ROYAL AGRICULTURAL UNIVERSITY, CIRENCESTER

PROGRAMME SPECIFICATION

FdSc Business and Enterprise

Carol Zhang - Programme Manager

1. Awarding institution	RAU
2. Teaching institution	RAU and Cirencester College
3. Final award title(s)	FdSc Business and Enterprise
4. Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 5
5. UCAS code(s)	328B
6. Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark	QAA Foundation degree qualification benchmark (2010) QAA subject benchmark : Business and Management (2015) The framework for higher education qualifications in England, Wales and Northern Ireland (2008)
7. Details of accreditation by a professional/statutory body	Not applicable
8. Mode of study	Full time and Part time
9. Language of study	English
10. Date of production/revision	February 2016 (updated June 2019)
11. Educational aims of the programme [Specify the key aims of the programme]	

The aims of the Foundation degree are to:

1. Develop the learner's interest, knowledge and understanding of business and enterprise in its external environment.
2. Provide the learner with the skills to adapt and respond positively to change.
3. Develop learning, critical reasoning and other transferable skills to enable the learner to contribute effectively in an employment context.
4. Enhance and develop the learner's interpersonal skills.

12. Intended learning outcomes
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Students completing the qualification will be able to demonstrate that they meet the generic outcomes for a graduate of a Foundation degree as set out in the QAA Foundation degree qualification benchmark statement (2012):

- knowledge and critical understanding of the well-established principles in business and enterprise and the way in which those principles have developed;
- successful application in the workplace of the range of knowledge and skills learnt throughout the programme
- ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context;
- knowledge of the main methods of enquiry in business and enterprise, and the ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study and apply these in a work context;
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context.

The successful student will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

They will have:
- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

More specifically, after completing this Foundation Degree qualification students will be able to demonstrate:

Knowledge and critical understanding of:
- Stakeholder interests and the methods employed to manage stakeholder behaviour
- The sources, uses and management of finance; the use of accounting and other information systems to inform managerial decision-making

- The development and operation of markets and the means by which businesses communicate with customers in those markets; the use of market information and marketing strategies to achieve business objectives
- The management and development of people within the organisation to achieve business objectives
- The operational management of resources to achieve business objectives
- Relevant social media applications and e-commerce platforms to support business strategies
- The professional performance standards for effective leadership and management within a business enterprise
- The role of innovation, creativity and entrepreneurial talent in delivering business success
- Contemporary issues in the external environment that shape business decision-making

Study and employability skills covering:
- Cognitive skills of critical thinking, analysis, synthesis and evaluation. This will include the capability to define terms, identify assumptions, use evidence to evaluate statements, identify implicit values, challenge logic and reasoning and apply reasoning appropriately within a real world context.
- The research, collation, analysis and critical evaluation of a variety of types on information and evidence
- Numerical and quantitative skills to support data collection, data analysis and extrapolation
- Synthesising information from a variety of sources to develop a coherent understanding of theory and practice
- Communicating information appropriately to suit different audiences and contexts through a variety of media, including group and personal presentations, business and project reports
- Utilising problem solving and decision making skills and applying them to a range of different business situations
- Utilising appropriate technology to support information collection, analysis and communication
- Interpersonal skills supporting effective listening, presentation, influencing, team working and leadership
- Establishing and maintaining effective working relationships with students, lecturers and employers
- Working to external and self-generated deadlines
- Sensitivity to issues of diversity and how to manage these to support effective team working
- Self-awareness informed by systematic personal reflection and feedback

13. Programme structure and requirements
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Programme structure:
The programme is designed to be studied full time over two years. There is a requirement for students to undertake a work placement of at least 6 weeks between the first and the second years as part of the Work Based Learning module.
The course is structured as follows:

Year 1 (Level 4 Modules)

Personal and professional development (15 credits)
Being enterprising (15 credits)
Work placement (15 credits)
Foundations of marketing (15 credits)
Managing operations (15 credits)
Management and leadership 1 (15 credits)
Managing people (15 credits)
Introduction to business finance (15 credits)

Year 2 (Level 5 Modules)

Entrepreneurship opportunity in action (15 credits)
Research project (15 credits)
Business planning (15 credits)
Social media and E-Commerce (15 credits)
Current issues in business and enterprise (15 credits)
Management and leadership 2 (15 credits)
Managing finance (15 credits)
Managing marketing (15 credits)

The programme has been developed so that on successful completion of the FdSc (at merit level), students may progress to an Honours degree by joining the final year of the BSc (Hons) International Business programme at the RAU and completing one further year of full-time study.

