

# Programme Specification

## BSc(Hons) Agri-Food Business Management

### 1) Programme Information

Quercus code	<i>ABM</i>
Academic Year	For October 2020 entry
Valid entry routes	BSc (Hons) Agri-Food Business Management BSc (Hons) Agri-Food Business Management with Foundation Year BSc (Hons) Agri-Food Business Management with Placement Year
Additional exit routes	Certificate in Higher Education in Business Management Diploma in Higher Education in Business Management BSc Agri-Food 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)	AFBM
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

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<b>Valid to</b>	September 2026
<b>Version</b>	V1.0 April 2020

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

### **Introduction**

The supply chain between the agricultural production of food, trading, processing, packaging, distribution and consumption is used by everyone. The resilience, innovation and security of these supply chains are critical in ensuring a sustainable economy, climate and population. The programme seeks to provide an academic experience with a strong emphasis on development of business knowledge, skills and capabilities appropriate to the global agri-food supply chain business.

The programme aims to develop an enquiring, critical and reflective approach to ideas and issues, enabling successful graduates to contribute proactively to the agri-food industry. This programme aims are to:

1. To offer students a programme of agri-food 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 background and the analytical and conceptual skills, knowledge and understanding of agri-food business administration and management processes required by professional managers in the agri-food sector to understand and address the problems of complex, fast-changing organisations in the sector;
3. To help students develop transferable intellectual, vocational and interpersonal skills appropriate to such careers, including self-awareness and critical, but constructive attitudes towards 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 Nature and Scope**

This programme develops the student's awareness of management of the agri-food supply chain. This management development focuses on the management of Agriculture, horticulture, food science, food technology, nutrition and rural environmental science businesses and industries for the sustainable generation of food using the terrestrial biosphere. This management degree is designed to develop the knowledge and skills of those who are involved in a range of these management activities.

### **Programme Features**

- A focus on the agri-food industry which will provide students with the knowledge and skills they need for a career in wide range of sectors, such as the agriculture, food and associated supply chain sectors;
- 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 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.

## **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 Agri-Food 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:

- Food Account Manager
- Farm Trader
- Agriculture Manager
- Agri-Food Communications
- Agri-Food Relationship Manager
- Research Manager
- Manager Food and Agriculture

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**

<b>A1</b>	Develop a critical understanding of trends within the in agri-food business sector and design business opportunities using a range of tools and techniques.
<b>A2</b>	Examine the internal and/or external factors, functions and processes of organisations including corporate behaviours and cultures which exist within and between different agri-food organisations.
<b>A3</b>	Apply key academic theoretical concepts and frameworks underpinning the analysis and development of business strategy in organisations in a agri-food business context.
<b>A4</b>	Evaluate agri-food organisational performance using a range of business tools and frameworks establishing strategic direction with recognition of intended and unintended consequences.
<b>A5</b>	To be able to demonstrate awareness and critical analysis of the importance of personal attributes in the agri-food workplace such as resilience, open-mindedness, reflection, motivation, professional behaviours, and employability.

###### **B. Intellectual, Professional, Key skills**

<b>B1</b>	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.
<b>B2</b>	Encourage self-development into professionally organized and interactive individuals by practicing skills of selection, assimilation and communication.
<b>B3</b>	Develop abilities to critically evaluate strategic issues through a range of learning experiences using suitable tools and models
<b>B4</b>	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.
<b>B5</b>	Synthesise appropriate solutions to complex and unpredictable 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>	Assemble a critical understanding of the characteristics of a business owner in the agri-food supply chain
<b>D2</b>	Develop an applied knowledge of the management of the agri-food supply chain
<b>D3</b>	Employ business tools in the evaluation of the agri-food supply chain, using current sources and data analysis
<b>D4</b>	Analyse agri-food business data using statistical and analyses functions and procedures available in spreadsheets and statistical/econometric software packages.
<b>D5</b>	Through an informed insight evaluate the dynamics of agri-food business within a range of interdependent national and international 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>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>Agri-Food Industry</i></b>	Introduction to the Agri-Food Industry	Society and Food Resilience of Agro-Ecosystems	Smart Food Systems Emerging Agricultural Issues	Food Ethics and Governance
<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
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 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.

