PROGRAMME SPECIFICATION
MBA – Innovation in Sustainable Food and Agriculture

1.	**Awarding institution**	RAU
2.	**Teaching institution**	RAU
3.	**Centre responsible for the programme**	School of Business and Entrepreneurship
4.	**Programme Manager**	Dr Geraint Coles
5.	**Final award title(s)**	MBA - Masters of Business Administration - Innovation in Sustainable Food and Agriculture PG Diploma in Business Management – (Innovation in Sustainable Food and Agriculture) PG Certificate in Business Management – (Innovation in Sustainable Food and Agriculture)
6.	**Interim Award Titles**	PG Certificate/PG Diploma in Business Management – (Innovation in Sustainable Food and Agriculture)
7.	**Academic level on Framework for Higher Education Qualifications (FHEQ)**	7
8.	**UCAS code(s)**	N/A
9.	**Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark**	QAA Benchmark – Master's Degree 2015 QAA Subject Benchmark Statement, Master's Degrees in Business and Management
10.	**Details of accreditation by a professional/statutory body**	CMI – Chartered Management Institute
11.	**Mode of delivery**	Full-time and part-time via blended distance learning

12. Language of study	English
13. AQSC approval date	February 2019
14. Valid from	September 2019

For office use only

15. Valid to	August 2025
16. Version	13 November 2019

17. Educational aims of the programme
[Specify the key aims of the programme]

This programme is part of an HEFCE (OfS) Catalyst fund that aims to help meet the needs of the land management and agri-food sectors in the post-Brexit era. The programme has been developed with educational partners (the Countryside and Community Research Institute (CCRI) at the University of Gloucestershire, and University College of Estate Management (UCEM)) and with a number of industry partners through a number of meetings and workshops.

The MBA in Innovation in Sustainable Food and Agriculture shares some modules with other Masters level programmes at the RAU in addition to having modules that are only available to MBA students. Students will have the opportunity to specialise in an area of specific interest to them in a cap-stone dissertation or applied project module. The MBA aims to reflect the reality of business challenges in the food and agri-business sectors and focusses on the management skills required for food and agri-business and the promotion of practical innovation. The programme will maximise networking opportunities, peer to peer learning and build on RAU strengths in bridging the gap between science, business, policy and practice.

The MBA in Innovation in Sustainable Food and Agriculture aims to deliver a challenging and unique business management education that emphasises reflective and innovative leadership and business decision-making. The programme will deliver core MBA content with a particular emphasis on how this advanced business knowledge may be applied to decision making in the land-based and agri-food sectors. Our MBA graduates will have critical academic and business discipline skills that enable them to make sustainable strategic and operational business decisions and increase productivity and value through innovation. They will develop their business competencies and abilities to promote creativity and innovation in a range of business and organisational contexts and thus contribute to the development and delivery of sustainable agri-food strategies. The programme will provide students with the tools necessary to analyse the business environment and select appropriate concepts and models to support competitive, local, national and global national business decisions thereby enhancing growth in the rural economy and international agri-food supply chains. The programme will enhance students' learning skills and personal development through a combination of on-line teaching and content delivery, engagement with intensive residential workshops and self-directed and self-managed learning activities.

The following four pillars have been used to guide the content of each module and to support the programme learning outcomes. The programme modules and the style of delivery encourages students to reflect upon the discipline content and to apply the concepts learnt to real, practical situations within their own agri-business sector. The use of examples, opportunities to discuss and debate theory and current issues with peers and the use of industry mentors provides students with multiple chances to both be inspired and to inspire others.

