

# Programme Specification

## BSc (Hons) International Business Management

### 1) Programme Information

Quercus code	<i>IBM</i>
Academic Year	For October 2021 entry
Valid entry routes	BSc (Hons) International Business Management BSc (Hons) International Business Management with Foundation Year BSc (Hons) International Business Management with Placement Year
Additional exit routes	Certificate in Higher Education in Business Management Diploma in Higher Education in Business Management BSc International Business Management
Location(s) of Study	Royal Agricultural University, Cirencester Campus with visits to relevant enterprises examples 'off site'.
School	Business and Entrepreneurship
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)	N200
Entry Criteria (include IELTS if relevant)	<p><b>A Level:</b> CCC – min.96 UCAS Tariff points</p> <p><b>BTEC:</b> DMM</p> <p><b>GCSE:</b> (Minimum five GCSEs) - English and Mathematics (or Maths Numeracy for Welsh applicants) at Grade C / 4 or higher are required.</p> <p><b>International Baccalaureate:</b> 26 points to include one science or technology subject at higher level.</p> <p><b>Access to HE:</b> 45 credits at level 3, of which 21 must be awarded at Distinction and 15 at Merit or higher. (Pass at Literacy &amp; Numeracy skills at level 2 are accepted in lieu of GCSE English &amp; Mathematics)</p> <p>IELTS same as university policy</p>

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 (2015)
Details of accreditation by a Professional, Statutory and Regulatory Body (PSRB)	CMI Level 6 Diploma in Professional Management and Leadership Practice (603/4116/6)  Institute of Enterprise and Entrepreneurs (IOEE) accreditation level 6 - Professional Diploma (when taking Entrepreneurship modules at all levels)
Mode of delivery	Full-time.
Language of study	English
Programme Start Month(s)	September
Academic Board approval date	23 March 2020
Valid from	September 2020

*For Registry use only*

<b>Valid to</b>	September 2026
<b>Version</b>	V.3 January 2022- Removal of module 2346, replaced with new module 2267, Introduction to Research Skills. 07Jan2022.

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

### **Introduction**

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

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

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

This programme aims are to:

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

### **Programme Features**

- A focus on the global economic environment which will provide students with the knowledge and skills they need for a career in the domestic and international arena;
- Accreditation by the Chartered Management Institute (CMI) gives students a professionally internationally recognised qualification (Level 6 Certificate in Management and Leadership) alongside their degree;
- Accreditation by the Institute of Enterprise and Entrepreneurs (IOEE) gives students a level 6 - Professional Diploma in Entrepreneurship (when taking Entrepreneurship modules at all levels);

- The programme draws on current academic theories and concepts across the portfolio of modules to deliver a student centric curriculum;
- A programme wide developmental approach to the implementation of the UN Sustainable Development Goals and UN Global Compact;
- Throughout the course there are regular opportunities to engage with a range of practising managers, organisations, employers and entrepreneurs and take part in work related experiences and internships;
- Programme of guest speakers which will enhance students' learning and links with the business community;
- Opportunity to study abroad without extending the length of the degree; and
- Use of 'real life' (live) projects in assessments gives practical application of the theory.

## **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 3**) 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 4**) 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 corporate responsibility, sustainability and ethical behaviour are core to the

principles of the Business School and as such are embedded throughout all our programmes.

### **International Placements**

All students have to undertake a 15 week placement in industry in their second year. If the student enrolls on the BSc (Hons) International Business Management with Placement Year then they will need to undertake a full year placement between the 2<sup>nd</sup> and final year of the programme.

Students are encouraged to take a placement in another country as it provides invaluable work experience to support the applied understanding and is directly relevant to the international aspect of the degree. Support from the university is available to prepare students in advance of the placement(s), as well as offering support during the placement period(s).

### **Programme Accreditations**

#### **Chartered Management Institute**

This course is accredited by the [Chartered Management Institute](#) (CMI). The curriculum has been reviewed by the CMI and as a result, students successful completing the programme will also receive the CMI Level 6 Diploma in Management and Leadership and therefore become a Member of the Chartered Management Institute (MCMI). Students who wish to can then apply to the CMI for full Chartered Manager status.

