

Programme Specification

MSc Business Management

1) Programme Information

Quercus code	<i>MSB</i>
Academic Year	
Valid entry routes	MSc Business Management
Additional exit routes	PG Diploma in Business Management PG Certificate in Business Management
Location(s) of Study	Royal Agricultural University
School	Business and Entrepreneurship
Programme Manager	Dr Beverley Hill
Awarding Body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 7
Admissions Body	The Royal Agricultural University
UCAS code(s)	N/A
Entry Criteria (include IELTS if relevant)	<p>A minimum 2.2 honours degree from a UK university, or an equivalent academic qualification from a comparable international institution.</p> <p>Students whose first language is not English must achieve a minimum IELTS score of 6.5.</p> <p>Applicants without a first degree but with acceptable professional qualifications and/or acceptable management experience may also be considered.</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 (November 2019) QAA Subject Benchmark Statement for Business and Management (Master's) (June 2015)
Details of accreditation by a Professional, Statutory and Regulatory Body (PSRB)	CMI Level 7 Diploma in Professional Management and Leadership Practice (603/4116/6) (Pending) Institute of Enterprise and Entrepreneurs (IOEE) accreditation level 6 - Professional Diploma (Pending)
Mode of delivery	Full-time, part-time
Language of study	English
Programme Start Month(s)	October/September
Academic Board approval date	30 th July 2020
Valid from	September 2020

For Registry use only

Valid to	August 2026
Version	V3 June2020

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

The aim of this programme is to provide students with an academically rigorous and professionally relevant education that will serve their career needs throughout their personal and professional development. The degree combines essential management knowledge with relevant practical and professional skills to prepare students for the challenging business world.

Our range of core business management modules ensures that students receive a solid grounding in the essentials of the discipline.

Our portfolio of elective modules, taught by RAU experts in agricultural, equine, environment, agri-food and land-based disciplines, provides students with the opportunity to either embed their studies in a rural context, or to concentrate their studies in pure business management disciplines.

The objectives of this Educational Programme:

- To provide students, in particular those with a non-business education, with a rigorous grounding in business and management and the required Masters level knowledge, understanding and skills.

- To enhance the scholarship of students by equipping them with a range of transferable, conceptual, analytical and reflective skills which may be applied to the problems of business in the private and public sectors;
- To provide opportunities to develop research skills at masters level;
- To provide a challenging and stimulating framework of study for full time students;
- To facilitate personal, academic and professional development through a coherent programme of study;
- To provide an opportunity for students to identify and analyse the context of the application of their learning;
- To provide opportunities for students to develop critical perspectives on theories and to review and evaluate the appropriateness and potential value of concepts, models and techniques that underpin the constituent business management subjects
- To provide students with both multidisciplinary and integrated perspectives that can be employed in the analysis of business problems
- To provide students with opportunities for blended learning using appropriate information and communication technologies;
- To provide students and in particular students who have not acquired managerial work experience prior to admission to the MSc Business Management, with a recognised qualification which will improve their career development and promotion prospects.

Programme Features

Diverse Range of Electives

This programme provides an opportunity to develop a range of specialisms which will lead to numerous careers within the rural economy. Students have the option to select three electives from a range of eleven electives. To indicate the scope and scale of what is available, we provide the following examples:

Agriculture and Farm Business Management specialism using Agriculture (4002) and Farm Business Management (4012)

International Trade specialism using International Trade and Export (4264) and Operations Management (4023).

Rural Tourism specialism using Rural Tourism and Event Management (4252) and Rural Policy and Implementation (4031).

Small Scale Farming specialism using Small Scale Farming and Local Food Supply (3209) and Integrated Organic Systems (4238).

Equine Business Management specialism using Advanced Equine Business Management and Rural Tourism and Event Management (3036).

Climate & Natural Resource Management specialism using Climate Change and Development (3085) and Natural Resource Management (4082)

Note that it is permitted in the RAU Regulations for postgraduate students to include up to 30 credits of modules at Level 6 in their awards. Module codes starting with 3 (e.g. 3085 above) are Level 6.