Each module will address following pillars :		Assessment criteria
Inspired	Learn from others	Awareness of existing best practice, identification of opportunities to improve, seeking out knowledge
Reflect	Apply to your situation	Critical, logical review and application to specific contexts
Innovate	Use evidence-based approach	Review of existing knowledge base, evaluation of innovations or proposing creative innovative solutions
Lead	Work with others	Taking account of team motivation, skills, experience and mind-set in the potential adoption of innovation plans

The programme structure includes modules that develop and inform students on the use and application of existing and innovative information and technologies to enhance their ability to analyse situations and make decisions. Leadership skills are developed by the use of group activities and assessments and a module that focusses on the principles of excellent leadership and the factors that influence it. The use of industry mentors to support students and the inclusion of optional programme enhancement activities further develops student leadership competencies.

18. Learning Outcomes of the Programme
[Complete this section by setting out programme outcomes under each of the four key headings] Remember the need for this programme to be inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired). See Part 10: Inclusive Practice of the Teaching Quality Handbook.

Learning Outcomes	Teaching, learning and assessment strategies

A. Knowledge and understanding	
A knowledge and understanding of: 1. How leadership theories and concepts, including the use of critical reflection, contribute to positive and organisational learning outcomes. 2. How natural, economic and social systems impact upon enterprises at a local, national and global level. 3. The value of a critical evaluation of data and technology to identify and support business and organisational decision making. 4. The application of strategic models to assess the market environment and strategic capabilities and to develop resilient business strategies in the food and agriculture sectors. 5. The requirements of financial statements and reporting and the ability to analyse and evaluate financial data to inform business decision making. 6. How a focus on customers and/or consumers can contribute to a firm's success and support marketing operations responses. 7. How to manage supply chains through the integration of strategic, organisational and tactical decisions to achieve ethical and commercially resilient outcomes. 8. The behaviours and approaches that will identify, support, evaluate and develop innovative business ideas and future opportunities.	Teaching Learning methods and assessment strategies The knowledge and understanding of core business management disciplines is delivered through a combination of online learning activities and an intensive residential block with face to face teaching. Core content is delivered via a range of resources including online lectures, readings, video content and module activities which introduce and then extend the students' knowledge of discipline theories and subject matter. Each module includes a minimum of three opportunities for formative assessment where students are given feedback on tasks and activities to ensure that they understand the module content. Each module is assessed by either one or two formal assessments and the programme has been designed to include a range of assessment types. (See additional details in section 20 on programme structure)
B. Intellectual skills	
A knowledge and understanding of: 1. How to locate, synthesise, analyse and evaluate data and information from a wide range of sources to	Teaching Learning methods and assessment strategies (See comments in section A above)

support and evidence solutions to business problems. 2. The application of critical analysis and intuitive methods to address complex decision making and situations. 3. The value of critical thinking, creativity and leadership skills in addressing diverse organisational, business and social issues. 4. How to utilise conceptual models and frameworks, information and technologies and media to support management decisions in the food and agri-business sectors. 5. Research skills and how to undertake a substantive investigation into a theoretical or practical business management problem.	The programme's emphasis on active learning through application of theory to real, practical situations, a range of on-line and face-to-face learning activities and a focus on the benefits of critical reflection support and enhance the development of the students' intellectual skills. The development of a supported, independent learning culture with the opportunity to apply discipline content to sector specific tasks will create a challenging learning experience.

C. Practical / professional skills

A knowledge and understanding of: 1. How to conduct an evidenced business and market audit and identify solutions to complex problems. 2. How to analyse, interpret and respond to a range of data and information to make business decisions with value and impact. 3. How to use a range of management concepts, techniques and supporting technologies to evidence business decisions. 4. How to be an effective, supportive and collaborative leader in a variety of business and organisational contexts. 5. How to incorporate ethical values and reflective practice into their personal and professional development as a manager.	Teaching Learning methods and assessment strategies (See comments in sections A and B above) Students will be expected to capitalise on their sector specific experience and the experiences of their peer group to advance their abilities to analyse and develop solutions for business related problems in a professional context. The modules' content and activities will support students' in the development and modification of their approaches to solving complex business problems through a combination of learning, collaboration and reflection.

