



ROYAL AGRICULTURAL UNIVERSITY, CIRENCESTER

PROGRAMME SPECIFICATION

BSc (Hons) International Business Management (Food & Agribusiness)
with dual accreditation by the Chartered Management Institute

NB

The information contained in this document is intended only as a guide to the programme. It does not constitute a legally binding document or contract between the individual and the Royal Agricultural University.

The information contained herein is correct at the time of going to print, but the University reserves the right to make changes to the structure of the programme, assessment methods, etc. at any time without prior notification. Any changes made however will be made known as soon as possible.

Dr Federico Topolansky – Programme Manager



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1. Awarding Institution	Royal Agricultural University
2. Teaching Institution	Royal Agricultural University (Centre of Business and Entrepreneurship)
3. Final Award Titles	BSc (Hons) Business Management (International Food and Agri-business)
4. Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
5. UCAS Codes	DN62 Business Management (International Food and Agri-business)
6. Relevant QAA Subject Benchmark Statements and other reference points	QAA Honours Degree Subject Benchmark Statements for General Business and Management (2007) and Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2009)
7. Details of accreditation by a professional/statutory body	Chartered Management Institute accreditation - Level 6 Diploma in Management and Leadership
8. Mode of study	Normally full-time, but may be undertaken on a part-time basis.
9. Language of study	English
10. Date of production/revision	Document revised May 2017

11. Educational Aims of the Programme

11.1 Introduction

This is a three-year degree course for full-time students with a 20 week work placement in year two. It aims to equip graduates with the skills and knowledge to take up career opportunities in organisations across a wide range of sectors and interests. Using the food sector as a contextual base (production and distribution as well as retailing), graduates from the course are attractive to commercial organisations and government departments and agencies operating in the UK and overseas.

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

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

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

This BSc (Hons) course, when taken with the Marketing electives, has been approved and accredited by the Chartered Institute of Marketing (CIM) to provide direct entry onto the CMI's Professional Diploma in Marketing.

In the final year, students will spend up to 50% of their time studying topics and subjects of their choice. This is achieved partly through the choice of elective modules and through the development of a research enquiry leading to the submission of a dissertation. The learning approach to this degree includes input from experienced visiting lecturers, case studies, seminar work and tutorials.

11.2 The programme aims are to:

1. Develop the learner's interest, knowledge and understanding of business management, entrepreneurial behaviour and enterprise development in the food and agri-business sector.
2. Promote the critical study of agri-business organisations, their management and leadership, and the changing global and competitive context within which they operate.
3. Provide the learner with the skills to adapt and respond positively to change, and encourage both positive and critical attitudes towards change and enterprise.
4. Develop lifelong learning, critical reasoning and other transferable skills to prepare the learner for graduate employment and a potential career in business management.
5. Enhance and develop the learner's interpersonal skills.
6. Enhance personal development to contribute to society at large.

Many of the above aims have to be understood as having a significant, but not exclusive, focus on the agri-food industry. N.B. "Organisations", above, and throughout this Specification (in addition to the module reference sheets) should be understood to include, for example, public, private and not-for-profit, organisations, together with a range of sizes and structures of organisations.

"Lifelong learning skills", includes the development and enhancement of a range of transferable intellectual and study skills, which whilst being highly

appropriate to a career in business and management, are not restricted to this career.

12. Intended Learning Outcomes

i. Knowledge and Understanding of:

- A1. Financial and economic principles relating to both corporate and small and medium enterprises (SME), focusing on the food and agri-business sector.
- A2. The creation of value in organisations through the acquisition and development of human resources and marketing skills, as applied in the global food industry; and the role of ethical leadership and entrepreneurship in value-creation in the food and agri-business sector.
- A3. Business structure, organisational behaviour and other issues encountered in the business environment.
- A4. The food supply-chain as a coherent activity, influenced by market forces and power dynamics.
- A5. Strategic decision making as a critical and cognate process and the management of knowledge and information to support decision making.
- A6. The drivers for, and the development and consequences of international trade and globalisation, in the food industry in particular.

Knowledge and understanding are developed by lectures, tutor-led tutorials, student and tutor-led seminars, directed reading, case studies and experiential and problem based learning scenarios.

ii. Intellectual Skills

- B1. Apply the skills needed for academic study and enquiry.
- B2. Research, assemble, analyse and evaluate a variety of information types
- B3. Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
- B4. Demonstrate the skills necessary to plan, conduct, and report a programme of original research and write up as a dissertation.
- B5. Utilise problem solving and decision making skills, and apply them to a range of business situations.

Intellectual skills are developed by various means including lead lectures, tutor-led tutorials, student and tutor-led seminars, directed reading, problem based and experiential learning situations and case studies.

iii. Practical / Professional Skills

- C1. Students will integrate theory with practical skills during the period of placement in the second year.
- C2. Write for different audiences: to prepare essays, reports and a dissertation including layout, format and structure and design.