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". These goals, 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 future leaders of the rural economy, we believe our students should fully recognise their contribution to sustainable business. 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 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, identifying ten principles in the areas of human rights, labour, the environment and anti-corruption. These ten principles are embedded into our curriculum and inform our teaching practices and 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. Corporate responsibility, sustainability and ethical behaviour are fundamental to the principles of the Business School and as such are embedded throughout all our programmes.

Three Month Placement

Students have the option to undertake a three month placement in industry following their taught modules, as an alternative to a dissertation, and taking place during the same period of time, at the end of the taught classes. Students who have no prior work experience are encouraged to consider a placement as it provides an opportunity to apply their learning in a real-world context and is directly relevant to the business management aspect of the degree. Support from the university is available to prepare students in advance of the placement, and to support students during the placement period. Note that placement opportunities cannot be guaranteed, and students are encouraged to identify a possible placement as early as possible in their degree.

Programme Accreditations

Chartered Management Institute

This course is accredited by the [Chartered Management Institute](#) (CMI). Students successfully completing the MSc programme will also be awarded the CMI Level 7 Diploma in Management and Leadership and therefore become a Member of the Chartered Management Institute (MCM). Students who wish to do so may 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 are able to award an IOEE

Professional Diploma and membership of the IOEE to students who pass provide students passing entrepreneurship modules.

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 School of Business and Entrepreneurship 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 the development of essential postgraduate attributes is embedded in all core modules.

The MSc Business Management core modules emphasise themes of: financial competency, organisational change, dealing with opportunities and business planning. We pride ourselves on being able to help our students acquire the skills they need to foster their initiative and creativity as responsible global citizens. Our graduates have gone on to pursue careers within companies worldwide and within the following roles:

- International Development Manager
- Business Owner
- Investment Analyst
- Project Manager
- Marketing Manager

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

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

Programme Intended Learning Outcomes

A. Knowledge and understanding

- A1 Synthesis trends and opportunities in growth businesses and design ventures to capitalise on these through the application of a range of tools and techniques.
- A2 The management and development of people within organisations: organisational theory and behaviour, employee relations, HRM and the management of change.
- A3 Contemporary strategic management concepts, theories, models and analytical frameworks and their application to the development of appropriate business policies and strategies including types of organisations and their environments and the complex interrelationships between and within these environments.
- A4 The financing of business operations: sources, uses, analysis and management of financial resources.
- A5 Markets and customers; the development and operation of markets, the expectations of customers and other stakeholders, the importance of customer service orientation, the processes and institutions involved in the production of goods and services and the management of resources and operations.

B. Intellectual, Professional, Key skills

- B1 Apply critical and creative thinking to the analysis and evaluation of business problems and management issues, including the ability to identify assumptions, and implicit values, evaluate evidence, appraise the logic of arguments and the ability to generalise appropriately.
- B2 Synthesise, analyse and interpret information from a variety of sources, including the integration of theory and practice.
- B3 Make appropriate use of numeracy, quantitative and qualitative skills including the use of models and conceptual frameworks for business situations and management issues.
- B4 The uses and limitations as well as strengths and weaknesses of different research methods and techniques (qualitative and quantitative) for conducting and evaluating business research.
- B5 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

C. RAU Graduate skills

- C1 Critically and competently employ a range of management skills including negotiation, delegation and coordination of tasks.

- C2 Demonstrate proficiency in IT skills, including the competent use of different applications for business purposes.
- C3 Numeracy, including the processing and analysis of financial and other numerical data and the appreciation of statistical concepts at an appropriate level.
- C4 Plan, conduct and report a programme of original research or project design.
- C5 A comprehensive understanding of techniques applicable to their own research or advanced scholarship

D. Programme Specific Skills

- D1 Interpret financial and economic data using statistical and financial functions and procedures such as those which are routinely available in spreadsheets and other statistical/econometric software packages.
- D2 Apply knowledge and understanding to complex issues, both systemically and creatively, so that theory is converted into practice from a critical and informed perspective, thereby enhancing organisational effectiveness and competitiveness.
- D3 Apply problem solving and decision making techniques, including establishing criteria, identifying, formulating and solving business problems, identifying and evaluating options and implementing and judging the effectiveness of solutions.
- D4 Demonstrate assurance, confidence and self awareness in your ability to apply the skills and knowledge learned in the degree to real world problems.
- D5 Appraise the industry, market and business climate to evaluate the current opportunities for business growth

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

The programme is normally of one year duration of full-time taught study (approximately 28 weeks per year). Study is undertaken at level seven of the FHEQ. 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.