The CMI requires its members to abide by its code of practice:

1. Behave in an open, honest and trustworthy manner;
2. Act in the best interests of your organisation, customers, clients and / or partners;
3. Continually develop and maintain professional knowledge and competence;
4. Respect the people with whom you work;
5. Uphold the reputation of the profession and the Institute; and
6. Create a positive impact on society.

As future CMI members, BSc students are expected to adhere to this code during their time on the programme.

#### **Institute of Enterprise and Entrepreneurs**

The [Institute of Enterprise and Entrepreneurs](#) (IOEE) was founded in 2010 creating the first dedicated professional learning institute specialising in business enterprise and business support, a standing still enjoyed to this day within the UK. As an IOEE centre of excellence for Entrepreneurship education we provide students passing entrepreneurship at all levels a IOEE Professional Diploma and become a member of the IOEE.

### **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 Business School is committed to developing employable graduates and the curriculum has been designed to enhance employability at all levels of study. 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 International 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:

- International Account Manager
- Banking Graduate
- Sales Manager
- Investment Analyst
- Project Manager
- Marketing Account Executive

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.

As an example:

*BSc (Hons) International Business Management graduate, 2016 - "The RAU is unique in its ability to equip you with the tools and the confidence to be successful in business, not just in the agricultural sphere but also in the corporate and entrepreneurial worlds. Thanks to the support of the Enterprise Programme, I was able to launch my own clothing business in my third year."*

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

### **Programme Intended Learning Outcomes**

#### **A. Knowledge and understanding**

- A1 Identify trends in domestic and international markets and design ventures to capitalise on these through the application of a range of tools and techniques.
- A2 Apply knowledge to critically evaluate the processes and functions of organisations to understand corporate behaviours and cultures.
- A3 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.
- A4 Critically appraise and evaluate organisational performance using business tools and frameworks establishing strategic direction with recognition of intended and unintended consequences.
- A5 Distinguish between 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 international business problems using quantitative and/or qualitative analysis.

#### **C. RAU Graduate skills**

<b>C1</b>	Recognise patterns and opportunities in complex situations, evaluate issues and make decisions in situations of ambiguity
<b>C2</b>	Explore the role of leaders and how they can inspire change and enlist, guide and facilitate others to achieve a common goal
<b>C3</b>	Apply individual research skills, argument formation, communication, and articulation support an analytical understanding of international business concerns.
<b>C4</b>	Numeracy, including the processing and analysis of financial and other numerical data and the appreciation of statistical concepts at an appropriate level
<b>C5</b>	Innovative, the application and how to introduce new ideas; and to be original and creative in their thinking

## **D. Programme Specific Skills**

<b>D1</b>	Develop a critical understanding of the role of the entrepreneur and small businesses owner in international trade
<b>D2</b>	Utilise different approaches to international business management and approaches to risk and change management
<b>D3</b>	Apply standard business tools in the evaluation of opportunities and threats within international trade, using current sources and data analysis
<b>D4</b>	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.
<b>D5</b>	Assemble a comprehension of the dynamics of international business within a range of interdependent national contexts



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

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

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

Study is in modular units, each typically representing a value of 15 credits, although modules are sometimes grouped in specific cases into larger units (30 credits) according to the subject or the nature of the learning. The overall programme consists of a specific group of these full modules and double modules, with the opportunity for students to pursue, also, an appropriate elective choice in year 3 (see Table in **Appendix 1**, for a list of modules and credits, with links to the appropriate Gateway page for each module). 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 **Appendix 1**. Students registered on the programme must choose two electives from the list shown in **Appendix 1**.

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

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

	<i>Level 4</i>	<i>Level 5</i>	<i>Level 6</i>	
	<b>Core</b>	<b>Core</b>	<b>Core</b>	<b>Elective</b>
<b><i>Economics &amp; Finance</i></b>	Global Business Environment Business Finance	Financial Management		Corporate Finance
<b><i>Marketing</i></b>	Principles of Marketing	Marketing Management	Changing Consumer Behaviour	International Marketing
<b><i>Entrepreneurship</i></b>	Entrepreneur in Action	Entrepreneurship, Intrapreneurship & Enterprise Development		Entrepreneurship
<b><i>International Business</i></b>		International Business	International Business Issues	
<b><i>Business Strategy</i></b>		Business Strategy	Strategic Management	
<b><i>Organisation</i></b>	People and Organisations		Organising and Organisation	Managing Change and Crisis in Organisations Managing Business Ethics Contemporary Challenges in Managing, Leading and Organising Inspiring Change in Policy and Practice
<b><i>Business Research</i></b>	Business Informatics	Research in Organisations	Dissertation	
<b><i>Professional Skills</i></b>	Developing Academic Skills	Personal and Professional Development Skills Industry Placement Professional Placement Year		