- C3. Interpersonal skills of effective listening, negotiating, persuasion and presentation. Self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.
- C4. Learning to learn and developing an appetite for learning; reflective, adaptive and collaborative learning

Practical skills will be developed during the work placement, and in University by means including lead lectures, tutor-led tutorials, student and tutor-led seminars, directed learning, problem based and experiential learning situations and case studies.

iv. Transferable Skills

- D1. Develop a capacity to learn in familiar and unfamiliar surroundings.
- D2. Communicate effectively by verbal, written and visual means.
- D3. Develop numerical skills appropriate for business managers.
- D4. Develop reflective skills to examine personal practice.
- D5. Manage time, prioritise workloads and recognise and manage personal emotions and stress.
- D6. Develop foreign language skills.
- D7. Gain experience in facilitating groups of learners and of being a group member.
- D8. Develop confident use of information technology.

Transferable skills are generally incorporated within modules and related to relevant assessments as appropriate. Strategies for this include the three day induction for first year students and appropriate shorter versions for 2nd and 3rd year students, tutor-led tutorials, student and tutor-led seminars, directed learning, entrepreneurship and enterprise development related projects, student portfolio, problem based and experiential, learning scenarios and case studies, and a practical placement period in an organisation with emphasis on the connection between the placement and the dissertation topic..

13. Programme Structure and requirements

The programme is normally of three years duration of full time study (approximately 30 weeks per year). Study is undertaken at three levels on the FHEQ; Level four, five, and six (one for each year of study). However, it is possible to follow the programme on a part-time basis, over a longer time period, by gaining credits for the modules taken and achieved year-by-year. The time limits appropriate to part-time study are indicated in the University Academic Regulations available from the RAU website

<http://www.rau.ac.uk/study/academic-policies-and-procedures/assessment-regulations-and-marking-criteria>

Study is in modular units, each typically representing a value of 15 credits, although modules are sometimes grouped or subdivided in specific cases into smaller or larger units (7.5 to 30 credits) according to the subject or the nature of the learning. The overall programme consists of a specific group of these half-modules, full modules and double modules, with the opportunity for students to pursue, also, an appropriate elective choice in year 3 (see Table

in **Appendix 1**, for a list of modules and credits, with links to the appropriate Gateway page for each module). Each 15 credit unit represents approximately 150 hours of student learning, endeavour and assessment up to a maximum of 60 hours of teaching.

The Credit Accumulation and Transfer Scheme (CATS) requires students to achieve a total of 120 credits from each year of full time academic study (eight equivalent 'full' modules). Successful completion of each full module results in the award of 15 credits; 7.5 credits for half-modules, and 30 credits for double modules. For successful completion of 120 credits at level four, a Certificate in Higher Education may be awarded; and for successful completion of 120 Credits at level five, a Diploma in Higher Education.

For the award of BSc (Hons), a total of 360 credits must be accumulated, comprising 120 at level four (year 1), 120 at level five (year 2) and a further 120 credits at level six (year 3).

A summary of the overall structure of the programme showing elective choices where appropriate, can be found in **Appendix 1**. Students registered on the programme must choose two electives from the list shown in **Appendix 1**

Pathways

Students registered on this degree programme follow an identical year one curriculum to students registered on the degree, International Business Management. With the approval of the programme manager, interested students may transfer to the latter programme for their second and final year.

14. Student support services

Support for students and their learning

1. Induction programme for orientation.
2. Student handbook and Module Handbooks
3. Library and study skill packages
4. Library with other learning resources
5. Student email and internet facilities
6. Student Personal tutor to assist with personal problems or advice on pastoral issues
7. Personal access to all tutoring staff
8. Access to Teaching and Learning Support Services to provide assistance and guidance, e.g. dyslexia
9. Access to Student Welfare Officer
10. Access to confidential Counselling Services
11. Opportunities for overseas placements

Useful Information to help you to get the best from the programme

The Student Handbook:

This is a key student resource and contains the important things to be aware of as a student at the University. A copy will be available, electronically, to each

student. The following notes are intended to expand and support the student handbook.

People you will meet on the programme:

The Programme Manager is Dr Federico Topolansky. The Year Tutors are Karen Czapiewski (Level 4), Dr Codrin Chiru (Level 5), and Dr Federico Topolansky (Level 6). All have offices on the first floor of the Garner Lecture Block.