<b>Description</b>	<b>Credits</b>
<b>CORE MODULES:</b>	
Business Finance (1033)	15
Principles of Marketing (1414)	15
Developing Academic Skills (1400)	15
Global Business Environment (1415)	15
Entrepreneur in Action (1236)	15
Introduction to the Agri-Food Industry (1325)	15
Business Informatics (1417)	15
People and Organisations (1418)	15
Financial Management (2023)	15
Marketing Management (2032)	15
Personal and Professional Development Skills (2316)	15
Society and Food (2348)	15
Industry Placement (2317)	15
Research in Organisations (XXXX)	15
Entrepreneurship, Intrapreneurship & Enterprise (2232)	15
Resilience of Agro-Ecosystems (2349)	15
Organising and Organisation (3320)	15
Smart Food Systems (3324)	15
Changing Consumer Behaviour (3316)	15
Emerging Agricultural Issues (XXXX)	15
Dissertation (3300)	30
<b>ELECTIVE MODULES (please list all that apply):</b>	
Two from:	15
Contemporary Challenges in Managing, Leading and Organising (3321)	
Corporate Finance (3041)	
Inspiring Change in Policy and Practice (3318)	
Negotiation Skills and Tactics (3225)	
Food Ethics and Governance (3323)	
Managing Change and Crisis in Organisations (3319)	
International Marketing (3317)	
Entrepreneurship (3084)	
<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>	
Business Finance (1033)	15
Principles of Marketing (1414)	15
Developing Academic Skills (1400)	15
Global Business Environment (1415)	15
Entrepreneur in Action (1236)	15
Introduction to the Agri-Food Industry (1325)	15
Business Informatics (1417)	15
People and Organisations (1418)	15
Financial Management (2023)	15
Marketing Management (2032)	15
Personal and Professional Development Skills (2316)	15
Society and Food (2348)	15
Professional Placement Year (PPY)	15
Research in Organisations (XXXX)	15
Entrepreneurship, Intrapreneurship & Enterprise (2232)	15
Resilience of Agro-Ecosystems (2349)	15
Organising and Organisation (3320)	15
Smart Food Systems (3324)	15
Changing Consumer Behaviour (3316)	15
Emerging Agricultural Issues (XXXX)	15
Dissertation (3300)	30
<b>ELECTIVE MODULES (please list all that apply):</b>	
Two from:	
Contemporary Challenges in Managing, Leading and Organising (3321)	15
Corporate Finance (3041)	
Inspiring Change in Policy and Practice (3318)	
Negotiation Skills and Tactics (3225)	
Food Ethics and Governance (3323)	
Managing Change and Crisis in Organisations (3319)	
International Marketing (3317)	
Entrepreneurship (3084)	
<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
1416 Idea Development and Validation	15
1417 Business Informatics	15
1418 People and Organisations	15
<b>B10</b> Sales Management	15
2345 Venture Strategy	15
2023 Financial Management	15
2027 International Business	15
2032 Marketing Management	15
2316 Personal and Professional Development Skills	15
2348 Society and Food	15
2317 Industry Placement	15
<b>B18</b> Research in Organisations	15
2232 Entrepreneurship, Intrapreneurship & Enterprise	15
2350 Business Strategy	15
2347 Venture Growth & Development	15
2349 Resilience of Agro-Ecosystems	15

<b>B23</b> Business Transition Strategy	15
3320 Organising and Organisation	15
3314 Strategic Management	15
3324 Smart Food Systems	15
3315 Managing Innovation	15
3316 Changing Consumer Behaviour	15
<b>B35</b> Emerging Agricultural Issues	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>	420

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>2032</b>	Marketing Management		A1		A1				A2	A1			A1							A2	
<b>2316</b>	Personal and Professional Development Skills					A2		A2				A1		A1		A1					
<b>2348</b>	Society and Food			A1			A1													A1	
<b>2317</b>	Industry Placement					A1	A2	A1			A1	A1			A1						
<b>PPY</b>	Professional Placement Year					A1	A2	A1			A1	A1			A1						
<b>B18</b>	Research in Organisations		A1	A1	A1				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>2349</b>	Resilience of Agro-Ecosystems		A2																	A1	
<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>3225</b>	Negotiation Skills and Tactics	A1		A1		A2	A1	A2			A1	A2	A1	A1	A1	A2				A1	
<b>3324</b>	Smart Food Systems														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>B35</b>	Emerging Agricultural Issues								A1					A1	
<b>3317</b>	International Marketing			A1	A1			A2	A1			A1		A1	A2
<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