D. Transferable skills	
A knowledge and understanding of: 1. How to be an effective leader through critical self-reflection and self-awareness and an appreciation of the diversity of different perspectives on management approaches and practice. 2. How to present the analysis of data, information and the resulting solutions via a range of methods and media. 3. How to integrate and synthesis concepts, methods and skills from a range of business disciplines. 4. How to work effectively in both team environments and on individual tasks. 5. How to manage time and resources to achieve successful outputs with impact 6. How to demonstrate a high degree of professionalism and self-management in a range of contexts.	Teaching Learning methods and strategies (See comments in sections A, B and C above) The programme will enhance a students' transferable skills by developing their learning skills. The focus on learning through experience, participating in discussion, application of programme content to practical problem-solving scenarios and engaging in a process of review and reflection will support participants in their personal and professional life beyond the MBA. The research skills module will expose students' to a critical overview of methods of thinking and knowing that will provide them with an insight into their own personal interaction with decision making processes and how to be an effective manager.

19. Assessment Map
*(module codes are temporary and will be changed post validation)

The programme has been developed to include a variety of assessment types and to balance group and individual assessment activities. All modules will include a minimum of three formative assessment opportunities in addition to the summative assessments presented below.

Assessments will normally be designed to facilitate application to each students' specific agri-business areas of interest. Non-submission of summative assessments, without the application of RAU approved extenuating circumstances, will normally result in the student being required to submit the assessment with the mark being capped at 40%. Students who do submit their assessments by the required submission date but who do not achieve a pass mark may be asked to improve their submission and re-submit it with a short additional element that identifies the changes and reflects upon the improvements made. Details may be found in each module reference sheet and in assessment briefs.

Word counts, or their equivalents, are expressed in the module reference sheets and each module has followed an indicative module assessment

weighting of approximately 2,500 - 3000 words assessment per module or its equivalent.

Level	Core Module *	Coursework 1 - %	%	Coursework 2 - %	%
7	4401	e-portfolio	25	Reflection on e-portfolio	75
7	4402	Reflective learning journal	100	n/a	
7	4403	Critical evaluation	100	n/a	
7	4404	A strategic review report (3000 words)	100	n/a	
7	4405	Comparative report	100	n/a	
7	4406	Marketing pitch (video)	30	Marketing Plan	70
7	4407	Infographic	30	Briefing paper	70
7	4408	Individual written report	60	Group pitch of student's business idea	40
7	4413	Research proposal	50	Reflection on research proposal and process	50
7	4414	Dissertation	100	n/a	
7	4415	Applied project	90	Reflective report	10

20. What students need to achieve in order to graduate.

A. MBA in Innovation in Sustainable Food and Agriculture

Students who apply for the MBA in Innovation in Sustainable Food and Agriculture need to successfully complete 180 credits comprising all 9 taught modules and either the masters dissertation or applied project.

B. PgDip in Business Management (Innovation in Sustainable Food and Agriculture)

Students who apply for the PgDip in Business Management (Innovation in Sustainable Food and Agriculture) need to successfully complete 120 credits comprising all 8 taught modules.

Students who successfully complete the eight taught modules will have met all of the PLO's presented in the programme specification.

C. PgCert in Business Management (Innovation in Sustainable Food and Agriculture)

Students who apply for the PgCert in Business Management (Innovation in Sustainable Food and Agriculture) need to successfully complete 60 credits.

Students who successfully complete any four taught modules will have met the following PLO's presented in the programme specification; A2, B3, B4, C2, C3, D3, D4, D5. Additional PLO's may be met depending upon the modules studied.	

21. Programme structure
[Include length of study programme, detailed modular structure, levels, credits, awards and any special/distinctive features of the programme]

The format of the programme is a blended learning approach with a combination of distance learning methods facilitated by a wide range of learning materials and activities presented on the RAU VLE plus attendance at short residential blocks. The programme is available as a full time or part time programme with the part-time option particularly suitable for those in current employment in the food and agriculture sectors. The full-time option allows all eight modules and the dissertation to be completed within one year and includes two long residential blocks (each two weeks long). The part-time option takes two years to complete and includes four short residential blocks (each one week long). The residential blocks are an integral part of the programme design and content delivery and students should note that full attendance is expected and strongly advised.