They can be found at the following email addresses:

Karen Czapiewski: Karen.Czapiewski@rau.ac.uk

Dr Codrin Chiru: Codrin.Chiru@rau.ac.uk

Dr Federico Topolansky: Federico.topolansky@rau.ac.uk

Rita Walsh is the Centre Head and is also located in the Garner Lecture Block. The Centre Secretaries are a very important link in the communications for the Centre. If you are unsure about administrative things they are a good starting point. Their offices are also on the first floor of the Garner Lecture Block.

Members of staff you may meet in your first year are:

Dr Allan Butler & John Nixon – Economics

Steve Thomas & Karen Czapiewski– Finance

Dr Carol Zhang – PPDP and HR

Dr Peter Morris – Business and Company Law

Jonathan Brunyee – Food and Agribusiness

Dr Sarah Maddock – Marketing and Communications

Dr Codrin Chiru – Marketing and Consumer Behaviour

Yaqub Murray – Organisation Behaviour, Critical Theory, Post-Modern Approaches

Dr Federico Topolansky - Business and Agribusiness Strategy

Dr David Bozward – Entrepreneurship

15. Criteria for admissions

Candidates must be able to satisfy the general admissions requirements of the Royal Agricultural University in one of the following ways:

School / College leavers

A Levels:

1. Normally a minimum of 240 points from a minimum of two A level subjects excluding General Studies.
2. Five grades 'C' or better GCSE passes which should include English Language, and Maths, and normally a second Modern Language.

BTEC:

1. A National Certificate or National Diploma, or equivalent, in subjects acceptable to the University, may substitute for the 'A' level requirement

above, provided that their UCAS tariff score is equivalent to the 'A' level requirement above

2. A Higher National Certificate or Diploma.
3. A TEC or BTEC Certificate or Diploma, which includes passes with merit in at least three Level III units with a mathematical or scientific content.

Scottish Highers:

A Scottish Certificate of Education provided at least four subjects have been passed at Higher Grade together with two other subjects at the Ordinary Grade.

Irish Highers:

Irish Certificate of Education provided at least five subjects have been passed at Higher Grade C or better.

GNVQ Business:

Minimum of Overall Merit in Advanced GNVQ in Business Management (or related subjects) at Level 3.

Other:

1. A Cambridge Overseas School Certificate in which a Credit or Subsidiary Level pass will be accepted as an Ordinary Level pass and a Principal level pass will be accepted as an Advanced Level pass.
2. The European Baccalaureate.
3. The International Baccalaureate.
4. A Foundation Degree or Higher National Diploma, in an appropriate subject area, will enable entry to the degree at year two or year three, subject to Approved Prior Certificated Learning.
5. Candidates with Applied GCE qualifications at the appropriate level.
6. Candidates with an equivalent standard of education approved by the Royal Agricultural University for this purpose.
7. Consideration will be given on an individual basis to highly motivated mature applicants with experience of business management, agriculture, or the food industry (depending on pathway), who may lack sufficient formal qualifications, for entry.

Additional requirements (overseas students)

1. Overseas Students will require a minimum of level 6 IELTS (British Council Test or equivalent) to enter the programme. If there is any doubt students will be required to take the test and present their results to University. Where there is doubt about the English capability of the student, acceptance onto the module will be at the discretion of the module leader
2. Overseas students whose competence in English is deemed to be adequate may as an alternative be asked to undertake one of the three levels of modern European language study available in both year one and year two. Each student will be allocated a module level by the module leader, after discussion concerning their previous experience and attainment, and taking account of the students' wishes, in so far as resources allow.

16. Teaching, learning and assessment

Lectures:

Lectures are a general exposition of the syllabus content of the programme by a member of the lecturing staff to the whole class of students, and may provide the main guide to the topic matter in that programme.

Attendance at lectures is normally monitored (and may be recorded) because of the UK Border Agency requirements regarding non-UK students, and in any event students are strongly encouraged to attend them. It is a common experience that there is a strong relationship between attendance at lectures and tutorials and problems with examinations, and other programme assessments

Tutorials:

All Centre of Business and Entrepreneurship students participate in the First Year Tutorial Programme based around the Personal and Professional Development Planning module. There will be additional tutorial sessions related to the specific modules that you will study.

A tutorial is a block of time that is available to assist in developing critical thinking skills. In responding to your reflective processes, the tutor will help students to engage in greater depth with the programme material and gain greater clarity and understanding. This is essential for developing critical thinking skills.

Seminars:

Seminars are sessions where students take responsibility for preparing and delivering more formal presentations of ideas and results of their research. They involve careful preparation in order to make the best of them. The management of the entire event is usually placed in the hands of students.

The practical placement:

In the second year, there is a 20 week, work placement in a work organisation, normally between April and September, which is intended as a form of work-based learning (see Section 16, below). This can be undertaken in the UK or overseas.