## 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.

From one level to the next assessments are increasingly designed to test analytical and other cognitive capabilities in relation to particular module aims and content. 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 final year Dissertation Project is the capstone demonstration of these various skills, requiring students to conceive, justify, design in detail and execute a substantial piece of academic research. For the most able students, the Dissertation Project can generate work of a standard appropriate for submission to practitioner and academic journals in business and management.

At every Level we place high value on students being able to demonstrate effective communication in its various forms. This priority is reflected not only in how assignments are specified, but also in how they are marked - good command of written and spoken English is vital for work placements and for graduate employment. In order to encourage time management skills, students are set tasks to predetermined deadlines and are penalised for non-conformance.

Some modules have a teamwork requirement and in some there are group assignments, assessed via presentations and reports. All group assignments allow for an element of individual assessment, in order to recognise differences in individual performance where appropriate. Peer feedback can also play a significant part in team activities and is encouraged.

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

### **Assessment methods and writing:**

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

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

### **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:

<b>Percentage score</b>	<b>Class</b>
70+	First class
60 – 69	Second Class Upper Division (2:1)
50 – 59	Second Class Lower Division (2:2)
40 – 49	Third class
less than 39	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 Part 10: Inclusive Practice of the University's Teaching Quality Handbook 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 and a maximum of 120 at level 4, through the assessment of taught modules as detailed below.

Description	Credits
<b>CORE MODULES:</b>	
1033 Business Finance	15
1414 Principles of Marketing	15
1400 Developing Academic Skills	15
1415 Global Business Environment	15
1236 Entrepreneurship in Action	15
1325 Introduction to the Agri-Food Industry	15
1417 Business Informatics	15

1418 People and Organisations	15
2023 Financial Management	15
2027 International Business	15
2032 Marketing Management	15
2316 Personal and Professional Development Skills	15
2317 Work Placement	15
2267 Introduction to Research Skills	15
2232 Entrepreneurship, Intrapreneurship & Enterprise	15
2350 Business Strategy	15
3320 Organising and Organisation	15
3314 Strategic Management	15
3316 Changing Consumer Behaviour	15
3082 International Business Issues	15
3300 Dissertation	30
<b>ELECTIVE MODULES (please list all that apply):</b>	
Two from:	
3321 Contemporary Challenges in Managing, Leading and Organising	15
3041 Corporate Finance	
3318 Inspiring Change in Policy and Practice	
3225 Negotiation Skills and Tactics	
3323 Food Ethics and Governance	
3319 Managing Change and Crisis in Organisations	
3317 International Marketing	
3084 Entrepreneurship	
<b>TOTAL:</b>	360

## B. BSc(Hons) with Placement Year

The accumulation of 360 credits (or more) to include a minimum of 120 at level 6 and a maximum of 120 at level 4, through the assessment of taught modules and the successful completion of the Placement Year as detailed below:

Description	Credits
<b>CORE MODULES:</b>	
1033 Business Finance	15
1414 Principles of Marketing	15
1400 Developing Academic Skills	15
1415 Global Business Environment	15
1236 Entrepreneurship in Action	15

1325 Introduction to the Agri-Food Industry	15
1417 Business Informatics	15
1418 People and Organisations	15
2023 Financial Management	15
2027 International Business	15
2032 Marketing Management	15
2316 Personal and Professional Development Skills	15
PPY Professional Placement Year	15
2367 Introduction to Research Skills	15
2232 Entrepreneurship, Intrapreneurship & Enterprise	15
2350 Business Strategy	15
3320 Organising and Organisation	15
3314 Strategic Management	15
3316 Changing Consumer Behaviour	15
3082 International Business Issues	15
3300 Dissertation	30
<b>ELECTIVE MODULES (please list all that apply):</b>	
Two from:	
3321 Contemporary Challenges in Managing, Leading and Organising	
3041 Corporate Finance	
3318 Inspiring Change in Policy and Practice	
3225 Negotiation Skills and Tactics	15
3323 Food Ethics and Governance	
3319 Managing Change and Crisis in Organisations	
3317 International Marketing	
3084 Entrepreneurship	
<b>TOTAL:</b>	360