Student workload
All full-time academic programmes at the RAU are constructed using a selection of modules, each of which requires engagement with a variety of learning activities. Successful completion of module assessments will result in the award of credits, and students are required to achieve a total of 120 credits for each year of a full-time programme.

The credit system is used to ensure a balanced workload across each programme, with each credit point representing a notional learning time of 10 hours of student work. Thus a 15-credit module will require a notional input of

150 hours of work, and a complete academic year of 120 credits will require 1200 hours of work, or approximately 40 hours per week.

Within this total time, students can expect to participate in formal timetabled activities; such as lectures, seminars, tutorials, practicals and visits; for approximately one third of the total. Thus the majority of module activities; such as reading around the subject, preparing for tutorials and seminars, preparing for, and completing, module assessments; will take place outside of these scheduled activities, but are an essential part of a student's learning journey.

Students attempting to short-cut their learning activities may find themselves experiencing difficulties as each module progresses, and as the level of assumed understanding increases. Thus it is vitally important that new students establish an effective routine for their studies as soon as possible. Maintaining a balanced workload from the start of the programme will help to avoid intense periods of activity, and ensure knowledge and understanding gradually develop throughout the years.

14. Student support services

Students are supported academically by the programme management group, plus the Dean of the School of Business and Entrepreneurship and all the leaders of the constituent modules of the programme. In addition, students have access to and can use the following people, resources and activities to support them during their time at the RAU:

- an induction programme on joining the University which will introduce the programme of study and the study skills they need to complete it successfully;
- the RAU Student Handbook and virtual learning environment (Gateway);
- module handbooks, describing in detail the teaching programme for each module of study;
- extensive library and other learning resources, including study skills packages;
- a personal tutor, who will be a member of SBE staff, whose role is to assist the student with the progress of their academic studies as well as advise on pastoral care issues;
- student email and open and personal access to academic staff, including the Programme Manager;
- access to a Student Support Services Manager, Student Welfare Officer (who can provide counselling on personal problems) and the University health centre;
- access to a Disability Officer, who provides assistance and guidance on teaching and learning support for students with dyslexia (or other

forms of specific learning difficulties) and other disabilities, including a
dyslexia specialist to help develop learning skills;
- English language support (for students whose first language is not
  English);
- careers advice sessions with careers guidance personnel and Agri-
  industries, Business Management & Food Careers & Placements Fairs.

15. Criteria for admissions

Applicants should confirm their ability to study on a Foundation Degree by
presenting evidence of:

AS & A LEVELS
2016 entry
Grade range: CD or CDD
Min. **140** UCAS Tariff points to include at least one full A2 level subject
Extended Project will be considered as part of the entry grade profile.

2017 entry
Grade Range: CD or CCD
Min **56** UCAS Tariff points to include at least one full A2 level subject

BTEC qualifications
2016 & 2017 entry
Grade profile: MPP / MP-P / M-P-P
BTEC level 3 qualifications accepted are:
- Extended Diploma (18 Units) and
- Combinations of Diploma (12 units) and Subsidiary Diploma (6 Units)
- A 9-unit Diploma will be accepted where combined with at least another
  9-unit Diploma Combinations of level 3 BTEC qualifications must
  always be equivalent to at least 18 Level 3 units and include at least
  three 6-unit (or greater) qualifications.

City & Guilds Level 3 Land Based Services
2016 & 2017 entry
Grade profile: Merit (Extended Diploma)
Combinations of level 3 NPTC qualifications must always be equivalent to at
least 18 Level 3 units and include at least three min 6-unit qualifications.

2016 Min Tariff points in BTEC/NPTC 160
2017 Min Tariff points in BTEC/NPTC 64

Scottish Highers
Grade profile: CCC
Three subjects to be passed at Higher level

Irish Leaving Certificate (Higher level)
Grade profile: CCC

Three Higher subjects

International Baccalaureate
Achieve IB Diploma with a minimum of 24 points overall

European Baccalaureate
Grade profile: 60%+ overall

Access to Higher Education
Minimum 21 Level 3 credits @ Distinction and 15 level 3 credits @Merit
Numeracy and Literacy skills @ L2 will be accepted in lieu of GCSE Maths
and English at C/4

All applicants need to have a minimum of 5 GCSE passes including English
and Mathematics at Grade C or above (for 2017 entry Grade 4 or above).
Applicants taking the Welsh GCSEs can be accepted with either Welsh GCSE
Mathematics/GCSE Numeracy at Grade C or above.