Honours Dissertation:

The Honours dissertation subject in year 3 is chosen by the student in consultation with the dissertation supervisor, although it is essential that the choice of topic is one which is relevant to the nature and title of the degree. Therefore, in the case of students undertaking the BSc (Hons) degree in Business Management (International Food and Agri-business), it is considered appropriate that students choose a topic related to the focus of the degree in some substantive way; either in terms of theme or in appropriateness. Relevance and appropriateness will be important issues when it comes to approval of the degree proposal, submitted by students in the autumn of their year 3 studies.

The dissertation is a major opportunity for the student to engage in independent learning. In producing a dissertation students are presenting evidence of a claim to have engaged in a learning enquiry.

The research enquiry and dissertation are used for encouraging skills in investigation, analysis and presentation; as well as for developing skills of managing time to meet required deadlines.

The Centre of Business & Entrepreneurship is committed to an embrace of diversity in its encouragement of research inquiries that further the study, scholarship and generation of knowledge about business, organisation, and management education more generally. Both quantitative and qualitative approaches to research are equally welcomed in the Centre.

The Centre also aims to provide the mentoring and guidance resources to supervise a broad range of both 'objective' and first-person research inquiries, multi-media approaches that use visual and film data, as well as statistical and quantitative analyses of data. The Centre requires its students to be able to distinguish between different forms of research approaches in order to justify the suitability of the chosen research approach for the proposed research inquiry. The best way to establish the viability of a research question or research inquiry is for students to talk to a member of staff whose research and subject interests correspond with his or her own – and as soon as possible once the process of research has been embarked upon.

Assessment Strategies

The assessment strategy of the business management programmes could most easily be described as "variety"; no single form or format predominates, and this is absolutely appropriate. Form inevitably dictates content; the form of the assessment has to a large extent to be directly related to the outcomes to be assessed. A wide variety of oral and written assessment methods is therefore employed across this undergraduate programme, recognising that students learn (and should be assessed) in different ways.

Students do occasionally perceive problems with the burden, and timing of assessments. Similarly there is sometimes overlap, in both the assessment and the subject-matter of modules. Indeed some overlap is valuable in providing for reinforcement and for enabling links, connections, and wider understanding of the world of business through different modes. But overlap may be perceived as a problem of lack of coordination

Here the role of the Programme Manager, especially aided by Year managers, is important for pastoral support in the programmes for students, in coordinating between module leaders to produce a coursework schedule for the year and to minimise problems. Nonetheless, some 'bunching' of coursework assessment, and some overlap, is impossible to avoid completely.

In relation to assessment in the various modules that students undertake to successfully complete the programme, it is important to emphasise that the

Programme Manager has considerable responsibility. The Programme Manager has delegated authority to respond to immediate problems or difficulties within the management of a programme, and tends to liaise with all members of teaching staff involved with the programme, including visiting lecturers. S/he also coordinates the teaching input and agrees timetable arrangements in each year of the programme.

In relation to assessment, Module Leaders are responsible, of course, for the production of all module assessments in the modules of which they are the leaders. But they ensure that copies of all coursework briefing documents are provided to the Programme Manager(s) prior to distribution, as the modules are an integral component of the overall assessment.

The Programme Manager's role also involves convening the programme committee at various times during the academic year; this is the vehicle students may employ to discuss concerns, raise issues, and respond to questions concerning assessment. This committee has the formal job of monitoring the appropriateness of assessment design, timing (to prevent bunching), weighting and required student effort in relation to the module levels and credit weightings and context of the programme.

It is on matters such as the potential bunching of assessments, overlap between assessments in different modules, and so on, that the role of the Programme Committee comes into play. Students have representation there, and are enabled to have a voice and raise their concerns (say over the form of assessment, such as presentation, group work multiple-choice test, and so on), and to have them listened to.

Knowledge and Understanding

Assessment methods are specified in each module guide. In general, each module is assessed by a combination of examination and coursework. The nature of the coursework varies from module to module.

Intellectual Skills

Assessment is partly through formal examinations, but assessment of coursework and practical project work is the main vehicle for assessing these higher order skills.

Practical Skills

Assessment for practical skills will be taken in respect of a satisfactory report from an employer when the placement is being taken and through appropriate examples of writing and verbal presentation. In certain cases, especially in the case of self-awareness, self-reflection, and collaborative learning, these practical skills are assessed through coursework set as part of a module assessment (for example 3012 Ethical Leadership and Global Organisation). Almost all modules involve the assessment of writing skills to some extent, and many involve verbal presentation. However, the dissertation (module 3066) is the opportunity for students to both demonstrate their ability to explore layout, structure and design of written work and develop these skills to the highest possible level, and to have those skills assessed.