### C. BSc(Hons) with Foundation Year

The accumulation of 420 credits (or more) to include a minimum of 120 at level 6 and a maximum of 120 at level 4, through the assessment of taught modules and the successful completion of the Placement Year as detailed below:

Description	Credits
<b>CORE MODULES:</b>	
0IFY1 Managing Landscape	15
0IFY2 Digital Skills	15
0IFY3 Rural business skills	15
0IFY4 Land related studies	15

0IFY5 Change in the Countryside	15
0IFY6 Enterprise and Marketing	15
0IFY7 Environment and conservation	15
0IFY8 Agriculture and Farming	15
1033 Business Finance	15
1414 Principles of Marketing	15
1400 Developing Academic Skills	15
1415 Global Business Environment	15
1236 Entrepreneurship in Action	15
1325 Introduction to the Agri-Food Industry	15
1417 Business Informatics	15
1418 People and Organisations	15
2023 Financial Management	15
2027 International Business	15
2032 Marketing Management	15
2316 Personal and Professional Development Skills	15
2317 Industry Placement	15
2267 Introduction to Research Skills	15
2232 Entrepreneurship, Intrapreneurship & Enterprise	15
2350 Business Strategy	15
3320 Organising and Organisation	15
3314 Strategic Management	15
3316 Changing Consumer Behaviour	15
3082 International Business Issues	15
3300 Dissertation	30
<b>ELECTIVE MODULES (please list all that apply):</b>	
Two from:	
3321 Contemporary Challenges in Managing, Leading and Organising	
3041 Corporate Finance	
3318 Inspiring Change in Policy and Practice	
3225 Negotiation Skills and Tactics	15
3323 Food Ethics and Governance	
3319 Managing Change and Crisis in Organisations	
3317 International Marketing	
3084 Entrepreneurship	
<b>TOTAL:</b>	360

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,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
<b>1033</b>	Business Finance			A1	A2				A2					A2						A2	
<b>1414</b>	Principles of Marketing			A1				A2					A2								
<b>1400</b>	Developing Academic Skills					A2		A2					A1								
<b>1415</b>	Global Business Environment		A1					A1					A2						A1	A1	
<b>1236</b>	Entrepreneur in Action						A1				A2					A1					
<b>1325</b>	Introduction to the Agri-Food Industry						A2													A1	
<b>1417</b>	Business Informatics			A2				A2	A1				A1							A2	
<b>1418</b>	People and Organisations		A1		A1			A1				A2	A2				A1				
<b>2023</b>	Financial Management				A2					A2				A1						A1	
<b>2027</b>	International Business		A1					A1					A1							A1	
<b>2032</b>	Marketing Management		A1		A1			A2		A1			A1							A2	
<b>2316</b>	Personal and Professional Development Skills					A2		A2				A1		A1		A1					
<b>2314</b>	Industry Placement					A1	A2	A1				A1	A1		A1						
<b>PPY</b>	Professional Placement Year					A1	A2	A1				A1	A1		A1						
<b>2267</b>	Introduction to Research Skills								A2	A2	A2			A2			A1			A2	
<b>2232</b>	Entrepreneurship, Intrapreneurship & Enterprise Development	A2	A1	A2			A1	A1	A2	A2	A2	A2	A1		A1	A1				A2	
<b>2350</b>	Business Strategy	A2		A2			A1		A2			A1		A1				A2	A2		
<b>3321</b>	Contemporary Challenges in Managing, Leading and Organising		A1			A1		A1	A1	A1			A1	A1	A1				A1	A1	
<b>3041</b>	Corporate Finance				A2	A1			A2		A2	A1								A1	
<b>3320</b>	Organising and Organisation		A1	A1		A1		A1			A1		A1				A1	A1		A1	
<b>3318</b>	Inspiring Change in Policy and Practice					A1			A1						A1					A1	
<b>3314</b>	Strategic Management			A1	A1		A1		A2	A2	A2			A1	A1		A2		A1	A2	
<b>3225</b>	Negotiation Skills and Tactics	A1		A1		A2	A1	A2			A1	A2	A1	A1	A1	A2				A1	