Study is in modular units, each typically representing a value of 15 credits, although modules are sometimes grouped in specific cases into larger units according to the subject or the nature of the learning. The programme consists of 180 credits:

- 90 credits of **core** 15 credit modules (6 x 15 credits each)
- 45 credits of **core** 45 credit project
(**Either** Dissertation **Or** Work-based Project) (1 x 45 credits)
- 45 credits of **elective** modules (3 x 15 credits each).

Appendix 1 provides a list of modules and associated credits. 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 three electives from the list shown in **Appendix 1**. The choice of electives will depend on the timetabling of active sessions not clashing and also the module meeting the minimum number of registered students.

Real Business Experience

As part of the full-time programme students will be encouraged to become a member of the management team of one of our social enterprises (Muddy Wellies or Cotswold Hills Wine) which provide a practical and highly interactive context for student learning.

Cotswolds Hills Wine

URL: <http://www.cotswoldhills.org.uk/>

This wine is produced by the Royal Agricultural University Farms, grown on a sunny south-facing slope of the Cotswold Hills near Cirencester. The 2.6 hectare vineyard was planted in 2010 near Down Ampney with Ortega, Bacchus, Chardonnay and Seyval grape varieties and is leased from Farmcare Trading Ltd. 2016, the first year of production, was an excellent growing season producing a small quantity of ripe grapes that were harvested at the end of October in perfect weather. Master of Wine Susan McCraith and alumnus winemaker Steve Brooksbank were both involved in the project.

"A fruity, unoaked dry white wine with aromas of peach and country hedgerows. The warm, dry summer yielded grapes of remarkable richness and

naturally high sugars. This is an outstanding year. A chilled glass of this will be perfect to accompany salads, chicken and pasta dishes and ideal for picnics.”
Susan McCraith, Master of Wine.

The award winning 2017 vintage has flavours of melon, peach and mandarin from the Ortega grapes while Bacchus adds delicate grassy aromas and Chardonnay lends weight add texture.

Cotswold Hills is a social enterprise project providing support for students who want to start-up their own businesses. Students are actively involved in the running of the Cotswold Hills project, helping them to develop employability skills and enhance their CV. £1 from every bottle of Cotswold Hills sold goes into the RAU Enterprise Programme to help support RAU students wanting to start their own businesses.

The wine is sold in Bottles and Cans through a wide range of stores, including [Co-op](#) store across five counties - Gloucestershire, Shropshire, Oxfordshire, South Staffordshire and Buckinghamshire - in a total of 15 stores.

Muddy Wellies

URL: <http://www.muddywellies.org.uk/>

The RAU Entrepreneurs Society launched Muddy Wellies as a student project to develop their key employability skills and generate income for their society in 2007. They developed a brand which not only heralds country values and traditions but continues to embrace the world of modern commerce. Our students are still involved in the business today.

With the help of leading craft brewers The Friday Beer Company, the Muddy Wellies team have developed this stand-out, fun brand with exceptional range of ales. The brand values British & locally sourced products which maintain integrity through the production process. Through the revenues generated from Muddy Wellies, 10p from each bottle is donated to the student enterprise fund, 'First Steps Fund'. This is an opportunity to support young entrepreneurs start up new businesses.

The Beer is sold through a wide range of pubs, garden centres and trade distribution channels.

6) What is the Programme Assessment Strategy¹?

Assessments are designed to appraise individual capabilities fairly and consistently. We use clear, descriptive assessment guidelines (made available to students) to grade coursework and examinations and to aid classification. Lecturers communicate their expectations clearly to students and use explicit schema to facilitate consistency of marking within and between modules and to ensure good feedback on individual performance. All examinations and coursework assessments that contribute to degree classifications are subject to scrutiny by the External Examiners.

Assessments are designed to test analytical and other cognitive capabilities in relation to particular module aims and content. The programme assessment map is provided in **Appendix 2**. Coursework assignments such as individual essays, reports, case study analyses, individual and group-based reports and presentations and various technique-oriented assessments are used to test these skills.