Transferable Skills

As well as acquiring a conceptual knowledge base throughout your programme, students will be given many opportunities to develop skills of a transferable nature. These are developed to assist them when they begin their work career and examples of transferable skills include language and other forms of communications skills as well as managing time to meet various time constraints. These skills are assessed through a number of coursework assignments at all levels of study.

Assessment methods and writing:

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

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

Coursework grading and feedback:

When work is submitted for assessment, tutors award the work a percentage mark based on the University marking criteria. The percentage marks correspond to the final degree classification as follows:

Percentage score	Class
70+	First class
60 – 69	Second Class Upper Division (2:1)
50 – 59	Second Class Lower Division (2:2)
40 – 49	Third class
35 – 39	Borderline fail
less than 35	Fail

In addition to assigning a percentage mark to the work, the tutor adds comments; usually about the strengths and weaknesses of the piece as well as advice about improving the work.

All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners. Students must ensure they retain all coursework in case the External Examiner(s) wishes to see it.

Regulations

All assessment decisions are governed by the University's Regulations; students who wish to see the full regulations may simply ask the Programme Manager, and they are also available on the University website: <http://rau.ac.uk/study/academic-policies-and-procedures/assessment-regulations-and-marking-criteria>

Diversity

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

The work placement

In the second year of the programme, students are required to undertake a 20 week placement in an organisation between April and September of that year. In exceptional circumstances, the learning requirement may be achieved via experience of equivalent length and nature through **self-employment**, but this option must be specifically approved by the programme manager and placement coordinator, through the approval process outlined below, in advance of the placement commencing.

Approval process

It is the University's responsibility to ensure that learning opportunities during a placement are appropriate. However, it is at the same time obviously desirable that students secure a placement with an organisation which is suitable for their needs as well as amenable to them (for example, in terms of its location, the nature, function and size of the organisation, the individual's likely job role, and so on). For this reason, as well as for others (including the learning experiences obtained by students through the process of CV writing and updating, job search, interview, and other recruitment activities), the **responsibility** for securing a placement rests with the individual student. However, to ensure that the University's responsibilities are carried out, all placements are subject to **approval** by the University, **in advance** of the placement commencing.

This means that no placement can be considered to be in place and accepted until such time that appropriate checks have been made, and the placement has been approved for this purpose, by the placement coordinator. Students must submit relevant details of their desired placement on the appropriate form (including dates, name of organisation, outline job description, and so on) well in advance of the placement commencing, and at least by the date laid down, to ensure that checks can be carried out, and in case subsequent difficulties emerge.

Criteria for approval will include:

- The nature and function of the placement organisation, in relation to the student's learning programme (taking into account the student's pathway, for example). Given the focus of the degree on the food and agri-business sector, an important element in terms of likely approval will be a consideration of the relevance of the proposed placement in relation to that sector. Students are strongly advised to seek for opportunities in such appropriate organisations, taken in the widest sense.
- 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

It is particularly important that students secure a placement appropriate to their degree programme; and thus secure a placement with a relevant organisation, or in a relevant environment, and/ or job role, appropriate to the degree. This will be an important factor in approval (or rejection) of work placements suggested by students.

The Placement Module and its role in Year 2

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

Its overall significance and importance in the programme is reflected in that successful completion of the placement, and a satisfactory report (with

employer's report as appropriate) is equivalent to a 'double module' (the award of 30 credits), one quarter of the Year 2 programme.

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

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

The opportunity is open to wide ranging possibilities of type of organisation, although taking into account the issues mentioned above regarding the importance of undertaking a placement appropriate for the food and agri-business sector, and also country of placement. It is certainly important for students to remember the many types of organisation that may usefully provide opportunities; including those in the public and private sector, the for-profit and not-for-profit organisations, charities, co-operatives, and so on. Students are especially encouraged to consider a placement in a country utilising the language that they have chosen to study in years one and two.

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

Prior to placement

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

Responsibilities include those:

- As representatives of the University as a Higher Education Institution (as the placement provider might well be asked to offer equivalent opportunities to other students in future years)
- Towards the placement provider; their customers or clients; and to their other employees. In effect students are acting as employed persons within the organisation, subject to the normal employer/ employee mutual obligations, to fulfil the contract of employment.
 - For managing their learning & professional relationships
 - For recording progress and achievements(very important in terms of the final reporting process, as documented in the module handbook and assessment brief)

- For alerting both the placement provider and the Royal Agricultural University to any problems experienced during the placement. In the latter case, the expectation is that students maintain an ongoing communication with the University, in most cases through the designated link 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 'link tutor' who will provide for liaison, and a point of contact during the placement. This tutor will normally visit the student on at least one occasion during the period of the placement, normally before the end of July. The purpose of the visit is to ensure that all is satisfactory from the viewpoint of both student and placement provider, to counsel all parties if difficulties emerge, and to remind students of the requirements of the reporting process required of students to fulfil the module criteria. In some rare instances no visit will be possible, in which case alternative arrangements will be made to fulfil this function of monitoring.