<b>3323</b>	Food Ethics and Governance												A1
<b>3316</b>	Changing Consumer Behaviour		A1	A1			A2	A1		A1			A2
<b>3319</b>	Managing Change and Crisis in Organisations	A1	A2		A2	A2				A1		A1	A2
<b>3317</b>	International Marketing		A1	A1			A2	A1		A1			A1 A2
<b>3082</b>	International Business Issues	A1			A1	A1				A1			A1
<b>3084</b>	Entrepreneurship	A1	A1	A2		A1	A1	A2	A1	A1	A2	A1	A2
<b>3300</b>	Dissertation					A2	A1	A1	A1	A2			A2

## 8) Work-based Learning

### The work placement

In the second year of the programme, students are required to undertake a 15 week placement in an organisation between April and September of that year (Module Code: 2317). In exceptional circumstances, the learning requirement may be achieved via experience of equivalent length and nature through **self-employment**, but this option must be specifically approved by the programme manager and placement coordinator, through the approval process outlined below, in advance of the placement commencing.

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

### **Approval process**

It is the University's responsibility to ensure that learning opportunities during a placement are appropriate. However, it is at the same time obviously desirable that students secure a placement with an organisation which is suitable for their needs as well as amenable to them (for example, in terms of its location, the nature, function and size of the organisation, the individual's likely job role, and so on). For this reason, as well as for others (including the learning experiences obtained by students through the process of CV writing and updating, job search, interview, and other recruitment activities), the **responsibility** for 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 (taking into account the student's pathway, for example).
- The placement organisation's ability to provide appropriate learning opportunities, (which must include the likely nature of the tasks and responsibilities that students may be expected to undertake during the work-based placement)
- Whether and how the University is able to support students on placements, and;
- The extent to which the placement organisation can fulfil its responsibilities under Health & Safety legislation.

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

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

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

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

Failure to secure a work placement, or to submit a satisfactory report within the time scale laid down (normally before 30 September in each academic year), will normally result in a failure in the 15-credit module, and thus a failure in Year 2.

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

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

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

### **Prior to placement**

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

Responsibilities include those:

- As representatives of the University as a Higher Education Institution (as the placement provider might well be asked to offer equivalent opportunities to other students in future years)
- Towards the placement provider; their customers or clients; and to their other employees. In effect students are acting as employed persons within the organisation, subject to the normal employer/ employee mutual obligations, to fulfil the contract of employment.
- For managing their learning & professional relationships
- For recording progress and achievements(very important in terms of the final reporting process, as documented in the module handbook and assessment brief)
- For alerting both the placement provider and the Royal Agricultural University to any problems experienced during the placement. In the latter case, the expectation is that students maintain an ongoing communication with the University, in most cases through the designated tutor.

Students should be aware of their rights;

- To a safe working environment, with all that this entails
- To be treated in accord with the law, for example in relation to discipline and grievance issues, redundancy, and equal opportunities.

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

### **During placements**

It is important that students keep in touch with University throughout their placement period, and for this purpose all students are allocated a tutor who will provide for liaison, and a point of contact during the placement. This tutor will normally visit the student on at least one occasion during the period of the placement, normally before the end of July. The purpose of the visit is to ensure that all is satisfactory from the viewpoint of both student and placement provider, to counsel all parties if difficulties emerge, and to remind students of the requirements of the reporting process required of students to fulfil the module criteria. In some rare instances no visit will be possible, in which case alternative arrangements will be made to fulfil this function of monitoring.

The student is encouraged to keep in touch with this tutor throughout the placement period, by email or telephone as appropriate, both before and after the visit. If all is going well a weekly email may well be sufficient. Thus it is crucial that all student email addresses, mobile telephone numbers, etc., that are relevant to the placement period, are recorded by University and maintained as up-to-date as possible. However, if problems occur during placements, as sometimes happens, please ensure you make contact as soon as possible, if necessary with the Programme Manager, 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.