All taught modules are Level 7, are worth 15 credits and follow a similar structure (see below). Four of the taught modules (4401-4404) are shared across the MBA programme and the MSc Sustainable Food and Agriculture Policy. A further four taught modules (4405-4408) are specific to the MBA programme. The taught modules have been designed to be independent of each other so that students can start at one of two entry points each year. Normally each block of two or four (part or full-time) taught modules would be completed before starting the next block.

Modules are delivered through a combination of asynchronous, distance learning activities plus synchronous on-line seminars and tutorial support sessions. The distance learning activities will utilise a range of formats and media and will include formative assessments that will facilitate feedback from tutors as well as self-assessment knowledge tests and reflective tasks. The distance learning content will be supported by the delivery of content and opportunities for discussion, debate and feedback in the residential blocks. Each module is supported by a comprehensive resources list that is maintained through the RAU Library Talis system.

Student Learning for each taught, 15 credit, module

Activity	Hours	Short description
Distance orientation	15	Introduction to the topic including preparatory readings, videos, papers, book chapters, on-line quiz
Residential with direct tutor contact	15	Reflection on preparatory, Networking, group work, inspirational speakers, Academic & practitioner masterclass. 1 formative assessment
Distance learning taught element	80	Assume 10 activities to include a range of methods from toolset guidance e.g. Live webinars, videos, readings,

		quizzes, group activities, forums, chats, reflections, note-taking etc.
		2 formative assessment points
		Some moderation of on-line forum may needed to be out of normal academic hours with support from ad-hoc teaching assistants
Distance learning assessment	40	Final summative assessment covering all learning outcomes

In addition to the eight discipline based modules there is a 15 credit, assessed research skills module that is delivered using an equivalent format of combined distance and residential block activities. This runs throughout the one or two year study period and includes both distance learning and face to face material and activities with time allocated to the development of research skills during the residential blocks. Students have the option to complete their studies with a traditional master's style dissertation or with an applied project, both options are worth 45 credits. The research skills module should be completed before students embark upon their dissertation or applied project.

Assessment strategy:
Each taught module will include 3 formative assessments (1 during and 2 after the residential block) and either one or two final summative assessments that will assess all learning outcomes. The assessment strategy for each module has been chosen based on the relevance for the module and to ensure an appropriate mix of assessment approaches such as e-portfolios, reflective journals, group activities, written reports and presentations across the programme.   Assessment marking criteria will integrate the RAU level 7 marking criteria, discipline specific criteria and reference to the four learning pillars.

Additional student activities:
Coaching will be available to all MBA students. This provides a unique opportunity for participants' personal and professional development in drawing on methods such as the Myers Briggs Type Indicator (MBTI) and the Analytic-Network Coaching System. To support development, enable reflection, and to evaluate application of coaching insights to organizational life, each participant will have a 'coaching credit' system comprising coaching hours to be used by the participant according to context and need. Coaching sessions will be face to face, by email, telephone or Skype or similar messaging platform.

All students on the MBA Innovation in Sustainable Food and Agriculture will be invited to participate in at least one additional enhancement week. This optional programme, not linked to specific a module, will include farm and site visits and presentations from invited speakers to help students consolidate and apply their learning.

22. Work-based learning
[Include details about the location of the work-based learning and the learning activities that will be undertaken to enable outcomes to be achieved and demonstrated]

The MBA programme does not include formal work based learning but is designed to facilitate the use of personal experience and practical application of discipline content to real work based problems. The blended design of this programme has focussed on the needs of part-time students that are working in the food and agri-business sector. In addition the students will be expected to use their work experience to inform their studies. This is reinforced in the teaching, assessment and student feedback by the focus on the four pillars (inspire, reflect, innovate and lead) that support the programmes' learning outcomes. These are the generic work relevant skills that were highlighted during the consultation process with industry partners.