The student is encouraged to keep in touch with this 'link tutor' throughout the placement period, by email or telephone as appropriate, both before and after the visit. If all is going well a weekly email may well be sufficient. Thus it is crucial that all student email addresses, mobile telephone numbers, etc, that are relevant to the placement period, are recorded by University and maintained as up-to-date as possible. However, if problems occur during placements, as sometimes happens, please ensure you make contact as soon as possible, if necessary with the Programme Manager, or the Placement Coordinator, if the link tutor is not available at the time. Students must not wait for a visit if the problem is an urgent one.

18. Quality Assurance Procedures

The formal quality assurance process is built around both internal and external processes; the former involving some quantitative data generated by student surveys; the latter based upon a system of External Examination.

In terms of student data, an annual survey takes place of student opinions about programmes and modules (termed Student Satisfaction Survey or SSS) and students are urged to help the University respond to student concerns and views by participating in this vital feedback mechanism. The results are reported to the University's Academic Standards Committee, discussed in

detail in the Annual Programme Report, and analysed for trends, discrepancies, and issues.

In addition, questionnaires are also available online for students through the medium of the National Student Survey, a census of students in the final year of a programme leading to undergraduate credits or qualifications, which is sponsored by HEFCE, the national funding organisation for UK HE, and supported by NUS.

Moreover, in addition to these formal university-wide devices, in some cases, tutors may ask students to participate in small-scale surveys of student opinion about particular modules, to aid them in reviewing and improving delivery.

Feedback to the Programme Team:

The University and the Programme Team are always interested in the views of students as to the nature of their learning experience. Information is gathered, systematically, on student perceptions in a number of ways, but for those students who experience problems or difficulties there are many ways in which they may bring matters to the attention of the University and its staff. Most obviously, the simplest method to raise issues is to discuss problems or concerns, perhaps informally, directly with a member of the programme staff, maybe the particular tutor concerned. If that is inappropriate, or perceived as difficult, students may always discuss issues with their personal tutor.

Personal Tutor:

Students are allocated a Personal Tutor when the programme begins, to discuss progress on the programme or any other point of concern or interest. The Personal Tutor is helpful in representing students at the Examination Boards, to act as advocate for example. It is a good idea for students to call in to see the Personal Tutor, certainly in the first few weeks of the programme, and then to update her or him regularly.

Programme Committee meetings

During the year there are at least two Programme Committee meetings, convened by the Programme Manager, and usually held at least in November and in March. Each year of the programme elects or agrees two student representatives whose job it is to try to gather points for discussion at these meetings and represent their group as a whole. At the same time, all Programme Committee meetings are open to any student, whether or not they are a representative, to attend, join in the discussion, raise issues, or simply listen and observe. At the Committee, students are able to meet with representatives of the Programme Management Group and air their views freely, and have them taken into account.

Minutes of the Programme Committee meetings are kept and are posted on the programme website. They are always discussed at the following meeting to ensure action points are addressed, or at least progress monitored and reasons aired.

In addition, there are regular Student Union Management meetings (i.e. cross-University) and the programme representatives are able to attend these, to represent your interests and present points of view. These are particularly important for issues wider than the immediate programme, affecting many programmes, or perhaps student life and facilities generally.

External Examiner:

The programme has an External Examiner, and sometimes two, usually appointed for a term of three or four years. The person appointed is a member of another University and has the task of examining the processes and procedures that go into managing the academic quality of the degree. The External Examiner may scrutinise examination scripts and final dissertations, and often additionally asks to see examples of coursework. She/he is looking particularly at the standard of marking and feedback that is given, and reports directly to the Academic Registrar, and thus to the University's Academic Quality and Standards Committee. It is usual for the External Examiner to meet with some members of the programme in the final year, either as a group, or in informal interviews. The External Examiner's report is included in the Annual Programme Report.

Centre Advisory Board:

One important mechanism for quality enhancement is a system for engaging with (primarily) employer opinions. The Centre has an Advisory Board, which meets around twice a year, on which employer representatives and academic staff are enabled to meet and discuss matters pertaining to the programme, curriculum design, and student success.

19. Marking Guides and Assessment Regulations

Support Documentation

All guidance concerned with assessment (coursework and examinations), marking criteria and regulation documents are available from University VLE, Gateway and from the University website: <http://rau.ac.uk/study/academic-policies-and-procedures/assessment-regulations-and-marking-criteria>

Modified assessment regulations

The University's Academic Board has agreed Regulations covering assessment; these apply to all (level four, five and six) undergraduate programmes.

