the case of partnership arrangements in accordance with QAA's Advice and Guidance: Partnerships. All programmes are ultimately approved by Academic Board for a period of up to 6 years.

Programme changes within a validation period are approved by the Academic Quality and Standards Committee (AQSC) on behalf of Academic Board. No more than 1/3 of a programme's core modules may be changed within the validation period before early programme revalidation is instigated.

The University has in place regular monitoring procedures for quality assurance including an Annual Programme Managers Report for each programme.

Each programme has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the QAA regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each programme has a formally constituted Programme Board, which includes the External Examiner(s), and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Learning Outcomes of a programme at the appropriate standard.

Each programme has a Programme Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

The School of Business and Entrepreneurship has an Advisory Group which meets at least once a year to engage with external stakeholders on curriculum design and currency of the School programme portfolio content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition the University's holds Staff Student Liaison Committees and a Student Engagement Committee where students have the opportunity to discuss issues and give and receive feedback. Students are also invited to participate in the University's New Student Survey and Student Satisfaction Survey along with the annual National Student Survey. The results of all feedback are considered by the Programme Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by AQSC, Academic Board, School and University Executives.

Appendix 1 - Assessment Map

Module Code	Module Title	Timed Class Assessment	Presentation (Individual)	Poster	Case Study	Report (Individual)	Essay (Individual)	Plan (Sales, Marketing, Negotiation)	Business Plan	Audit	Portfolio	Reflection	Role Play	Dissertation
3314	Strategic Management											A1		
3082	International Business Issues									A1	A2			
3315	Managing Innovation										A1			
3316	Changing Consumer Behaviour			A2			A1							
3300	Dissertation		A1			A2			A2					A2
3041	Corporate Finance		A1			A1								
3318	Inspiring Change in Policy and Practice		A1									A1		
3242	Negotiation in Business							A1					A2	
3319	Managing Change and Crisis in Organisations	A1			A2									
3084	Entrepreneurship		A1						A2					
3321	Contemporary Challenges in Managing, Leading and Organizing		A1			A2								
3323	Food Ethics and Governance											A1		

Appendix 2 - UN Sustainable Development Goals Mapping

- Goal 1. End poverty in all its forms everywhere
- Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3. Ensure healthy lives and promote wellbeing for all at all ages
- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5. Achieve gender equality and empower all women and girls
- Goal 6. Ensure availability and sustainable management of water and sanitation for all
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts*
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
3041 Corporate Finance										1							
3318 Inspiring Change in Policy and Practice		1									1		1				
3314 Strategic Management								1									
3242 Negotiation in Business				1	1												
3315 Managing Innovation									1								
3316 Changing Consumer Behaviour			1										1	1			
3319 Managing Change and Crisis in Organisations																	1
3082 International Business Issues							1			1							
3084 Entrepreneurship				1	1			1	1								
3300 Dissertation																	
3321 Contemporary Challenges in Managing, Leading and Organizing					1			1		1							
3323 Food Ethics and Governance		1	1										1	1	1		1

Appendix 3 - United Nations Global Compact Mapping

HUMAN RIGHTS

- Principle 1 Businesses should support and respect the protection of internationally proclaimed human rights; and
- Principle 2 Make sure that they are not complicit in human rights abuses.

LABOUR

- Principle 3 Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
- Principle 4 The elimination of all forms of forced and compulsory labour;
- Principle 5 The effective abolition of child labour; and
- Principle 6 The elimination of discrimination in respect of employment and occupation.

ENVIRONMENT

- Principle 7 Businesses are asked to support a precautionary approach to environmental challenges;
- Principle 8 Undertake initiatives to promote greater environmental responsibility; and
- Principle 9 Encourage the development and diffusion of environmentally friendly technologies.

ANTI-CORRUPTION

- Principle 10 Businesses should work against corruption in all its forms, including extortion and bribery.

	Principle	1	2	3	4	5	6	7	8	9	10
3041	Corporate Finance										x
3318	Inspiring Change in Policy and Practice	x	x				x	x	x	x	x
3314	Strategic Management			x				x	x		
3242	Negotiation in Business										x
3315	Managing Innovation	x								x	x
3316	Changing Consumer Behaviour		x		x				x		
3319	Managing Change and Crisis in Organisations		x		x			x			x
3082	International Business Issues		x		x			x			x
3084	Entrepreneurship		x								x
3300	Dissertation										
3321	Contemporary Challenges in Managing, Leading and Organizing	x			x	x	x				x
3323	Food Ethics and Governance							x	x	x	