MBA students must have a minimum of 2 years management level work experience and the programme is designed to ensure that they apply the knowledge learnt through the programme to analysing and finding solutions for complex business problems.

23. Reference Points and benchmarks
[Include a statement of where more detailed information can be found]

The MBA Innovation of Sustainable Food and Agriculture has been designed in accordance with RAU Academic Policies and Procedures that include guidance on Academic Regulations, Teaching Quality and QU Policies and Academic Strategies. In addition to the above the MBA has been designed with reference to the QAA Characteristics Statement for Master's Degrees September 2015 and the QAA Subject Benchmark Statement, Master's Degrees in Business and Management.

Further guidance on the content, structure and delivery of the programme was gained through engagement with industry representatives, details of the original Catalyst Project Bid and market research.

24. Entry Criteria where these differ from the RAU standard

Standard RAU entrance criteria for a Master's programme (normally a 2:1 Honours degree or equivalent) plus a minimum of 2 years work experience at a management level (sector specific experience is not required).

25. Module reference sheets
[List all modules contributing to the programme and include all module reference sheets as an Appendix]

MBA – students must complete all 15 credit modules plus <u>one</u> of the 45 credit module options

<u>15 credits modules</u>
4401 – Developing your leadership and people skills
4402 - Making sense of a changing world
4403 - Improving your decision-making with data and technology
4404 - Developing sustainable business strategies
4405 - Improving your financial decision-making skills
4406 - Marketing for sustainable food systems and agri-business
4407 - Managing your food and agri-business supply chains
4408 - Delivering growth through entrepreneurship and innovation
4413 – Research skills

<u>45 credit modules</u>
4414 – Dissertation
4415 – Applied project

Mapping of Programme Learning Outcomes and Modules

	Developing your leadership and people skills 4401	Making sense of a changing world 4402	Improving your decision-making with data and technology 4403	Developing sustainable business strategies 4404	Improving your financial decision-making skills 4405	Marketing for sustainable food systems and agri-business 4406	Managing your food and agri-business supply chains 4407	Delivering growth through entrepreneurship and innovation 4408	Research skills 4413	Dissertation 4414	Applied project 4415
A) Knowledge and understanding of:											
A1	X	X						X			
A2		X	X	X	X			X		X	X
A3		X	X	X			X		X		
A4	X		X	X		X					
A5		X	X		X						
A6						X	X	X			
A7		X				X	X	X			
A8	X					X		X			
B) Intellectual Skills:											
B1		X	X		X				X	X	X
B2	X			X		X		X	X	X	X
B3	X		X	X			X	X		X	X
B4	X		X	X	X	X	X			X	X
B5		X	X	X		X			X	X	X

	Developing your leadership and people skills	Making sense of a changing world	Improving your decision-making with data and technology	Developing sustainable business strategies	Improving your financial decision-making skills	Marketing for sustainable food systems and agri-business	Managing your food and agri-business supply chains	Delivering growth through entrepreneurship and innovation	Research skills	Dissertation	Applied project
	4401	4402	4403	4404	4405	4406	4407	4408	4413	4414	4415
C) Subject/Professional/Practical Skills:											
C1		X	X	X						X	X
C2		X				X	X	X		X	X
C3	X		X	X	X	X	X	X		X	X
C4	X			X			X	X		X	X
C5	X	X						X	X	X	X
D) Transferable Skills and Other Attributes:											
D1	X			X				X	X	X	X
D2		X	X						X	X	X
D3	X		X	X	X		X	X	X	X	X
D4	X	X	X	X	X	X	X	X	X	X	X
D5	X			X		X	X	X	X	X	X
D6	X		X	X	X			X	X	X	X