The Dissertation is the capstone demonstration of postgraduate skills, requiring students to conceive, justify, design in detail and execute a substantial piece of academic research. For the most able postgraduate students, the Dissertation can generate work of a standard appropriate for submission to practitioner and academic journals in business and management.

The Work-based Project is offered as an alternative to the dissertation module for students who are interested in gaining relevant industry experience. The module comprises a 3 month industry placement during which students will work on an agreed project relevant to their degree, with supervisory support. At the end of the placement students will submit a business report which addresses the learning outcomes of the module as well as a critical reflection of their workplace experience.

In every module 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-based projects and for graduate employment.

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.

Regulations

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

¹ Details of the implementation of the Assessment Strategy are found in Appendix A.

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 qualification of MSc:

MSc Business Management

The accumulation of 180 credits (or more) to include a minimum of 150 at level 7 and a maximum of 30 at level 6, through the assessment of programme elements as detailed below:

Description	Credits
CORE MODULES:	
4086 - Financial Management	15
4260 - Marketing Strategy	15
4261 - Leadership and Personal Development	15
4262 - Sustainable Business Strategy	15
4263 - Entrepreneurship and Business Planning	15
4413 - Research Skills	15
And one from EITHER:	
4414 - Research Project (Dissertation)	45
OR	or
4416 - Work-based Project	45
ELECTIVE MODULES – choose Three from:	
4252 - Rural Tourism and Event Management	15
4264 - International Trade and Export	15

4023 - Operations Management	15
4012 - Farm Business Management	15
3036 - Advanced Equine Business Management (<i>Level 6</i>)	15
4002 - Agriculture	15
4031 - Rural Policy and Implementation	15
4082 - Natural Resource Appraisal and Management	15
3085 - Climate Change and Development (<i>Level 6</i>)	15
3209 - Small Scale Farming and Local Food Supply (<i>Level 6</i>)	15
4238 - Integrated Organic Systems	15
TOTAL:	180

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

V Code	Module Code	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
BM01	4086	A2			A1			A2	A2					A1		A2				A1	
BM02	4260					A1	A2						A1				A2			A2	
BM03	4261		A1	A1			A1				A2	A1					A1			A2	
BM04	4262	A1		A1			A1	A1		A1			A1						A1	A1	
BM05	4263	A1	A2		A2	A2		A2	A2	A1			A2		A2		A2		A1	A1	
BM06	4252	A1	A1			A1	A1				A1			A1					A1	A1	
BM07	4264			A1			A1					A1		A1					A1		
BM08	4416						A1		A1	A2	A1		A1	A1	A2		A1			A1	
	3036	A1				A1		A1					A1						A1	A1	
	4002																				
BM12	4012	A1			A2			A2		A1				A2		A1	A1			A1	
BM13	4023		A2			A1	A1		A1				A1				A1	A2		A2	
	4031			A1					A1								A1				
	4082	A1					A1							A1					A1		
	3085	A1					A1							A1						A1	
	3209	A1		A2		A1	A1		A2				A1			A1			A1	A2	
	4238	A1				A2	A1				A2		A1			A2					
BM09	4413							A1	A1	A1	A1			A1	A1						
BM10	4414								A1	A1	A1			A1	A1		A1			A1	

8) Work-based Learning

The Work-based Project

This 45 credit module is offered as an alternative to the Research Dissertation module (4414) for students who are interested in gaining relevant industry experience. The module comprises a 3 month placement during which students will work within an organisation and develop and complete a project relevant to their degree. The placement will take place at the end of taught classes, from early June to September, (approximately a 3 month period, with 35 hrs per week).

During this period, the student will, alongside the employer/company, develop a project to address a specific work-place issue. The project should enable students to apply their academic studies to addressing a business concern. The academic module leader will assess the suitability of the proposed project. To be considered suitable for assessment the project must:

- be based upon an identified Business Management area of study
- demonstrate the application of Business Management theory and professional practice to address an issue within the company.

Students will be allocated a supervisor from the RAU academic staff for the purpose of developing and progressing the project and will be required to attend 4 (virtual or face to face) meetings over the course of the placement. At the end of the placement, students will submit a business report which addresses the learning outcomes of the module as well as a critical reflection of their workplace experience.