## **9) 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**, for a list of modules and credits, with links to the appropriate module page for each module

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>FHE Q Level</b>	<b>Semester</b>	<b>c / e</b>	<b>URL</b>
<b>1033</b>	<b>Business Finance</b>	15	4	1	<b>c</b>	
<b>1414</b>	<b>Principles of Marketing</b>	15	4	1	<b>c</b>	
<b>1400</b>	<b>Developing Academic Skills</b>	15	4	1	<b>c</b>	
<b>1415</b>	<b>Global Business Environment</b>	15	4	1	<b>c</b>	
<b>1236</b>	<b>Entrepreneur in Action</b>	15	4	2	<b>c</b>	
<b>1325</b>	<b>Introduction to the Agri-Food Industry</b>	15	4	2	<b>c</b>	
<b>1417</b>	<b>Business Informatics</b>	15	4	2	<b>c</b>	
<b>1418</b>	<b>People and Organisations</b>	15	4	2	<b>c</b>	
<b>2023</b>	<b>Financial Management</b>	15	5	1	<b>c</b>	
<b>2027</b>	<b>International Business</b>	15	5	1	<b>c</b>	
<b>2032</b>	<b>Marketing Management</b>	15	5	1	<b>c</b>	
<b>2316</b>	<b>Personal and Professional Development Skills</b>	15	5	1	<b>c</b>	
<b>2317</b>	<b>Industry Placement</b>	15	5	2	<b>c</b>	
<b>PPY</b>	<b>Professional Placement Year</b>	0	5	2	<b>c</b>	
<b>2267</b>	<b>Introduction to Research Skills</b>	15	5	2	<b>c</b>	
<b>2232</b>	<b>Entrepreneurship, Intrapreneurship &amp; Enterprise Development</b>	15	5	2	<b>c</b>	
<b>2350</b>	<b>Business Strategy</b>	15	5	2	<b>c</b>	
<b>3320</b>	<b>Organising and Organisation</b>	15	6	1	<b>c</b>	
<b>3314</b>	<b>Strategic Management</b>	15	6	1	<b>c</b>	
<b>3041</b>	<b>Corporate Finance</b>	15	6	1	<b>e</b>	
<b>3323</b>	<b>Food Ethics and Governance</b>	15	6	1	<b>e</b>	
<b>3317</b>	<b>International Marketing</b>	15	6	1	<b>e</b>	
<b>3316</b>	<b>Changing Consumer Behaviour</b>	15	6	2	<b>c</b>	
<b>3082</b>	<b>International Business Issues</b>	15	6	2	<b>c</b>	
<b>3318</b>	<b>Inspiring Change in Policy and Practice</b>	15	6	2	<b>e</b>	
<b>3242</b>	<b>Negotiation in Business</b>	15	6	2	<b>e</b>	
<b>3319</b>	<b>Managing Change and Crisis in Organisations</b>	15	6	2	<b>e</b>	
<b>3321</b>	<b>Contemporary Changes in Managing, Leading and Organising</b>	15	6	2	<b>e</b>	
<b>3084</b>	<b>Entrepreneurship</b>	15	6	2	<b>e</b>	
<b>3300</b>	<b>Dissertation</b>	30	6		<b>c</b>	

C=Core Module, E=Elective Module

## Appendix 2 - Assessment Map

Module Code	Module Title	Timed Class Assessment	Presentation (Group)	Interview (Individual)	Presentation (Individual)	Poster	Case Study	Report (Group)	Report (Individual)	Essay (Individual)	Plan (Sales, Marketing, Negotiation)	Business Plan	Audit	Feasibility Study	Literature Review	Portfolio	Reflection	Role Play	Research Proposal	Dissertation
1033	Business Finance									A1						A2				
1414	Principles of Marketing					A2							A1							
1400	Developing Academic Skills															A1	A2			
1415	Global Business Environment						A1	A2												
1236	Entrepreneur in Action			A1						A2										A3
1325	Introduction to the Agri-Food Industry	A2			A1															
1417	Business Informatics					A2			A1											
1418	People and Organisations				A1										A2					
2023	Financial Management	A2							A1											
2027	International Business															A1				
2032	Marketing Management								A2				A1							
2316	Personal and Professional Development Skills							A1												A2
2317	Industry Placement	A2				A1														
PPY	Professional Placement Year				A2											A1				
2267	Introduction to Research Skills																			A1
2232	Entrepreneurship, Intrapreneurship & Enterprise Development		A1											A2						
2350	Business Strategy	A2				A1														
3320	Organising and Organisation		A2						A1											
3314	Strategic Management																			A1
3316	Changing Consumer Behaviour					A2				A1										
3082	International Business Issues												A1			A2				
3300	Dissertation				A1				A2			A2								A2
3321	Contemporary Challenges in Managing, Leading and Organising		A2						A1											
3041	Corporate Finance				A1				A1											
3318	Inspiring Change in Policy and Practice				A1															A1
3225	Negotiation Skills and Tactics										A1									A2
3323	Food Ethics and Governance									A1										