The following basic principles apply from October 2015:

1. Students are required to achieve an overall **40%** module average to pass (especially important where there is a mix of coursework and examinations in a module), with no minimum element requirements.
2. Maximum credits permitted for referral to increase to 50% of registered module credits per academic year for both undergraduate and postgraduate programmes. For students studying part-time, limits will be 50% of registered module credits or a maximum of 30 credits, whichever is the greater.

3. Regulations relating to opportunities for undergraduate students to trail modules amended. Requirements now require students to achieve a year average of 40% minimum at both level 4 and level 5 to trail a maximum of one or module or 15 credits, whichever is the greater, to the next academic level. Requirements for trails from level 5 to level 6 to be only to an Ordinary Degree in the first instance remain.
4. Requirement for undergraduates to achieve a minimum of 25% in a module to qualify for a referral opportunity now removed.

The University's marking criteria for Coursework, Oral Presentations, and Examinations can be obtained from the University website: <http://rau.ac.uk/study/academic-policies-and-procedures/assessment-regulations-and-marking-criteria>

20. Ownership of programme specification

The International Business Management (Food and Agri-business) degree programme is the responsibility, in terms of internal management, of the Centre of Business & Entrepreneurship.

21. Curriculum Map

A Curriculum Map, showing how the modules relate to, and deliver, the programme learning outcomes, can be found in **Appendix 2**.

22. Career prospects

Students are advised to make early contact with the Careers Team in Emrys Jones Building for careers advice and guidance, and especially in Year 3 of their programme.

23. Further information

More detailed information on many aspects of the programme can be obtained from Module Leaders, the Programme Managers, and the Dean of the School. The Academic Registrar is responsible for publishing appropriate Regulations governing the programme, and is a source for authoritative guidance.

In particular, for many aspects of your studies, the most useful source of information on specific modules is the various module handbooks as published by module leaders and available on the Gateway site, according to module.

24. Modules

Compulsory and elective modules for the programme are shown in **Appendix 1**.

Module reference sheets, for all modules studied on the programme, are available on the University intranet.

Appendix 1

Year One Modules

BSc (Hons) International Business Management (Food and Agri-business)

Module No.	Module Name	Credits	Module leader
1003	The Business Environment	15	Dr Carol Zhang
1004	Communications and Information	15	Dr Allan Butler
1012	The Business of Food	15	Jonathan Brunyee
1013	H.R. in Context	15	Dr Carol Zhang
1033	Business Finance	15	Michael Slark
1218	Personal and Professional Development Planning	7.5	Dr Carol Zhang
1213	Fundamentals of Marketing and Retailing	15	Michael Slark
1236	Entrepreneur in Action	15	Dr David Bozward
1219	Principles of Business and Company Law in the UK	7.5	Dr Peter Morris
Total		120	

Year Two Modules

Module No.	Module Name	Credits	Module leader
2023	Financial Management	15	Philip Boulton
2235	Researching Business, Management and Entrepreneurship	7.5	Dr Allan Butler
2036	Work Placement incorporating Personal & Professional Development Planning	30	Dr Codrin Chiru
2041	Agricultural Marketing	7.5	Dr Federico Topolansky
2232	Entrepreneurship, Intrapreneurship and Enterprise Development	15	Dr David Bozward
2241	Omni Channel Business	7.5	Dr Codrin Chiru
2231	International Agribusiness Marketing	15	Dr Sarah Maddock
2230	Management and Organisation – Critical Perspectives in Global Food	15	Yaqub Murray
2077	International Business (Agricultural Trade)	7.5	John Nixon
Total		120	

Year Three Modules

Module No.	Module Name	Credits	Module leader
3081	Consumer Behaviour	15	Dr Sarah Maddock
3066	Honours Dissertation	30	Yaqub Murray
3104	Food and Agribusiness Strategies	15	Dr Federico Topolansky
3103	Ethical Leadership and Global Organisation	15	Yaqub Murray
3030	International Agri-food (Leadership) Issues	15	Dr Jonathan Turner
	Must choose 2 Electives (see below)	30 (2 X 15)	
Total		120	

Year Three Electives

Module No.	Module Name	Credits	Module leader
3011	Rural Business Diversification	15	Jonathan Brunyee
3038	Critical issues in Organisation and Management	15	Yaqub Murray
3039	Strategic Human Resource Management	15	Yaqub Murray
3040	Management Accounting	15	Karen Czapiewski
3041	Corporate Finance	15	Stephen Thomas
3034	Marketing Communication	15	Dr Sarah Maddock
3084	Entrepreneurship	15	Dr David Bozward
3089	Operations Management	15	Brian Swindell
3231	Beverages & the Supply Chain	15	Dr Shona O'rourke

All Elective choices are subject to timetable constraints, and to minimum numbers of students registering