The Placement Coordinator will provide support for students during the search process and while the placement is underway. Students will be encouraged to contact the Placement Coordinator at an early stage. Academic staff will assess the suitability of the project through which the module is assessed.

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
- 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.

Failure to secure a Work-based Project (Before Easter for September starts) will mean that students will not be eligible to take this module and therefore should undertake the Research Dissertation (4414).

Failure to submit a satisfactory report within the published time scale (normally before 30 September for September starts in each academic year), will normally result in a failure in the module, and students will no longer be eligible for the Masters award.

Prior to placement / work-based project

Before placements commence, it is important that students familiarise themselves with the guidance available. In particular, students must be aware of their 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); and
- 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. The tutor may visit the student during the period of the placement. 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. If no visit is possible, 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. 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, students should 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.

Each School has a School Advisory Group (or similar) 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

Appendix 2 - Assessment Map

V Code	Module Code	Exam	Presentation (Group)	Presentation (Individual)	Poster	Report (Individual)	Essay (Individual)	Plan (Sales, Marketing, Negotiation)	Business Plan	Audit	Feasibility Study	Literature Review	Reflection	Research Proposal	Dissertation / Project Report
BM01	4086			A1		A2									
BM02	4260					A1				A2					
BM03	4261		A1										A2		
BM04	4262					A1									
BM05	4263			A1					A2						
BM06	4252						A1								
BM07	4264							A2			A1				
BM08	4416												A1		A2
	3036			A1			A1						A1		
	4002	A1													
BM12	4012			A1					A2						
BM13	4023						A2			A1					
	4031	A2										A1			
	4082					A1									
	3085					A1									
	3209	A2				A1									
	4238				A2	A1									
BM09	4413												A2	A1	
BM10	4414														A1

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

V Code	Module Code	Module Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
BM01	4086	Financial Management	Y							Y		Y							Y		
BM02	4260	Marketing Strategy			Y									Y							
BM03	4261	Leadership and Personal Development			Y		Y			Y									Y	Y	
BM04	4262	Sustainable Business Strategy				Y	Y			Y				Y	Y		Y			Y	
BM05	4263	Entrepreneurship and Business Planning				Y	Y			Y	Y									Y	
BM06	4252	Rural Tourism and Event Management			Y			Y												Y	
BM07	4264	International Trade and Export	Y										Y	Y	Y				Y	Y	Y
BM08	4416	Work based Project																			
	3036	Advanced Equine Business Management																			
	4002	Agriculture		Y				Y													
BM13	4023	Operations Management		Y									Y		Y						Y
	4031	Rural Policy and Implementation						Y	Y	Y	Y										
	4082	Natural Resource Management	Y	Y				Y	Y		Y					Y	Y	Y			
	3085	Climate Change and Development		Y				Y	Y		Y			Y	Y	Y	Y				
	3209	Small Scale Farming and Local Food Supply	Y	Y				Y	Y												
	4238	Integrated Organic Systems	Y	Y				Y							Y				Y		

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.

V Code	Module Code	Module Title	1	2	3	4	5	6	7	8	9	10
BM01	4086	Financial Management			Y							Y
BM02	4260	Marketing Strategy					Y			Y	Y	
BM03	4261	Leadership and Personal Development	Y	Y			Y	Y		Y		Y
BM04	4262	Sustainable Business Strategy							Y	Y	Y	Y
BM05	4263	Entrepreneurship and Business Planning			Y	Y	Y	Y	Y			Y
BM06	4252	Rural Tourism and Event Management		Y					Y	Y		
BM07	4264	International Trade and Export			Y	Y	Y	Y	Y	Y	Y	Y
BM08	4416	Work based Project										
	3036	Advanced Equine Business Management										
	4002	Agriculture							Y	Y		
BM13	4023	Operations Management			Y	Y	Y	Y	Y	Y	Y	Y
	4031	Rural Policy and Implementation							Y	Y		
	4082	Natural Resource Management							Y	Y		
	3085	Climate Change and Development							Y	Y		
	3209	Small Scale Farming and Local Food Supply							Y	Y		
	4238	Integrated Organic Systems							Y	Y		