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<b>3319</b>	Managing Change and Crisis in Organisations	A1	A2
<b>3317</b>	International Marketing	A2	A1
<b>3214</b>	Management, Ethics and Professional Development Skills		
<b>3084</b>	Entrepreneurship	A1	A2

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### Appendix 3 - **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
<b>1033</b>	Business Finance										1							
<b>1213</b>	Principles of Marketing												1					
<b>1400</b>	Developing Academic Skills																	
<b>1415</b>	Global Business Environment	1							1									
<b>1236</b>	Entrepreneur in Action																	1
<b>1325</b>	Introduction to the Agri-Food Industry		1															
<b>1417</b>	Business Informatics								1									
<b>1418</b>	People and Organisations								1									
<b>2023</b>	Financial Management										1							
<b>2027</b>	International Business										1							
<b>2032</b>	Marketing Management			1														
<b>2316</b>	Personal and Professional Development Skills	1			1	1												
<b>2317</b>	Industry Placement																	1
<b>PPY</b>	Professional Placement Year																	
<b>2267</b>	Introduction to Research Skills									1								
<b>2232</b>	Entrepreneurship, Intrapreneurship & Enterprise Development									1								
<b>2350</b>	Business Strategy								1				1					
<b>3321</b>	Contemporary Challenges in Managing, Leading and Organising	1			1	1												
<b>3041</b>	Corporate Finance										1							
<b>3320</b>	Organising and Organisation	1			1	1												1
<b>3318</b>	Inspiring Change in Policy and Practice		1									1		1				
<b>3314</b>	Strategic Management								1									
<b>3225</b>	Negotiation Skills and Tactics				1	1												
<b>3323</b>	Food Ethics and Governance																	1
<b>3316</b>	Changing Consumer Behaviour			1										1	1			
<b>3319</b>	Managing Change and Crisis in Organisations																	1
<b>3317</b>	International Marketing																	1
<b>3082</b>	International Business Issues							1			1							

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<b>3084</b>	Entrepreneurship	1	1	1	1
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<b>3300</b>	Dissertation				
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## Appendix 4 - **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.

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>1033</b>	Business Finance										
<b>1414</b>	Principles of Marketing										
<b>1400</b>	Developing Academic Skills										
<b>1415</b>	Global Business Environment	1	1								
<b>1236</b>	Entrepreneur in Action										
<b>1325</b>	Introduction to the Agri-Food Industry				1	1	1	1	1	1	
<b>1417</b>	Business Informatics										
<b>1418</b>	People and Organisations			1	1	1	1				
<b>2023</b>	Financial Management										
<b>2027</b>	International Business		1		1						1
<b>2032</b>	Marketing Management										
<b>2316</b>	Personal and Professional Development Skills										
<b>2317</b>	Industry Placement	1									1
<b>PPY</b>	Professional Placement Year										
<b>2267</b>	Introduction to Research Skills	1					1				1
<b>2232</b>	Entrepreneurship, Intrapreneurship & Enterprise Development							1	1	1	
<b>2350</b>	Business Strategy							1	1	1	1
<b>3321</b>	Contemporary Challenges in Managing, Leading and Organising	1	1	1	1	1	1				
<b>3041</b>	Corporate Finance										
<b>3320</b>	Organising and Organisation							1	1	1	1
<b>3318</b>	Inspiring Change in Policy and Practice	1	1				1	1	1	1	1
<b>3314</b>	Strategic Management										
<b>3225</b>	Negotiation Skills and Tactics										1
<b>3323</b>	Food Ethics and Governance				1	1	1	1	1	1	
<b>3316</b>	Changing Consumer Behaviour										
<b>3319</b>	Managing Change and Crisis in Organisations		1		1			1			1
<b>3317</b>	International Marketing										
<b>3082</b>	International Business Issues		1		1			1			1

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<b>3084</b>	Entrepreneurship	1	1
<b>3300</b>	Dissertation		

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