**Mature students will be considered if one or more of the following
applies:**
- Successful completion of an Access to Higher Education programme.
- Learning through experience, demonstrated in portfolios or records of
  achievement, and confirmed by employer reference(s).
- A combination of academic and experiential learning, to be considered
  on its individual merits.
- Applicants should have sufficient motivation to benefit from the
  programme, based on an understanding of what is involved. Potential
  candidates may be interviewed to assess their enthusiasm and
  suitability for the programme.

Accreditation of Prior Learning (APL)
The Academic Registrar, in consultation with the Programme Manager and
the Link Tutor, will make the admissions decision in cases involving APL and
ensure that correct documentation is completed for all APL cases.

Accreditation of Prior Experiential Learning (APEL)
The Academic Registrar, in consultation with the Programme Manager and
the Link Tutor, will make the admissions decision in cases involving APEL,
and ensure that students can show intellectual ability, by the submission of a
work portfolio and the completion of appropriate coursework.

Overseas Students
Applicants whose first language is not English are required to have achieved a
minimum IELTS score of 6.

16. Teaching, learning and assessment

Students will experience a carefully planned and diverse programme of teaching and learning, guided by the explicit aims and identified learning outcomes (as outlined above in sections 11 and 12) which will include: Lectures, seminars, workshops, group project work, reflective reports, presentations, the writing of a business plan. Students are also given directed/ guided independent learning tasks and are encouraged to increase their depth of knowledge and understanding through private study and completion of assessments.

This programme is inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired) 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.

17. Work-based learning

In addition to classroom based teaching activities all students on the programme are required to complete the work based learning module which involves a work placement of a minimum of six weeks duration. The module leader will provide assistance to students to find suitable work placements and all placements will be approved by the module leader after appropriate checks have been carried out. Students will be allocated a placement supervisor who will keep in contact with the student during the placement period. All students who are undertaking a placement in the UK will be visited by their placement supervisor, where students are on placement outside the UK the visit will be undertaken via skype.

18. Quality assurance procedures

The framework of policies and structures of the University which form the basis for quality assurance and standards for academic programmes are described in the Teaching Quality Handbook and include procedures for:

● Programme and module development, monitoring and review;
● Students assessment, progression and awards;
● Assessment, moderation and External Examining.

18.1 The Programme Group (PMG)
The function of the Group is to ensure that the programme provision:

- aligns with the Framework for Higher Education Qualifications (FHEQ – Level 5) and the Framework for Qualifications of the European Higher Education Area (FQ-EHEA);
- recognises and adheres to the Quality Assurance Agency (QAA) Quality Code in terms of academic quality and standards and to subject benchmark statements: QAA Foundation degree qualification benchmark (2010) and the QAA subject benchmark : Business and Management (2015)

18.2 Methods for evaluating and improving the quality and standards of teaching and learning

The PMG will undertake a number of activities to ensure its function in relation to continuous maintenance, review and improvement of quality and standards relating to teaching, learning and assessment. These will include mechanisms such as:
- preparation and scrutiny of annual module leader review reports to identify any issues, areas of good practice for dissemination and consideration of future development;
- regular PMG meetings;
- responses to External Examiner reports regarding commentary on quality and standards of the programme;
- preparation of the Annual Programme Manager Report (APMR), approved by the Dean and scrutinised by the University Academic Quality and Standards Committee;
- periodic review and revalidation (including external consultation and input);
- regular stakeholder meetings with industry representatives/ employers via, for example, the School Advisory Board.
- programme committee meetings with the student representatives
- feedback will also be obtained from the National Student Survey

18.3 The Programme Committee

The role of the Committee (which includes student representation) will be to discuss general issues relating to teaching, learning resources, curriculum and careers guidance. The Committee which will normally meet twice a year will consist of the following:

- The programme manager (with responsibility for all aspects of the day-to-day academic management and administration of the programme;
- The Head of SBE;
- The link tutor from Cirencester College
- Academic staff representatives (module leaders and those with significant responsibility for or input to the programme);
- Two student representatives from each year of the programme who are elected by their peers.