Appendix 2

Curriculum Map (Intended Learning Outcomes)

<p>Knowledge and Understanding</p> <p>A1 Financial, economic and accounting principles relating to both corporate and small and medium enterprises (SME), focusing on the food and agri-business sector.</p> <p>A2 The creation of value in organisations through the acquisition and development of human resources and marketing skills, as applied in the global food industry; and the role of ethical leadership and entrepreneurship in value-creation in the food and agri-business sector.</p> <p>A3 Awareness of business structure, organisational behaviour and other issues encountered in the business environment.</p> <p>A4 The food supply chain as a coherent activity, influenced by market forces and power dynamics.</p> <p>A5 Management decision making as a critical and cognate process and the management of knowledge and information to support decision-making.</p> <p>A6 The drivers for and the development and consequences of international trade and globalisation, in the food industry in particular..</p> <p>Intellectual Skills</p> <p>B1 Apply the skills needed for academic study and enquiry.</p> <p>B2 Research, assemble, analyse and evaluate a variety of information types</p> <p>B3 Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.</p> <p>B4 Demonstrate the skills necessary to plan, conduct and report a programme of original research and write up as a dissertation.</p>	<p>Practical Skills</p> <p>C1 Students will integrate theory with practical skills during the period of placement in the second year.</p> <p>C2 Write for different audiences: to prepare essays, reports and a dissertation including layout, format and structure and design.</p> <p>C3 Interpersonal skills of effective listening, negotiating, persuasion and presentation. Self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.</p> <p>C4 Learning to learn and developing an appetite for learning; reflective, adaptive and collaborative learning</p> <p>Transferable skills</p> <p>D1 Develop a capacity to learn in familiar and unfamiliar surroundings.</p> <p>D2 Communicate effectively by verbal, written and visual means.</p> <p>D3 Develop numerical skills appropriate for business managers.</p> <p>D4 Develop reflective skills to examine personal practice.</p> <p>D5 Manage time, prioritise workloads and recognise and manage personal emotions and stress.</p> <p>D6 Develop foreign language skills.</p> <p>D7 Gain experience in facilitating groups of learners and of being a group member.</p> <p>D8 Develop confident use of information technology.</p>
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<p>B5 Utilise problem solving and decision-making skills and apply to a range of business situations.</p>	
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Curriculum Map Business Management (International Food and Agribusiness)

Year One	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
1003 The Bus Environment	x		x				x											x					
1013 Human Resources in Context		x	x				x	x					x	x									
1213 Fundamentals of Marketing and Retailing			x	x			x						x				x						
1012 The Business of Food				x		x	x										x						
1236			x		x		x		x				x	x	x	x	x				x		
1004 Communication & Information					x	x	x	x									x	x					x
1033 Business Finance	x						x											x					x
1218 Personal Prof Dev Plan					x		x	x					x		x	x	x		x	x		x	
1219 Principles of Business and Company Law in the UK		x							x		x												

Year Two	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
2077 International Business (Ag Trade)			x	x		x	x	x			x						x			x		x	
2023 Financial Management	x		x				x	x	x		x		x				x	x					x
2041 Agricultural Marketing							x		x				x	x								x	
2035 Approaching Dissertation							x	x	x				x				x		x				x
2127 Commodities Marketing	x	x		x		x		x															
2231 International Agribusiness Marketing		x	x	x		x	x	x			x						x			x		x	
2230 Management and Organisation – Critical Perspectives in Global Food			x	x	x	x			x					x	x				x			x	
2232 Entrepreneurship, Intrapreneurship and Enterprise Development	x		x		x				x		x		x				x	x	x	x			
2036 Placement			x		x		x	x	x			x	x	x		x	x		x				

Year Three	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
3066 Honours Dissertation				x			x	x	x	x			x		x	x	x		x	x			x
3030 International Agri-food				x		x	x	x	x				x				x	x				x	x
3081 Consumer Behaviour		x	x					x	x								x						
3082 Inter Business Issues						x	x	x	x		x						x		x				
3104 Food and Agribusiness Strategies			x	x	x		x		x		x					x			x				
3103 Ethical leadership and Global Organisation		x				x					x		x			x	x		x			x	
ELECTIVES (2)																							
3084 Entrepreneurship	x		x		x				x		x		x				x	x	x	x			
3089 Operations Management					x						x							x		x		x	
3041 Corporate Finance	x		x		x						x							x					x
3040 Management Accounting	x										x								x				x
3039 Strategic HRM		x	x					x															
3011 Rural Business Diversification	x		x		x			x			x						x	x	x				
3034 Marketing Communications		x	x			x		x									x					x	
3231 Beverages & the Supply Chain			x			x	x	x					x										
3038 Critical Issues in Organisations & Management		x	x				x		x					x	x				x				