Module Code	Module Title	Credits	FHE Q Level	Semester	c / e	URL
1033	Business Finance	15	4	1	c	
1213	Principles of Marketing	15	4	1	c	
1400	Developing Academic Skills	15	4	1	c	
1415	Global Business Environment	15	4	1	c	
1236	Entrepreneur in Action	15	4	2	c	
1325	Introduction to the Agri-Food Industry	15	4	2	c	
1417	Business Informatics	15	4	2	c	
1418	People and Organisations	15	4	2	c	
2023	Financial Management	15	5	1	c	
2032	Marketing Management	15	5	1	c	
2316	Personal and Professional Development Skills	15	5	1	c	
2348	Society and Food	15	5	1	c	
2317	Industry Placement	15	5	2	c	
PPY	Professional Placement Year	15	5	2	c	
XXX X	Research in Organisations	15	5	2	c	
2232	Entrepreneurship, Intrapreneurship & Enterprise Development	15	5	2	c	
2349	Resilience of Agro-Ecosystems	15	5	2	c	
3320	Organising and Organisation	15	6	1	c	
3324	Smart Food Systems	15	6	1	c	
3321	Contemporary Challenges in Managing, Leading and Organising	15	6	1	e	
3041	Corporate Finance	15	6	1	e	
3323	Food Ethics and Governance	15	6	1	e	
3317	International Marketing	15	6	1	e	
3316	Changing Consumer Behaviour	15	6	2	c	
3006	Emerging Agricultural Issues	15	6	2	c	
3318	Inspiring Change in Policy and Practice	15	6	2	e	
3225	Negotiation Skills and Tactics	15	6	2	e	
3319	Managing Change and Crisis in Organisations	15	6	2	e	
XXX X	Managing Business Ethics	15	6	2	e	
3084	Entrepreneurship	15	6	2	e	
3300	Dissertation	30	6		c	

C=Core Module, E=Elective Module

## Appendix 2 - Assessment Map

Module Code	Module Title	Exam	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	Dis
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					
2348	Society and Food											A2								A1	
2349	Resilience of Agro-Ecosystems	A1								A2											
2023	Financial Management		A2							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				
B18	Research in Organisations					A1															A2
2232	Entrepreneurship, Intrapreneurship & Enterprise Development			A1											A2						
3324	Smart Food Systems										A1										
B35	Emerging Agricultural Issues					A2					A1										
3320	Organising and Organisation			A2						A1											
3316	Changing Consumer Behaviour						A2				A1										
3300	Dissertation					A1				A2			A2								
3321	Contemporary Challenges in Managing,			A2						A1											

	Leading and Organising					
<b>3041</b>	Corporate Finance	A1		A1		
<b>3318</b>	Inspiring Change in Policy and Practice	A1				A1
<b>3225</b>	Negotiation Skills and Tactics				A1	A2
<b>3323</b>	Food Ethics and Governance			A1		
<b>3319</b>	Managing Change and Crisis in Organisations	A1		A2		
<b>3317</b>	International Marketing			A2		A1
<b>B43</b>	Managing Business Ethics					
<b>3084</b>	Entrepreneurship	A1				A2



### 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>2032</b>	Marketing Management			1														
<b>2316</b>	Personal and Professional Development Skills	1			1	1												
<b>2348</b>	Society and Food		1															
<b>2317</b>	Industry Placement																	1
<b>PPY</b>	Professional Placement Year																	
<b>XXXX</b>	Research in Organisations									1								
<b>2232</b>	Entrepreneurship, Intrapreneurship & Enterprise Development									1								
<b>2349</b>	Resilience of Agro-Ecosystems	1		1	1	1	1								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>3225</b>	Negotiation Skills and Tactics				1	1												
<b>3324</b>	Smart Food Systems												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>3006</b>	Emerging Agricultural Issues						1						1			1		
<b>3317</b>	International Marketing																	1
<b>3084</b>	Entrepreneurship				1	1			1	1								



## 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>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>B18</b>	Research in Organisations	1					1				1
<b>2232</b>	Entrepreneurship, Intrapreneurship & Enterprise Development							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>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>3084</b>	Entrepreneurship		1								1
<b>3300</b>	Dissertation										
<b>2348</b>	Society and Food				1	1					

<b>2349</b>	Resilience of Agro-Ecosystems	1	1	1
<b>3324</b>	Smart Food Systems	1	1	1
<b>B35</b>	Emerging Agricultural Issues	1	1	1