19.Marking guides and assessment regulations

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Information about RAU assessment regulations and marking guides are available on the RAU website

20. Ownership of programme specification

This programme specification is owned by the School of Business and Entrepreneurship

21. Curriculum map

Level	Foundations of marketing	Managing operations.	Management and leadership 1	Managing people	Introduction to business finance	Personal and professional development	Being enterprising	Work placement	Social media and E-Commerce	Current issues in business and enterprise	Management and leadership 2	Managing finance	Managing marketing	Entrepreneurship opportunity in action	Business planning	Research project
	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5
Knowledge and critical understanding																
Stakeholder interests and the methods employed to manage stakeholder behaviour		X	X								X				X	X
The sources, uses and management of finance; the use of accounting and other information systems to inform managerial decision-making		X	X	X	X						X	X	X		X	X
The development and operation of markets and the means by which businesses communicate with customers in those markets; the use of market information and marketing strategies to achieve business objectives	X						X			X	X		X		X	X
The management and development of people within the organisation to achieve business objectives			X	X		X		X			X				X	X
The operational management of resources to achieve business objectives		X	X					X	X					X	X	X
Relevant social media applications and e-commerce platforms to support business strategies		X							X					X	X	X
The professional performance standards for effective leadership and management within a business enterprise			X	X							X				X	X
The role of innovation, creativity and entrepreneurial talent in delivering business success			X			X	X		X		X			X		X
Contemporary issues in the external environment that shape business decision-making	X									X	X		X		X	X
Level	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5

Study and employability skills:																
Cognitive skills of critical thinking, analysis, synthesis and evaluation. This will include the capability to define terms, identify assumptions, use evidence to evaluate statements, identify implicit values, challenge logic and reasoning and apply reasoning appropriately within a real world context.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
The research, collation, analysis and critical evaluation of a variety of types on information and evidence	X	X	X	X						X	X	X			X	X
Numerical and quantitative skills to support data collection, data analysis and extrapolation				X	X								X	X	X	X
Synthesising information from a variety of sources to develop a coherent understanding of theory and practice	X	X	X	X		X		X	X	X						X
Communicating information appropriately to suit different audiences and contexts through a variety of media, including group and personal presentations, business and project reports	X	X	X	X	X		X		X		X	X	X	X	X	
Utilising problem solving and decision making skills and applying them to a range of different business situations				X	X				X				X	X	X	
Utilising appropriate technology to support information collection, analysis and communication			X	X					X		X					X
Interpersonal skills supporting effective listening, presentation, influencing, team working and leadership		X		X	X	X		X	X				X		X	
Establishing and maintaining effective working relationships with students, lecturers and employers		X		X		X		X	X					X	X	
Working to external and self-generated deadlines	X	X	X	X	X		X	X		X	X	X				X
Sensitivity to issues of diversity and how to manage these to support effective team working		X		X		X		X						X	X	
Self-awareness informed by systematic personal reflection and feedback		X		X		X		X	X							

22. Career prospects

Students completing the degree will be able to work in a wide range business roles including:

Sales and marketing executive
Public relations executives
Events co-ordinator / planner
Retail manager
Financial officer
Human resource management assistant
Office manager
Business development executive

The programme is also designed to provide students with the knowledge and skills to start their own businesses should they wish to do so.

23. Further information

The Foundation Degree has been designed to have a focus on enterprise within it and there are modules relating to this within the programme. In addition to this the Royal Agricultural University itself has a strong entrepreneurial focus and is committed to enhancing the entrepreneurial experiences available to students outside of their formal programme of study. There is a very active entrepreneurs' society run by students which all students at the RAU are able to join. The society organises a number of events during the year at which entrepreneurs from industry are invited to come in and share their knowledge with students. In addition the SBE runs a very successful enterprise programme which was the runner up in the enterprise category at the Guardian Higher Education Award 2016. The programme provides students with the opportunity to develop their business ideas and receive tailored support throughout. Students who engage with this programme can bid for money to help them develop their business ideas. The culmination of this each year is the Grand Idea competition where students pitch their business ideas to a panel in a Dragon's Den type event with the winning student awarded £1000 and free additional business support from a group of business experts. The RAU has recently embarked on the development of incubator units as part of its Farm 491 project. Future students will be able to take advantage of free office space and continuing support after completion of their studies to help them get their new businesses off the ground

24. Module reference sheets

Year 1 (Level 4 Modules)

Personal and professional development (15 credits)
Being enterprising (15 credits)
Work placement (15 credits)
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Management and leadership 1 (15 credits)
Managing people (15 credits)
Introduction to business finance (15 credits)

Year 2 (Level 5 Modules)

Entrepreneurship opportunity in action (15 credits)
Research project (15 credits)
Business planning (15 credits)
Social media and E-Commerce (15 credits)
Current issues in business and enterprise (15 credits)
Management and leadership 2 (15 credits)
Managing finance (15 credits)
Managing marketing (15 credits)